



# Pinegrove School

Kuthar Road

Subathu

District Solan HP

Affiliation No 630065

School Number 43054

Annual Pedagogy Plan

Session 2023-24

## **THE SCHOOL**

### **MISSION STATEMENT**

We believe in the creation of 'exalted lives' by nurturing the body, mind, heart, and soul and aim to reach the stars of achievement through toil and determination. Hence we dream, plan, endeavour and pray... in that order... to achieve our mission.

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No 630065; School Code: 43054  
**Pedagogy Plan for Class VI**  
**ENGLISH**  
**2023-24**

Month No of workin g days	Topic/Sub-topic	Teaching 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 y 5 days	<p><b><u>Grammar/</u></b> <b><u>Composition</u></b> Letter Writing</p> <p>Application Writing</p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and videos</u></b> <a href="https://youtu.be/8RCwWSE01Ck">https://youtu.be/8RCwWSE01Ck</a></li> <li><a href="https://youtu.be/2BzA_95rExU">https://youtu.be/2BzA_95rExU</a></li> <li>• <b><u>Grammar workbook</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cross cultural link:</u></b> <b><u>Project</u></b> (Know your partner state Make a chart on Kerala and Himachal Pradesh)</li> <li>• <b><u>Experiential Learning:</u></b> Discussion and Writing letters to parents and applications to class teacher, Head Teachers.</li> <li>• <b><u>Inter Disciplinary linkage</u></b> (with Social Science) History of communication</li> <li>• <b><u>Skill assessment</u></b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Letter, Application</li> <li>• Quizzes/MCQs</li> <li>• Class Test</li> </ul>	<p><b>Interactive session</b> 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 charts and speaking about the holidays.</p> <p><b>Ice Breaking Activity:</b> 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</p>	<p>Students know</p> <ul style="list-style-type: none"> <li>• the history of communication.</li> <li>• 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.</li> <li>• the role of letters in present day digitalized life.</li> <li>• value relationships, develop love and respect for family and friends.</li> <li>• know and respect the cultural diversity of the country.</li> </ul> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> </ul>

					<p>applications will be taught through examples. Children will write letters to their parents or grandparents using the format taught.</p>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Inter personal communication skills</li> </ul>
<p><b>Literature</b> <b>L-1 Who did Patrick's Homework? (Story)</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT</b></li> <li>• <b>PDF ,Text book (Honeysuckle)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning</b> : Entry /Exit Cards Activity</li> <li>• <b>Inter disciplinary (with sports)</b> Discussing different types of games –indoor and outdoor</li> <li>• <b>Skill assessment (Reading, Listening, Speaking, Writing skills)</b></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of difficult words, Word Meanings and Making Sentences</li> <li>• Dictation, Quizzes, MCQs, Class Test</li> </ul>	<p><b>Ice breaking–Entry-Exit Card Activity</b></p> <p><b>Introduction of the topic-</b> 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>	<ul style="list-style-type: none"> <li>• Students are able to monitor and self correct their own comprehension of the text.</li> </ul> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Reading skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <p>The learners</p> <ul style="list-style-type: none"> <li>• refer to dictionary to check meanings and spelling.</li> <li>• infer the meaning of unfamiliar words by</li> </ul>	

						<ul style="list-style-type: none"> <li>reading them in context</li> <li>spell the words correctly when dictation is given.</li> <li>answer the questions orally and in written.</li> <li>read and interpret critically the text in different contexts.</li> <li>identify the values (hard work and self help) highlighted in the story.</li> </ul>
March 23 days	<p><b><u>Literature</u></b></p> <p><b>Poem-1 A House , A Home (Poem)</b></p>	<ul style="list-style-type: none"> <li><b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li><b><u>PPT and videos</u></b></li> <li><b><u>Text book (Honeysuckle)</u></b></li> <li><b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Art Integrated Project :</u></b> (Make a 3D model of a house.)</li> <li><b><u>Experiential learning:</u></b> ( through discussion and sharing of experiences)</li> <li><b><u>Inter disciplinary linkage:</u></b> (with Social Science) Discussion on different types of houses</li> <li><b><u>Skill assessment</u></b> (Reading, Listening, Speaking, Writing)</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Quizzes/ MCQs, Class Test</li> </ul>	<p><b>Brain Storming –</b> Discussion on importance of family, difference between a house and a home to encourage Collaborative, Communication, Critical thinking.</p> <p><b>Introduction of the topic -</b> 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"> <li>Reading skills</li> <li>Listening skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> </ul> <p>The learners</p> <ul style="list-style-type: none"> <li>refer to dictionary to check meanings and spelling.</li> <li>infer the meaning of unfamiliar words by reading them in context and acquire varied range of vocabulary.</li> <li>spell the words correctly when dictation is given.</li> <li>recite poem with expressions and</li> </ul>

			<u>skills)</u>		MCQs	<p>intonation.</p> <ul style="list-style-type: none"> <li>• identify the values (love and respect for family) highlighted in the story.</li> <li>• present their inference from the text.</li> <li>• appreciate poetic language</li> <li>• develop creativity and love for art and learn meaningful craft.</li> </ul>
	<p><b><u>Literature</u></b></p> <p><b>L-2 How The Dog Found Himself a New Master (Story)</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and video</u></b></li> </ul> <p><a href="https://www.youtube.com/watch?v=ios8RyMcSKc">https://www.youtube.com/watch?v=ios8RyMcSKc</a></p> <ul style="list-style-type: none"> <li>• <b><u>PDF ,Text book (Honeysuckle)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning :</u></b></li> <li>• PPT, video , project</li> <li>• <b><u>Inter disciplinary linkage</u></b> (with Social Science)</li> <li>• Discussion on domestic and wild animals</li> <li>• <b><u>Art integrated Project :</u></b> Make puppets of the characters that appear in any Fable of your choice (2D or 3D, using the easily available material). These puppets will be used in Story telling (Speaking Activity).</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Brain Storming</b> – 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><b>Introduction of the chapter.</b> 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"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <p>The learners:</p> <ul style="list-style-type: none"> <li>• refer to dictionary to check meanings and spelling.</li> <li>• refer to dictionary to find the meanings of difficult words.</li> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• spell the words correctly when dictation is given.</li> <li>• frame meaning sentences orally and in written.</li> </ul>

			<ul style="list-style-type: none"> <li>• <b><u>Skill assessment</u></b> (<u>Reading,</u> <u>Listening,</u> <u>Speaking, Writing</u> <u>skills, short poem</u>)</li> </ul>			<ul style="list-style-type: none"> <li>• demonstrate planning skills, locate, access , select and integrate relevant data to answer questions orally and in written.</li> <li>• appreciate poetic language and write a few lines on their own.</li> </ul>
	<b>P-2 The Kite (Poem)</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using <b><u>Extramarks</u></b>)</li> <li>• <b><u>PPT and videos</u></b></li> <li>• <b><u>Text books</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning:</u></b> PPT, discussion (festivals)</li> <li>• <b><u>Inter disciplinary linkage:</u></b> (with Social Science) Discussion about kite flying festival</li> <li>• <b><u>Art integrated Project :</u></b> Make a bookmark which has a paper kite on it with the help of paper and colours. You can also use any kind of decorative material.</li> <li>• <b><u>Skill assessment</u></b> (<u>Reading,</u> <u>Listening,</u></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Brain Storming</b> –To hone students’ critical 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</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <p>The learners</p> <ul style="list-style-type: none"> <li>• refer to dictionary to check meanings and spelling.</li> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• spell the words correctly when dictation is given.</li> <li>• recite poem with expressions and intonation.</li> <li>• appreciate poetic language.</li> </ul>

			<u>Speaking, Writing skills, Critical thinking)</u>			<ul style="list-style-type: none"> <li>• develop reference skills both printed and electronic mode.</li> </ul>
<p><b>Supplementary Reader</b></p> <p><b>L-1 The Tale of Two Birds (Story)</b></p>	<ul style="list-style-type: none"> <li>• <u>Computer Aided Teaching</u> (using Extramarks)</li> <li>• <u>PPT</u></li> <li>• <u>Text book (A Pact with Sun)</u></li> <li>• <u>Chalk board, chalk, duster</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Experiential learning:</u> PPT, video , discussion and sharing of experiences</li> <li>• <u>Art linkage :</u> Discussion about different forms of stories like fable, folktales</li> <li>• <u>Inter disciplinary linkage</u> (with Hindi): Idioms and proverbs on ‘good company’ in Hindi and English</li> <li>• <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quiz/MCQs, Class Test</li> </ul>	<p><b>Brain Storming –</b> Discussion on importance of the company a person chooses to be with.</p> <p>Some idioms and proverbs on ‘good company’ in Hindi and English will be discussed.</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.</p> <p>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"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <p>The learners</p> <ul style="list-style-type: none"> <li>• refer to dictionary to check meanings and spelling.</li> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• spell the words correctly when dictation is given.</li> <li>• develop reference skills both printed and electronic mode.</li> <li>• realize the importance of keeping good company and apply this understanding in their lives.</li> </ul>	
<p><b>L-2 The Friendly Mongoose</b></p>	<ul style="list-style-type: none"> <li>• <u>Computer Aided Teaching</u> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Experiential learning:</u></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of</li> </ul>	<p><b>Brain Storming-</b> To hone the students’ critical thinking and</p>	<p>The following skills and competencies of the students are enhanced :</p>	

	<b>(Story)</b>	<ul style="list-style-type: none"> <li>• <b>PPT and videos</b> <a href="https://youtu.be/HaJCceV-xwE">https://youtu.be/HaJCceV-xwE</a></li> <li>• <a href="https://www.youtube.com/watch?v=uBc6x0dYBe0">https://www.youtube.com/watch?v=uBc6x0dYBe0</a></li> <li>• <b>Text book (A Pact with Sun)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<p>( PPT, video, discussion and sharing of experiences)</p> <ul style="list-style-type: none"> <li>• <b>Inter disciplinary linkage :</b> (with Hindi : students recall they have read the same story in Hindi too)</li> <li>• <b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<p>Question answers.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quiz/ MCQs, Class Test</li> </ul>	<p>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><b>Introduction of the topic-</b> 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>	<ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking and provide solutions to problems raised</li> </ul> <p>The learners refer to dictionary to check meanings and spelling.</p> <ul style="list-style-type: none"> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• spell the words correctly when dictation is given..</li> <li>• identify the values of having faith and not being impulsive and apply these in real life.</li> </ul>
	<b>Grammar Nouns Pronouns</b>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b></li> <li>• <b>PPT and videos</b> Nouns <a href="https://www.youtube.com/watch?v=BI1SyZ9I2n0">https://www.youtube.com/watch?v=BI1SyZ9I2n0</a></li> <li>• <a href="https://www.youtube.com/watch?v=Um4suK9PtJ4">https://www.youtube.com/watch?v=Um4suK9PtJ4</a> <b>Pronouns</b> <a href="https://youtu.be/2VbXRddlCB8">https://youtu.be/2VbXRddlCB8</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning:</b> ( PPT, video, Antakshari)</li> <li>• <b>Inter disciplinary linkage :</b> (with Hindi : what is Noun called in Hindi and types of Nouns, what is Pronoun called in Hindi)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and exercises in grammar workbook</li> <li>• Quizzes/ MCQs /Class Test based on Nouns</li> </ul>	<p><b>Warm up Activities: Nouns</b> ( Antakshari of names, places , things, feelings etc)</p> <p><b>Pronouns (PK testing about Nouns and discuss sentences with only nouns)</b></p> <p><b>Topic will be introduced and explained with the help of PPTs and videos.</b></p>	<p>The following skills a of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Write and speak grammatically correct sentences for</li> </ul>

		<ul style="list-style-type: none"> <li>• <b><u>Grammar workbook</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>			Guided practice followed by Independent Practice .Exercises will be done in the workbook	a variety of situations using nouns and pronouns.
	<b>Grammar/ Composition</b> <b>Diary Entry</b> <b>Short Story Writing</b>  <b>Reading Comprehension</b>  <b>Notice Writing</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b></li> <li>• <b><u>PPT and videos</u></b></li> </ul> <p>Diary Entry  <a href="https://youtu.be/2VbXRddlCB8">https://youtu.be/2VbXRddlCB8</a>  Short Story  <a href="https://www.youtube.com/watch?v=R1ahI0K22Hs">https://www.youtube.com/watch?v=R1ahI0K22Hs</a></p> <ul style="list-style-type: none"> <li>• <b><u>Grammar workbook</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential learning:</u></b> PPT, videos , discussion why are stories important, writing and sharing stories, diary entry, Important notices</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and exercises in grammar workbook</li> <li>• Quizzes/ MCQs</li> <li>• Class Test based on Diary Entry, Story Writing, Notice writing</li> </ul>	<b>Warm up : Diary Entry (discussion on importance of friends, maintaining diary</b>  <b>Introduction of the topic-</b> 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 : <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• refer to dictionary to check meanings and spelling.</li> <li>• to use nouns in speech and writing.</li> <li>• use Pronouns in speech and writing.</li> </ul>
April 25 days	<b>Literature</b>  <b>L-3Taro’s Reward (Story)</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and video</u></b> <a href="https://youtu.be/TSSS4vzcnOg">https://youtu.be/TSSS4vzcnOg</a></li> <li>• <b><u>Text book (A Pact with the Sun)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cross-cultural link:</u></b> Discussion on basic values common to Asian countries like India and Japan</li> <li>• <b><u>Experiential Learning:</u></b> PPT, video, discussion, sharing experiences</li> <li>• <b><u>Skill assessment</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<b>Brain Storming-</b> The class would start with a discussion on what a child should do to fulfill the dreams and wishes of the parents? <b>Discussion</b> on family values and relationships  <b>Introduction of the chapter</b>	The following skills of the students are enhanced : <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> The students <ul style="list-style-type: none"> <li>• can infer the meaning of unfamiliar</li> </ul>

			<p><u>(Reading, Listening, Speaking, Writing skills)</u></p>	<ul style="list-style-type: none"> <li>• Quiz/MCQs ,Class Test</li> <li>• <b>Unit tests -I</b></li> </ul>	<p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning MCQ</p>	<p>words by reading them in context</p> <ul style="list-style-type: none"> <li>• write dictation of words.</li> <li>• demonstrate planning skills, locate, access, select and integrate relevant data to answer questions orally and in written.</li> <li>• identify the values like respect and care for parents, hard work and kindness.</li> </ul>
	<p><b>P-3 The Quarrel (Poem)</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b></li> <li>• <b><u>PPT and video</u></b> <a href="https://youtu.be/7roH-CvpSj4">youtu.be/7roH-CvpSj4</a></li> <li>• <b><u>PDF Text books (Honeysuckle)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning:</u></b> PPT, video, Sharing personal experiences on quarrels or arguments in family or with friends</li> <li>• <b><u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quiz/MCQs ,Class Test</li> </ul>	<p><b>Ice breaking Activity-</b> The students will be asked to share some personal experiences on quarrels or arguments amongst family or with 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>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <p>The students :</p> <ul style="list-style-type: none"> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• write dictation of words</li> <li>• recite poem with expressions and intonation</li> <li>• respect relationships.</li> </ul>

						<ul style="list-style-type: none"> <li>• understand that quarrels and arguments are a part of life and learn to resolve conflicts.</li> <li>• learn to be flexible and to adapt to different situations.</li> </ul>
<p><b>Supplementary Reader</b></p> <p><b>L-3 The Shepherd's Treasure (Story)</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b></li> <li>• <b>PPT and videos</b> <a href="https://youtu.be/pVXE0hQ_RqQ">https://youtu.be/pVXE0hQ_RqQ</a></li> <li>• <b>Text book( A Pact with the Sun)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning:</b> PPT, Video</li> <li>• <b>Inter disciplinary linkage : (with Hindi)</b> discussion on similar stories in Hindi</li> <li>• <b>Skill assessment (Reading, Listening, Speaking, Writing skills)</b></li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quiz/MCQs ,Class Test</li> </ul>	<p><b>Brain Storming-</b> The class would start with a discussion on virtues of humility and wisdom the virtue of good judgment?</p> <p><b>Introduction of the topic.</b> Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p> <ul style="list-style-type: none"> <li>• Techniques to be used: Group Discussion Questioning MCQ</li> </ul>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <p>The students</p> <ul style="list-style-type: none"> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• write dictation of words.</li> <li>• answer the questions orally and in written.</li> <li>• read and interpret critically the text in different contexts.</li> <li>• realize the value of humility and honesty.</li> </ul>	
<p><b>Grammar/ Composition</b></p> <p><b>Article Writing Articles</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b></li> <li>• <b>PPT and videos</b> <a href="https://youtu.be/u1g7oNGw-Xs">https://youtu.be/u1g7oNGw-Xs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning:</b> PPT, Video, reading out articles from magazines and newspaper clippings</li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) Exercises in Grammar workbook</li> </ul>	<p><b>Warm up (Article Writing) :</b> Students will be asked in which ways they can convey their thoughts and opinions to public,</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> </ul>	

	<p><b>Present Tense Reading Comprehension</b></p>	<p>Present Tense  <a href="https://youtu.be/UZMDp89VjEM">https://youtu.be/UZMDp89VjEM</a>  Present Continuous  <a href="https://youtu.be/oBbJNjjSYBo">https://youtu.be/oBbJNjjSYBo</a>  Present Perfect  <a href="https://youtu.be/5vJOJrVIgek">https://youtu.be/5vJOJrVIgek</a>  Present Perfect Continuous  <a href="https://youtu.be/A4LNCzd5JU4">https://youtu.be/A4LNCzd5JU4</a></p> <ul style="list-style-type: none"> <li>• <u>Grammar workbook</u></li> <li>• <u>Chalk board, chalk, duster</u></li> <li>• <u>Newspapers, magazines</u></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Articles</b> Drill of articulating vowel and consonant sounds</li> <li>• <b>Inter disciplinary linkage :</b> with Social Science, Science (Writing Articles on various environmental and social issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/ MCQs, Class Test , Revision</li> </ul>	<p>importance of magazines and newspapers.  <b>Icebreaking Activity(Articles):</b>  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.  <b>Ice breaking Activity Present Tense :</b>  Narrative questions in Present tense will be asked and the topic will be introduced.</p> <p><b>Topics will be introduced</b> by the teacher and explained through PPTs and video.  Articles will be read out from magazines and newspapers.  Practice will be done in writing.</p>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Students think critically, analyse social issues</li> <li>• draft, revise and write Articles on given topics based on verbal, print and visual clues</li> </ul>
<p>May 21 days</p>	<p><b>Supplementary Reader L-4 The Old Clock Shop</b></p>	<ul style="list-style-type: none"> <li>• <u>Computer Aided Teaching</u> (using Extramarks)</li> <li>• <u>PPT</u></li> <li>• <u>Text book (A Pact with the Sun)</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Experiential Learning:</u> PPT, project</li> <li>• <u>Art integrated Project Work:</u></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> </ul>	<p><b>Brain Storming-</b> The class would start with a discussion on how honest and correct ways can win over any situation.</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> </ul>

	<b>(Story)</b>	<ul style="list-style-type: none"> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<p><u>Find a folktale from Kerala and illustrate it in the form of a comic strip</u></p> <ul style="list-style-type: none"> <li>• <b><u>Skill assessment</u></b> (<u>Reading, Listening, Speaking, Writing skills, Critical thinking</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story/poem/grammar topics covered</li> </ul>	<p>They would also be told about the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic-</b> 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>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking infer the meaning of unfamiliar words by reading them in context</li> <li>• write dictation of words</li> <li>• identify and make correct use of Adjectives and Verbs in their speech and writing.</li> <li>• understand the importance of non-violence and peace.</li> <li>• correlate art work to other disciplines.</li> <li>• understand value the cultural heritage of their country.</li> </ul>
	<b>Grammar Verbs</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and videos</u></b> Verbs <a href="https://youtu.be/uliQBnhLrZE">https://youtu.be/uliQBnhLrZE</a> Subject Verb Agreement <a href="https://youtu.be/LfJPA8GwTdk">https://youtu.be/LfJPA8GwTdk</a></li> <li>• <b><u>Grammar workbook</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Inter disciplinary linkage (with Hindi)</u></b> What is Verb called in Hindi , its types</li> <li>• <b><u>Experiential Learning</u></b> PPT, videos</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises in Grammar workbook (CW and HW)</li> <li>• Quizzes/ MCQs</li> <li>• Class Test</li> </ul>	<p><b>Ice breaking activity : Verbs : Dumb charade</b> (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:</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul>

		<ul style="list-style-type: none"> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>			<p>Group Discussion Questioning Think Pair Share MCQ</p>	
June	<p><b>Adjectives Integrated Grammar and Composition</b></p> <p><b>Descriptive Paragraph</b></p> <p>Revision</p> <p><b>THEME:</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b></li> <li>• <b><u>PPT and videos</u></b> <a href="https://youtu.be/PVyNi_DGJ5g">https://youtu.be/PVyNi_DGJ5g</a></li> <li> <a href="https://youtu.be/EDV-KMBvMck">https://youtu.be/EDV-KMBvMck</a></li> <li>• <b><u>Grammar workbook</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Inter disciplinary linkage (with Hindi)</u></b> What are Adjectives called in Hindi, their types.</li> <li>• <b><u>Experiential Learning</u></b> PPT, videos</li> <li>• <b><u>Art integration (with music)</u></b> Listen to this song and write down any 10 adjectives that you hear in the song <a href="https://youtu.be/A3yCcXgbKrE">https://youtu.be/A3yCcXgbKrE</a> <b><u>(What a Wonderful World by Louis Armstrong. )</u></b></li> </ul> <p>Holiday Homework 1). Make any one out of the following: bag/ folder/ pen stand/ any other useful item from old newspapers/ courier packets/ cardboards/ boxes/ fabric or any other material lying waste.</p>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) exercises in Grammar workbook</li> <li>• Word Search ,Quizzes/ MCQs, Class Test based on grammar topics covered, descriptive paragraph</li> </ul>	<p><b>Ice breaking activity : Adjectives</b> (Define various things like bottle, pen, uniform etc in just one word)</p> <p><b>Introduction</b> 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"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• define adjectives.</li> <li>• identify and make correct use of Adjectives and Verbs in their speech and writing.</li> </ul> <ul style="list-style-type: none"> <li>• The students become more aware of the environment.</li> <li>• Students think critically, analyse the environmental issues.</li> <li>• Their Creative thinking and skills are enhanced.</li> </ul>

( Unit Tests and Summer vacation)	<b>INTERNATIONAL PLASTIC BAG FREE DAY</b>		2. Decorate them with colors, threads, yarn, buttons, stickers etc. 3). Mention the following on A-4 Sheet). Steps involved in it. i). How did you help in saving environment by making this item? Think and write any 5 points.			
July 22 days	<b>Literature L-4 An Indian-American Woman in Space, Kalpana Chawla(Story)</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b></li> <li>• <b><u>PPT and videos</u></b> <a href="https://youtu.be/W1LG-wDr4fM">https://youtu.be/W1LG-wDr4fM</a></li> <li>• <b><u>Textbook (Honeysuckle)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential learning :</u></b> PPT, video , project</li> <li>• <b><u>Interdisciplinary Link: (with Science)</u></b> Research on Adaptations</li> <li>• <b><u>Project work</u></b> (Integrated with Science and Art) Imagine you are going to space. List 10 points how you will adapt to the new environment. Also make a 1 minute video on the same. Also draw colourful pictures to depict</li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/ MCQs, Class Test</li> </ul>	<p><b>Brain Storming-Discussion on Adaptations.</b> The students will be given a research based</p> <p><b>Project work</b> on 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><b>Introduction</b> of the topic- PPT and Digital Content would be shared</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> </ul>

			<p>your imagination.</p> <ul style="list-style-type: none"> <li>• <b><u>Skill assessment</u></b> (<u>Reading, Listening, Speaking, Writing skills</u>)</li> </ul>		<p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share, MCQs</p>	<ul style="list-style-type: none"> <li>• write grammatically correct sentences for a variety of situations using noun, pronoun, etc.</li> <li>• become self-directed, learn information seeking strategies, use print and non-print sources, synthesize information.</li> <li>• become aware of using media and technology.</li> <li>• reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.</li> </ul>
	<p><b>P- 4 Beauty (Poem)</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b></li> <li>• <b><u>PPT</u></b></li> <li>• <b><u>Text book (Honeysuckle)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning:</u></b> PPT</li> <li>• <b><u>Interdisciplinary Link:</u></b></li> <li>• <b><u>(with Environmental Science)</u></b> Notice the nature around and the beautiful plants, flowers, creatures, sunshine, clouds etc</li> <li>• <b><u>Skill assessment</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Brain Storming</b>–The class would start with a discussion about what is beauty and where can you find it? They would also be told – about the poet -the significance of the topic that they would be studying.</p> <p><b>Introduction</b> of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –Questions/and answers will be</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• recite poems in proper intonation.</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> </ul>

			( <u>Reading, Listening, Speaking, Writing skills</u> )		discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	<ul style="list-style-type: none"> <li>• to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc.</li> <li>• reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.</li> </ul>
<b>L-5 A Different Kind of School</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and videos</u></b> <a href="https://www.youtube.com/watch?v=f-IVv8eceDk">https://www.youtube.com/watch?v=f-IVv8eceDk</a></li> <li>• <b><u>PDF Text book (Honeysuckle)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning :</u></b> PPT, video</li> <li>• <b><u>Pretend Game</u></b> (Spend a day working with one hand only/ blindfold yourself and try to do your daily chores, then write your experience.)</li> <li>• <b><u>Skill assessment</u></b> (<u>Reading, Listening, Speaking, Writing skills</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Brain Storming</b> –The class would start with a discussion on topics like –</p> <p>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><b>Introduction</b> 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</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• participate in activities in English like role play</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations</li> </ul>	

					Questioning Think Pair Share MCQ	<p>using the correct tenses.</p> <ul style="list-style-type: none"> <li>• Students can use grammatically correct sentences for a variety of situations like everyday communication.</li> <li>• become sensitive towards differently abled people.</li> <li>• become flexible and learn to adapt themselves to difficult situations.</li> <li>• reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.</li> </ul>
<b>P-5 Where do all the Teachers Go? (Poem)</b>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT and videos Poem</b> <a href="https://youtu.be/9_5N69zYCKs">https://youtu.be/9_5N69zYCKs</a></li> <li>• <b>Text book(Honeysuckle)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning :</b> PPT, video, Activity : Interview your teachers.</li> <li>• <b>Inter-disciplinary linkage (Social Science)</b> Video on Savitri Bai Phule ,the first female teacher of India to show the social struggles <a href="https://youtu.be/b-qvgB1hUAY">https://youtu.be/b-qvgB1hUAY</a></li> <li>• <b>Art Integration</b> <b>Activity:</b> Make a beautiful greeting card for your</li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test</li> </ul>	<p><b>Brain Storming</b> –The class would start with a discussion on the importance of a teacher in a children’s’ life.</p> <p><b>Introduction</b> 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>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• participate in activities in English like interviewing the teacher.</li> <li>• frame grammatically correct meaningful questions.</li> <li>• respond to a variety of questions on familiar and unfamiliar texts</li> </ul>	

			<p>favourite teacher and write a message for her/him.</p> <ul style="list-style-type: none"> <li>• <b><u>Skill assessment</u></b> (<u>Reading, Listening, Speaking, Writing skills</u>)</li> </ul>			<p>verbally and in writing.</p> <ul style="list-style-type: none"> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• become sensitive towards differently abled people.</li> </ul>
<p><b>Supplementary Reader L-5 Tansen (Story)/ 2 days</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT</u></b></li> <li>• <b><u>Text book( A Pact with The Sun)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning :</u></b> PPT, video, research activity on eminent classical singers of India.</li> <li>• <b><u>Inter-disciplinary linkage (Social Science, Music)</u></b> Discussion on 9 gems in the Emperor Akbar's court. Research on different genres of music, classical music and musicians of India.</li> <li>• <b><u>Skill assessment</u></b> (<u>Reading, Listening, Speaking, Writing</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quiz/MCQs ,Class Test , Revision</li> </ul>	<p><b>Brain Storming</b> –The class would start with a discussion about following ones passion. They would also be told – about few distinguished Indian musicians. -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 understanding of the story Directed Reading- Techniques to be used: Loud reading, Group Discussion Questioning</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• participate in activities in English like role play</li> <li>• can respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> </ul>	

			<u>skills)</u>		MCQ	<ul style="list-style-type: none"> <li>• write grammatically correct sentences for a variety of situations using noun, pronoun, adjectives, verbs, tenses etc.</li> <li>• reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.</li> </ul>
	<b>L-6 The Monkey and the Crocodile (Story)</b>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching by students</u></b></li> <li>• <b><u>PPT and videos</u></b> (to be shared by students)</li> <li>• <b><u>Text books</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential Learning :</u></b> <b><u>Flip teaching ,</u></b> students will prepare digital content like PPTs and videos</li> <li>• <b><u>Inter disciplinary linkage(with IMT, Art):</u></b> The students learn to prepare digital content like PPTs and videos and beautify it using their artistic sense.</li> <li>• <b><u>Skill assessment (Reading, Listening, Speaking, Writing skills, leadership skills through Flip teaching)</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story/poem/noun/T ypes of sentences, Adjectives, Articles</li> </ul>	<p><b>Brain Storming</b> –The class would start with a discussion on how quick wit can solve most problems.</p> <p><b>Flip teaching</b> would be done by the students.</p> <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. 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"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• participate in activities in English like role play</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a variety of situations.</li> </ul>

						<ul style="list-style-type: none"> <li>• use digital media and its applications.</li> <li>• become confident, independent through Flip teaching.</li> <li>• reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.</li> <li>• understand that quick wit can save one from difficult situation.</li> </ul>
	<p><b>Grammar/ Composition</b> <b>E-mail</b> <b>Adverbs</b> <b>Prepositions</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT and videos</b> E-mail <a href="https://www.youtube.com/watch?v=hgMvrcgYeGY">https://www.youtube.com/watch?v=hgMvrcgYeGY</a></li> </ul> <p><b>Adverbs</b> <a href="https://youtu.be/yFP S8yTS_Gw">https://youtu.be/yFP S8yTS_Gw</a> <a href="https://youtu.be/ePx NKUKWNDM">https://youtu.be/ePx NKUKWNDM</a></p> <p><b>Prepositions</b> <a href="https://youtu.be/oV5 xwP5E9qU">https://youtu.be/oV5 xwP5E9qU</a> <a href="https://youtu.be/k9y h700kfc">https://youtu.be/k9y h700kfc</a></p> <ul style="list-style-type: none"> <li>• <b>Grammar Workbook</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning :</b> PPTs , videos</li> <li>• <b>Inter disciplinary linkage (with Hindi):</b> Recalling what are adverbs and prepositions called in Hindi , their function.</li> <li>• <b>(with IMT):</b> Writing and sending e-mails</li> <li>• <b>Practical activity:</b> Write an e-mail to your friend sharing your experience of online learning and send a screen shot.</li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW ) exercises in the grammar workbook</li> <li>• Crossword, riddles</li> <li>• Quizzes/MCQs Class Test</li> </ul>	<p><b>Ice Breaking Activity: E-mail</b> (Discussion on modes of communication, quickest and the easiest ways etc)</p> <p><b>Adverbs</b> (Teacher will write some sentences on board ending with adverbs, discussion on what is common in those sentences)</p> <p><b>Prepositions</b> (Teacher will show an object and keep changing its position and ask the children where it is )</p> <p><b>Introduction</b> of the topic- PPT and Digital Content would be shared</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc</li> <li>• reflect and apply knowledge of one</li> </ul>

		<ul style="list-style-type: none"> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>			<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 and MCQ</p>	<p>discipline in other different disciplines and learning is deepened.</p>
<p>August 22 days</p>	<p><b>Literature</b> <b>L-6 Who I am</b></p> <p><b>P-6 The Wonderful Words</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and video</u></b> <a href="https://youtu.be/yVr-tlrXRX0">https://youtu.be/yVr-tlrXRX0</a></li> <li>• <b><u>PDF, Text book (Honeysuckle)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<p><b><u>Experiential Learning</u></b> <b>Flip teaching, making PPT</b></p> <ul style="list-style-type: none"> <li>• <b><u>Inter disciplinary linkage :</u></b> (with Hindi) Research on different dialects of Hindi and English language</li> <li>• <b><u>Practical activity :</u></b> Research work on history of language, preparing PPTs , videos</li> <li>• <b><u>Skill assessment</u></b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p>The children will read the chapter on their own and then interact.</p> <p><b>Brain Storming</b> –The class would start with a discussion on having a world without language.</p> <p><b>Flip teaching</b> 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</p>	<p>Students will understand the idea of multiple intelligences, and how every child is different and unique.</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a</li> </ul>

					<p>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. <b>Word game will be played ( Give any two positive words starting with the initial letter of your name)</b></p>	<p>variety of situations using noun, pronoun, adverb, prepositions etc.</p> <ul style="list-style-type: none"> <li>• learn the importance of words and language.</li> <li>• deeply engaged and high-order thinking skills and ability of application to complex problems is developed.</li> </ul>
<b>L- 7 Fair Play (Story)</b>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b></li> <li>• <b>PPT and videos</b> <a href="https://youtu.be/G3FOCFjWA-c">https://youtu.be/G3FOCFjWA-c</a></li> <li>• <b>PDF Text book (Honeysuckle)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning : Role play, PPT, video</b></li> <li>• <b>Inter disciplinary linkage : (with Hindi)</b> (discussion about Munshi Prem Chand and his famous works) <b>with Social Science</b> ( study the Preamble of the Constitution)</li> <li>• <b>Project :</b> Write and learn about the Panchayati Raj</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Ice breaking Activity –</b> A video showing the working of the panchayati Raj System will be shown. <b>Introduction</b> of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Parts of the story would be done through <b>Role play.</b></p> <p>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"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for independent reading</li> <li>• participate in activities in English like role play</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> </ul>	

			<p>System. What leadership qualities should a person have to be the head Panch?</p> <ul style="list-style-type: none"> <li>• <b>Skill assessment</b> (<u>Reading, Listening, Speaking, Writing skills</u>)</li> </ul>		<p>Video will be shown to make the class more lively.</p>	<ul style="list-style-type: none"> <li>• understand the meaning of the the Panchayati Raj System.</li> <li>• learn to be honest, fair, polite and sensitive towards their fellows.</li> <li>• deeply engaged and high-order thinking skills and ability of application to complex problems is developed.</li> <li>• respect the constitution of their country and abide by it.</li> <li>• value relationships.</li> </ul>
<p><b>Supplementary Reader</b> <b>L- 7 A Wonder called Sleep (Story)</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b></li> <li>• <b>PPT and video</b> <a href="https://youtu.be/pGDV5fdSv9o">https://youtu.be/pGDV5fdSv9o</a></li> <li>• <b>Text book(A Pact with the Sun)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning:</b></li> <li>• Independent study, PPT ,video</li> <li>• <b>Interdisciplinary linkage</b> with Science ( discussion on importance and facts about sleep)</li> <li>• <b>Art integration</b></li> <li><b>Activity :</b> (with music) Write one lullaby in English and Hindi each.</li> <li>• <b>Skill assessment</b> (<u>Reading, Listening, Speaking, Writing skills</u>)</li> <li><b>Collaboration:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing Activity : Write one lullaby in English and Hindi each.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• (CW) Discussion and (HW) writing of Question answers</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Brain Storming</b> –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 shared.</p> <p>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</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a</li> </ul>	

			(working in group, role play , group discussion) <b><u>Confidence and Leadership skills:</u></b> (through independent study, research work)  <b>Theme:</b> <b>Janamashtami</b> Learn any Bhajan of Lord Krishana (upload on flip grid)		Think Pair Share MCQ  Children will be shown a video on the story of Loard Krishna.	variety of situations. <ul style="list-style-type: none"> <li>develop interest in music, songs , lullabies etc.</li> <li>deeply engaged and high-order thinking skills and ability of application to complex problems is developed.</li> </ul>
September 24 days	<b>Literature L-8 A Game of Chance (Story)</b>	<ul style="list-style-type: none"> <li><b><u>Computer Aided Teaching</u></b></li> <li><b><u>PPT and videos</u></b> <a href="https://youtu.be/KIn gFAIZ5EU">https://youtu.be/KIn gFAIZ5EU</a></li> <li><b><u>PDF ,Text book (Honeysuckle)</u></b></li> <li><b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Experiential Learning:</u></b></li> <li>PPT, video</li> <li><b><u>Interdisciplinary linkage</u></b> with Social Science (discussion on Indian festivals and fairs)</li> <li><b><u>Art integration</u></b> (with art and craft)</li> <li><b><u>Diorama</u></b> making a 3 -D model of a fair scene</li> <li><b><u>Skill assessment</u></b> (Reading, Listening, Speaking, Writing skills)</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Quiz/MCQs , Class Test</li> <li>Revision</li> </ul>	<b>Brain Storming</b> –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.  <b>Introduction</b> 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 : <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>Love for reading</li> <li>respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc.</li> </ul>

						<ul style="list-style-type: none"> <li>skills necessary for a particular role and apply the knowledge of all the disciplines .</li> </ul>
<b>P-8 Vocation (Poem)</b>	<ul style="list-style-type: none"> <li><b>Computer Aided Teaching</b> (using Extramarks)</li> <li><b>PPT and video</b> <a href="https://youtu.be/hX7p6Lo6Vug">https://youtu.be/hX7p6Lo6Vug</a></li> <li><b>Textbook (Honeysuckle)</b></li> <li><b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential Learning :</b> PPT, video, card making activity, riddles</li> <li><b>Inter disciplinary Link (with Social Science)</b> Importance of various occupations</li> <li><b>Art integration activity :</b> Making cards on various occupations for class board</li> <li><b>Skill assessment (Reading, Listening, Speaking, Writing skills)</b></li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Quizzes/MCQs , Class Test</li> </ul>	<b>Icebreaking Activity :</b> Riddles on various occupations  <b>Introduction</b> 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 : <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>Love for reading</li> <li>respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>prepositions etc.</li> <li>skills necessary for a particular role and apply the knowledge</li> </ul>	
<b>P-9 What if (Poem)</b>	<ul style="list-style-type: none"> <li><b>Computer Aided Teaching</b> (using Extramarks)</li> <li><b>PPT and videos</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential Learning :</b> PPT, video, sharing experience about</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> </ul>	<b>Brain Storming</b> –The class would start with some introductory questions to enhance	The following skills of the students are enhanced : <ul style="list-style-type: none"> <li>Listening skills</li> <li>Reading skills</li> </ul>	

		<p><a href="https://youtu.be/8Covp4AN_k">https://youtu.be/8Covp4AN_k</a></p> <ul style="list-style-type: none"> <li>• <b>PDF Text books (Honeysuckle)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<p>fears</p> <ul style="list-style-type: none"> <li>• <b>Inter disciplinary Link :</b> (with Science) fear, part of brain involved, its causes</li> <li>• <b>Art integrated Activity :</b> (with music) Write a poem with rhyming words and sing it on any Bollywood tune.</li> <li>• <b>Skill assessment (Reading, Listening, Speaking, Writing skills)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quiz/MCQs, Class test</li> </ul>	<p>collaborative, communication, critical thinking.</p> <p><b>Introduction</b> of the topic- PPT and Digital Content would be shared</p> <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"> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc.</li> <li>• skills necessary for a particular role and apply the knowledge of all the disciplines.</li> </ul>
<p><b>Supplementary Reader</b> <b>L- 8 A Pact with the Sun (Story)</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT and videos</b> <a href="https://youtu.be/a3G7daMWMwQ">https://youtu.be/a3G7daMWMwQ</a></li> <li>• <b>Text books, Grammar workbook</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential Learning :</b> PPT, video Role play between doctor and patients with different ailments</li> <li>• <b>Inter disciplinary Link (with Science, Social Science)</b></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<p><b>Brain Storming</b>–The class would start with a discussion about the problems in the world today due to less contact with nature.</p> <p><b>Role play</b> between doctor and patients with different ailments would be done by the students to enhance collaborative</p>	<p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<p>Importance of hygiene and good health,</p> <ul style="list-style-type: none"> <li>• <b>Art integration (theatre)</b> Role play</li> <li>• <b><u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u></b> -</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/MCQs , Class Test</li> </ul>	<p>, communication and critical thinking)</p> <p><b>Introduction of the topic-</b> 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>	<ul style="list-style-type: none"> <li>• participate in activities in English like role play</li> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>• write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc.</li> <li>• know the importance of good health and apply the knowledge in their real life.</li> <li>• develop the skills necessary for a particular role and apply the knowledge of all the disciplines.</li> </ul>
October 21 days	<p><b>Literature L-9 Desert Animals</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>PPT and videos</u></b></li> <li>• <b><u>Text book(A Pact with the Sun)</u></b></li> <li>• <b><u>Chalk board, chalk, duster</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Experiential learning :</u></b> PPT, video, role play</li> <li>• <b><u>Inter disciplinary linkage :</u></b> with Science (discussion and activity on reptiles)</li> <li>• <b><u>Art integrated</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<p><b>Brain Storming</b>– A video on wildlife will be shown <b>Introduction</b> 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 –</p>	<p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> </ul>

	<p><b>L-10 The Banyan Tree</b></p> <p><b>Supplementary Reader</b></p> <p><b>L- 9 What happened to the reptiles? (Story)</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT and videos</b> Facts about Reptiles <a href="https://youtu.be/6B0apT6VZKk">https://youtu.be/6B0apT6VZKk</a></li> <li>Story <a href="https://youtu.be/oe2y2a16dU4">https://youtu.be/oe2y2a16dU4</a></li> <li>• <b>Text book(A Pact with the Sun)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<p><b>Activity(with theatre) :</b> Role play the story</p> <ul style="list-style-type: none"> <li>• <b>Skill assessment</b> (Reading, Listening, Speaking, Writing skills)</li> <li>• <b>Virtual Tour to one cold and one hot desert.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Experiential learning :</b> PPT, video, role play</li> <li>• <b>Inter disciplinary linkage :</b> with Science (discussion and activity on reptiles)</li> <li>• <b>Art integrated Activity(with theatre) :</b> Role play the story</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/ MCQs, Class Test</li> </ul> <ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> </ul> <p>Quizzes/ MCQs, Class Test</p>	<p>Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> <p><b>Brain Storming-</b> The importance of the Banyan tree will be discussed.</p> <p><b>Introduction</b> 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><b>Brain Storming–</b> PPT on reptiles will be shown.</p> <p>Sharing different stories on reptiles.</p> <p><b>Introduction</b> of the</p>	<ul style="list-style-type: none"> <li>• respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>• apply the knowledge and concepts one subject in other disciplines.</li> </ul> <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• Students participate in activities in English like role play</li> </ul>
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					<p>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><b>L- 10 A Strange Wrestling Match(Story)</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT and videos</b> <a href="https://youtu.be/XCtFIG-BjyE">https://youtu.be/XCtFIG-BjyE</a></li> <li>• <b>PDF Text book(A Pact with the Sun)</b></li> <li>• <b>Chalk board, chalk, duster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning :</b> PPTs, videos</li> <li>• <b>Inter disciplinary linkage :</b> with Hindi (equivalent words and translation in Hindi)</li> <li>• <b>Art integrated Activity</b> (with Art and Craft) <b>Group activity Identify and write nouns, adjectives, verbs and adverbs from the story on an A4 sheet.</b></li> <li>• <b>Skill assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Quizzes/MCQs, Class Test</li> </ul>	<p><b>Brain Storming</b>–The class would start with a discussion on Robbery v/s Corruption: Which one is better?</p> <p><b>Introduction</b> 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"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• participate in activities in English like role play</li> <li>• apply the knowledge and concepts one subject in other disciplines .</li> </ul>

			(Reading, Listening, Speaking, Writing skills)			
	<b>Grammar</b> <b>Conjunctions</b> <b>Modals</b> <b>Voice</b> <b>(Active/Passive)</b> <b>Class Tests</b>	<ul style="list-style-type: none"> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT and videos Conjunctions</b>  <a href="https://youtu.be/nBm0Ok13AYE">https://youtu.be/nBm0Ok13AYE</a></li> <li>• <b>Modals</b>  <a href="https://youtu.be/2oumWdjA9hM">https://youtu.be/2oumWdjA9hM</a></li> <li>• <b>Voice</b>  <a href="https://youtu.be/OkSv_HdfyLg">https://youtu.be/OkSv_HdfyLg</a></li> <li>• <b>Grammar workbook</b></li> <li>• <b>Chalk board, chalk, duster</b></li> <li>• <b>Paper strips, stapler, cello tape</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning :</b>  PPTs, videos, Link activity  Asking questions and answers using modals.</li> <li>• <b>Inter disciplinary linkage :</b>  with Hindi (equivalent words and translation in Hindi)</li> <li>• <b>Art integrated Activity</b>  (with Art and Craft)  Link game to teach Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• CW, HW Exercises in Grammar book</li> <li>• Quizzes/MCQs , Class Tests</li> </ul>	<b>Ice breaking Activity :</b> <b>Conjunctions:</b> <b>Link game</b> (Children will be given slips with sentences and conjunctions written on them. They will join sentences using link words) <b>Modals</b> Sentences with different modal words will be written on the board, what is the difference <b>Introduction of the topic-</b> 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	The following skills of the students shall be enhanced : <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• write grammatically correct sentences for a variety of situations using conjunctions, modals.</li> <li>• sentences in active and passive voice.</li> <li>• apply the knowledge and concepts one subject in other disciplines.</li> </ul>

November 11 days	<b>Revision</b>			Revision in the form of Quizzes, Discussions, doubt clearing ,Oral tests , Class tests		<ul style="list-style-type: none"> <li>• devise strategies to revise and edit their work.</li> <li>• collaborate with their peers to revise.</li> <li>• learn to manage their time during exams.</li> <li>• brush up and reinforce what they have learnt.</li> <li>• feel more confident and equipped to approach exams with less anxiety and stress.</li> </ul>
December 13 days	<b>Final exams</b>					

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: HINDI**  
**Class: VI**  
**Session 2023-24**

Month/ No of working days	Topic/Sub- topic	Teaching Aids	Projects/ Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
फरवरी	वह चिड़िया जो (कविता)	<ul style="list-style-type: none"> <li>- दीक्षा एप पर ऑडियो-वीडिओ</li> <li>- पाठ्यपुस्तिका (वसंत भाग-१)</li> <li>- श्यामपट्ट</li> <li>- दृश्य-श्रव्य साधन (पी पी टी)</li> </ul>	<ul style="list-style-type: none"> <li>-नीली चिड़िया अर्थात नीलकंठ का चित्र बनाइए</li> <li>-प्रकृति द्वारा दी गई वस्तुओं के प्रति कृतज्ञता का भाव ज्ञापित करना</li> </ul>	<ul style="list-style-type: none"> <li>-मौखिक परीक्षा</li> <li>-लिखित परीक्षा</li> <li>-खुले अंत वाले प्रश्न</li> <li>-कुछ भारतीय पक्षियों के नाम लिखकर उनकी कोई एक-एक शारीरिक विशेषता लिखिए</li> </ul>	<ul style="list-style-type: none"> <li>- काव्य विधा का परिचय देते हुए तुकांत शब्दों का प्रयोग करना सिखाया गया ।</li> <li>- काव्य विद्या में विद्यार्थियों की अभिरुची को बढ़ाने के लिए और सही उच्चारण सिखाने के लिए कक्षा में दीक्षा एप पर कविता का सस्वर पाठ सुनाया गया ।</li> <li>- विद्यार्थियों से आवाज़ के उचित उतार-चढ़ाव के साथ कविता पाठ करवाया</li> <li>- अपनी इच्छा अनुसार विषय चुनकर कविता लेखन करवाया</li> <li>-विशेषण शब्दों का प्रयोग करना सिखाया</li> </ul>	<ul style="list-style-type: none"> <li>-तुकांत शब्दों का प्रयोग करना सीखा</li> <li>-काव्य विद्या में विद्यार्थियों की अभिरुची बढ़ी</li> <li>-आवाज़ के उचित उतार-चढ़ाव के साथ कविता पाठ करना सीखा</li> <li>-कविता लेखन के लिए प्रेरित हुए</li> <li>-विशेषण शब्दों का प्रयोग करना सीखा</li> <li>- संतोष, कड़ी मेहनत, गर्व आदि मूल्य हृदयंगम करने की प्रेरणा मिली ।</li> <li>-</li> <li>- कुछ आम भारतीय</li> </ul>

					- इस चिड़िया से मिली सीखों पर चर्चा की गई	चिड़ियों की पहचान हुई
मार्च	<p><b>व्याकरण</b> भाषा, वर्ण संयोग वर्ण विचार, क्रिया, विशेषण, उपसर्ग, प्रत्यय, पत्र</p>	<p>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</p> <p>- यू-ट्यूब से वीडियो</p>	<p>- संकेतों द्वारा बातचीत करने का निर्देश देते हुए भाषा की आवश्यकता का अहसास करवाना</p> <p>- अशुद्धवचन करके मानक भाषा के महत्व का अहसास करवाना</p> <p>- क्रिया और उसके प्रकार बताते हुए उदाहरणों द्वारा अंतर स्पष्ट करना</p> <p>- विशेषणों की पहचान व प्रकार बताने के लिए उदाहरणों द्वारा व्याख्या</p> <p>- पत्र लेखन कला के विकास के लिए अभ्यास</p>	<p>- किन्ही 6 भाषाओं के नाम व उनकी लिपियों के नाम लिखें और उन लिपियों में अपना नाम लिखने का प्रयास करें।</p> <p>- वर्ण विच्छेद व वर्ण संयोग के अभ्यास के लिए साहित्य की पुस्तक से कुछ शब्द चुनकर अभ्यास</p>	<p>बच्चों को भाषा का इतिहास बताते हुए संकेतों में और आवाजों में बात करने का प्रयास करवाया और फिर शब्दों में और अंत में वाक्यों का प्रयोग करके।</p> <p>इससे वे समझ सके की किस तरह भाषा के विकास से मानव विकास पर प्रभाव पड़ा क्योंकि ज्ञान एकत्रित करना, बाँटना और समझना आसन हो गया।</p> <p>कैसे वर्णों के संयोजन से शब्द फिर वाक्य और अंततः भाषा बनी।</p> <p>- फिर उदाहरण दे कर बताया गया की अशुद्ध भाषा से कैसे भ्रान्ति पैदा हो</p>	<p>भाषा के शुद्ध रूप व व्याकरण की विभिन्न विधाओं का ज्ञान प्राप्त हुआ।</p> <p>विद्यार्थी समझ पाए कि शुद्ध भाषा किस तरह आसानी से समझी जा सकती है और साहित्य हो चाहे कला, इतिहास हो या विज्ञान या फिर गणित भाषा के बिना किसी भी ज्ञान की समझ या विकास संभव नहीं।</p> <p>अक्षरों से कैसे शब्द और शब्दों से कैसे वाक्य बनते हैं तथा वाक्य के विभिन्न घटकों जैसे- क्रिया, विशेषण, उपसर्गों और प्रत्यय के जोड़ से शब्दों में आने वाले विकारों की जानकारी मिली।</p>

					<p>सकती है ।</p> <ul style="list-style-type: none"> <li>- वर्ण - विच्छेद का अभ्यास करवाया गया</li> <li>-समाचार पत्र का प्रयोग करते हुए क्रिया, विशेषण का अभ्यास करवाया</li> <li>- मूल शब्दों की पहचान करके कैसे उपसर्ग और प्रत्यय की पहचान होती है सिखाया गया और अभ्यास करवाया गया</li> <li>- औपचारिक और अनौपचारिक प्रारूप लिखवा कर अनेक पत्रों को लिखने का अभ्यास करवाया गया</li> </ul>	<ul style="list-style-type: none"> <li>- पत्र लिखने की कला का विकास हुआ</li> </ul>
<p>बचपन (संस्मरण) कालाशं-३</p>	<ul style="list-style-type: none"> <li>- पाठ्यपुस्तिका (वसंत भाग-१)</li> <li>- श्यामपट्ट</li> <li>- दृश्य-श्रव्य साधन (पी पी टी)</li> </ul>	<ul style="list-style-type: none"> <li>- इन्टरनेट की सहायता से शिमला के विभिन्न स्थानों जैसे - मालरोड रिज जाखू , स्कैनडल पॉइंट आदि की तस्वीरें एकत्रित करके उनके बारे में जानकारी इकट्ठी करना</li> <li>- स्थानीय फलों की</li> </ul>	<ul style="list-style-type: none"> <li>-बहुविकल्पीय प्रश्नोत्तर</li> <li>-अभ्यास के प्रश्नोत्तर</li> <li>-निम्नलिखित के आधार पर तब और अब के शिमला में अंतर - आबादी ,</li> </ul>	<ul style="list-style-type: none"> <li>- विद्यार्थियों को पाठ पढवाकर संस्मरण विद्या से परिचित कराया गया जो केवल बीती घटनाओं पर आधारित होते हैं।</li> <li>- शिमला के दर्शनीय स्थलों के बारे में</li> </ul>	<ul style="list-style-type: none"> <li>- विद्यार्थियों को संस्मरण विद्या से परिचित हुए</li> <li>- शिमला के दर्शनीय स्थलों के बारे में जानकारी मिली</li> <li>- समय के साथ स्थानों में आए बदलावों जैसे</li> </ul>	

			जानकारी प्राप्त करना	प्रयत्न स्थल , रहन -सहन - शिमला का मानचित्र देखकर वहन के कुछ दर्शनीय स्थलों की जानकारी एकत्रित करें और मालरोड से शुरू करते हुए दो दिन की भ्रमण तालिका बनाएँ ।	विद्यार्थियों ने जानकारी साँझ की - समय के साथ होने वाले विभिन्न बदलावों से अवगत करावाया गया । -पाठ में आए कुछ जंगली फल दिखाए तथा कुछ फलों की तस्वीरों द्वारा पहचान करवाई गई । - आवाज़ के उचित उतार-चढ़ाव के साथ संवाद अदायगी का तरीका सिखाया गया।	वातावरण आधुनिकता, जनसंख्या से अवगत हुए  - आवाज़ के उचित उतार-चढ़ाव के साथ संवाद अदायगी का पाठ करना सीखा  - किसी जगह पर जाने के लिए मार्गदर्शिका बनाने का कार्य सीखा
<b>बाल रामकथा-</b>  1. अयोध्या में राम 2. जंगल से जनकपुर 3. कैकेयी के दो वरदान	- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग - - यू-ट्यूब से टी. वी. सीरियल रामायण के चुने हुए एपिसोड से अंश दिखाना	-विद्यार्थियों को गौरवमयी इतिहास की जानकारी देना  -सतयुग की जानकारी देते हुए राजा दशरथ की आदर्श नीतियों न्यायप्रियता और वीरता का वर्णन करते हुए आज के और प्राचीन शासन पद्धति की तुलना  -- पाठ में आए पौराणिक स्थलों के आधुनिक नामों	- बहुविकल्पीय प्रश्नोत्तरी  - अभ्यास के प्रश्नोत्तर  - रामायण पर आधारित टी.वी. धारावहिक की आरंभिक कड़ियाँ देखना	- रामायण के परिचय द्वारा विद्यार्थियों को अपने गौरवमयी संस्कृति का परिचय दिया ।  - <b>वीडियो दिखाकर</b> रघुवंश के कुमारों के व्यवहार, वीरता और आज्ञाकारिता की आज की पीढ़ी से तुलना करते हुए वर्णन किया गया और तत्कालीन	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 एकजुटता थी । -विद्यार्थियों तत्कालीन समाज के	

			<p>की जानकारी प्राप्त करना</p> <ul style="list-style-type: none"> <li>- atlas की सहायता से उन जगहों को मानचित्र पर चिन्हित करना</li> <li>-</li> </ul>		<p>समाज के विषय में सामाजिक, राजनैतिक और आर्थिक परिस्थितियों जानकारी दी गई।</p> <ul style="list-style-type: none"> <li>- ऋग्वेद में लिखे ब्रह्मांड के काल चक्र के चार युगों की पी पी टी द्वारा जानकारी दी गई</li> <li>-पाठ में आए पौराणिक स्थलों के आधुनिक नामों की जानकारी प्राप्त कर उन्हें atlas में ढूँढने का अभ्यास करवाया गया ।</li> </ul>	<p>विषय में सामाजिक, राजनैतिक और आर्थिक परिस्थितियों जानकारी मिली ।</p> <ul style="list-style-type: none"> <li>- वे आज के मूल्यों से उस समय के मूल्यों तुलना करके युगों के अंतर समझ पाए ।</li> <li>-वे विभिन्न पौराणिक स्थलों की मानचित्र पर भौगोलिक स्थिति जान पाए । इससे उन्हें पता चला की ये जगहें वास्तविक हैं</li> </ul>
	व्याकरण भाग :					
	<p>व्याकरण संधि</p> <p>लोकोक्तियाँ</p> <p>कारक</p> <p>मुहावरे</p>	<p>एकस्त्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p> <p>यू-ट्यूब से उपयोगी वीडियो दिखाना</p> <p>चार्ट</p>	<p>-पाठ्य पुस्तक में से पढ़े जा रहे पाठ में कोई संधि युक्त व कारक शब्द छांट कर लिखें ।</p> <ul style="list-style-type: none"> <li>- उसका संधि-विच्छेद करके संधि का नाम तथा कारक का भी लिखें</li> <li>-दिए गए मुहावरों का प्रयोग करते हुए कोई</li> </ul>	<ul style="list-style-type: none"> <li>- कक्षा परीक्षा</li> <li>- संधि व समास के नियम याद करना</li> <li>- अपने क्षेत्र की कोई 3 लोकोक्तियाँ लिखें ।</li> <li>-बहुविकल्पीय प्रश्नोत्तर -दोहराई के लिए</li> </ul>	<ul style="list-style-type: none"> <li>- कक्षा परीक्षा द्वारा अभ्यास</li> <li>- संधि व समास के नियम याद करवाए गए फिर उनके अभ्यास के लिए कक्षा परीक्षा ली गई ।</li> <li>- अपने क्षेत्र की कोई 3 लोकोक्तियाँ हर</li> </ul>	<p>विद्यार्थियों को संधि, समास, कारक के नियमों की जानकारी मिली ।</p>

			घटना सुनाएं - वाक्य दे कर संज्ञा के प्रकार की पहचान	- अभ्यास कार्य के लिए कक्षा परीक्षा	विद्यार्थी से लिखवाकर उनके अर्थों पर चर्चा की गई ।	
अप्रैल	नादान दोस्त (कहानी) कालाशं-8	- पाठ्य-पुस्तिका (वसंत भाग-१) - श्यामपट्ट - दृश्य-श्रव्य साधन (पी पी टी) - एक्सट्रा मार्क्स' से दृश्य-श्रव्य साधन का प्रयोग।	--आपके अनुसार दिन में बगैर बताए बाहर निकलने के क्या नुक्सान हो सकते हैं?  - सर्दियों की लम्बी छुट्टियाँ आप कैसे बिताते हैं ? लिखिए ।	-मौखिक दोहराई -लिखित परीक्षा (प्रश्नोत्तरी)  <b>परियोजना कार्य दिए-</b> 1. अपनी मनपसन्द चिड़िया का चित्र 2. बगैर बताए बाहर निकलने के क्या नुक्सान	- पशु-पक्षियों के प्रति प्रेम का भाव पैदा करने के लिए कक्षा में उनके जीवन पर चर्चा की गई ।  -पाठ को सही उच्चारण के साथ पढ़ने का अभ्यास करवाया गया ।  - पाठ पढाते हुए सोच-विचारकर तथा बड़ों से जानकारी लेकर कार्य करने की सीख दी गई ।  - मौखिक व लिखित अभिव्यक्ति और कल्पनाशीलता के विकास के लिए  <b>परियोजना कार्य दिए-</b> 1. अपनी मनपसन्द चिड़िया का चित्र 2. बगैर बताए बाहर निकलने के क्या नुक्सान 3. सर्दियों की लम्बी छुट्टियाँ कैसे बिताना चाहेंगे -चर्चा	- पशु-पक्षियों के प्रति प्रेम का भाव पैदा हुआ  -सोच-विचारकर तथा बड़ों से जानकारी लेकर कार्य करना सीखा गया  -मौखिक व लिखित अभिव्यक्ति का विकास हुआ  -चिंतन-मनन की प्रवृत्ति का विकास करना  - दूसरे जीव जंतुओं के प्रति संवेदनशीलता का विकास हुआ ।  - कला का विकास हुआ - समय के सदुपयोग की आवश्यकता समझ आई ।

	<p>व्याकरण संज्ञा</p>	<p>- श्यामपट्ट - दृश्य-श्रव्य साधन (पी पी टी)</p>	<p>-नादान दोस्त पाठ में से संज्ञा शब्द छंट कर उनके प्रकार लिखिए ।</p>	<p>- कार्यपत्रक द्वारा कक्षा परीक्षा</p>	<p>विद्यार्थियों को संज्ञा का अर्थ , परिभाषा व प्रकार पढाए गए ।  -उदहारण सहित अंतर बताए - एक कहानी सुनाकर सभी संज्ञा शब्द चुनकर उनके प्रकारों को बताने का गतिविधि करवाई गई ।</p>	<p>विद्यार्थी संज्ञा का अर्थ समझकर उसके भेदों में अंतर करने में सक्षम हुए</p>
	<p>चाँद से थोड़ी सी गप्पें (कविता)</p>	<p>- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी)</p>	<p>पेड़ से थोड़ी सी गप्पें या फूल से थोड़ी सी गप्पें विषय पर स्व-रचित कविता लेखन के लिए कहा जाएगा  - चन्द्रकला को दर्शाते हुए चार्ट बनाना तथा हर अवस्था को लेबल करना  -चन्द्रकला के वैज्ञानिक कारण जानना - अगर पृथ्वी से गप्पें लडाई जाएँ तो ?</p>	<p>-मौखिक परीक्षा  -लिखित परीक्षा  (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)</p>	<p>-तुकांत शब्दों का प्रयोग करना सिखाया  - वीडियो दिखाकर चाँद के घटते-बढ़ते स्वरूप की और हर अवस्था के नाम की जानकारी दी गई ।  -आवाज़ के उचित उतार- चढ़ाव के साथ कविता पाठ करना सिखाया  - विषय देकर कविता लेखन के लिए प्रेरित करने को प्रतियोगिता रखी गई  -महीने के दो पक्ष- शुक्ल पक्ष व कृष्ण पक्ष से अवगत कराया</p>	<p>-तुकांत शब्दों का प्रयोग करना सीखा -काव्य विद्या में विद्यार्थियों की अभिरुची बढ़ी -आवाज़ के उचित उतार-चढ़ाव के साथ कविता पाठ करना सीखा -कविता लेखन के लिए प्रेरित हुए -चाँद के घटते-बढ़ते स्वरूप के पीछे के विज्ञान के बारे में जाना  - महीने के दो पक्ष- शुक्ल पक्ष व कृष्ण पक्ष से अवगत हुए -कल्पनाशीलता में वृद्धि</p>

					- जीवन में होने वाले बदलावों को सहजता से स्वीकार करने में सक्षम होने की सीख दी गई।	हुई
मई	व्याकरण पर्यायवाची, विलोम, अनेक शब्दों के लिए एक शब्द,	- श्यामपट्ट - दृश्य-श्रव्य साधन (पी पी टी)	- दिए गए गद्यांश में से रेखांकित शब्दों के पर्यायवाची शब्दों का प्रयोग करते हुए उसे पढ़िए  - दूसरा प्रतिभागी उनके विलोम शब्द बोलेगा	चार्ट बनवाकर इन विषयों की जानकारी की स्पष्टता  - क्विज़ के रूप में बहुविकल्पीय प्रश्नोत्तर शुद्धता हेतु श्रुतलेख का अभ्यास	भाषा के अत्यंत अनिवार्य पहलू, व्याकरण की विभिन्न विधाओं में छात्रों को पारंगत बनाकर उनके भाषा कौशल को निखारा।  -पर्यायवाची शब्दों को लेकर छात्रों से वाक्य बनवाए गए - विद्यार्थियों को दो समूहों में बाँट दिया और एक समूह ने दिए शब्द का वाक्य बनाया और दूसरे ने उसके विलोम का । हर पाँच शब्दों के बाद समूहों की भूमिका बदल दी जाती थी ।	छात्रों के शब्द भंडार में वृद्धि हुई ।  नाए शब्दों को समझने व वाक्य बनाने में निपुणता हासिल हुई -मुख्य बिंदुओं को सरल भाषा का प्रयोग करते हुए प्रश्नों के उत्तर देने की कला का विकास हुआ
	अक्षरों का महत्त्व (निबंध)	- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी)  - दीक्षा ऐप व	- विद्यार्थियों को दो समूह बना कर संकेतों व ध्वनियों द्वारा एक दूसरे को बात समझने की गतिविधि  - विद्यार्थियों द्वारा प्रगैतिहासिक काल पर जानकारी एकत्रित करके कक्षा में चर्चा	-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)  - आमतौर पर आपके द्वारा अशुद्ध लिखे जाने वाले	- विद्यार्थियों को दो समूह बना कर संकेतों द्वारा एक दूसरे को बात समझने की गतिविधि करवाई गई  - अक्षरों की शुरुआत के सिलसिले के बारे में अवगत कराया कि कैसे अदि मानव तस्वीरों और ध्वनियों की सहायता से अपनी बात	- अक्षरों की शुरुआत से पहले इतिहास की जानकारी प्राप्त हुई  - अक्षरों की शुरुआत के सिलसिले के बारे में अवगत हुए  - भाषा के महत्त्व की

		<p>यू -ट्यूब से अक्षरों की शुरुआत से पहले के इतिहास की जानकारी पर वीडियो दिखाना</p>	<p>- कक्षा में संचार माध्यमों की सूचि बनाकर समूहों को बाँटना और उन पर जानकारी एकत्रित करने का कार्य</p>	<p>शब्दों को अपनी अभ्यास पुस्तिका से छंट कर लिखिए ।</p>	<p>कहता था और अक्षर अस्तित्व में आए ।</p> <p>- विद्यार्थियों ने 'प्रागैतिहासिक काल'की जानकारी कक्षा में बाँटी</p> <p>- वीडियो दिखाकर अक्षरों की शुरुआत से पहले के इतिहास की जानकारी दी</p> <p>- संचार माध्यमों पर विद्यार्थियों से जानकारी ली गए और टेलीग्राम और पेजर जैसे उपयोग में न आने वाले माध्यमों की भी जानकारी दी</p> <p>- दीक्षा एप की मदद से आवाज़ के उचित उतार-चढ़ाव के साथ निबंध का पाठ पढवाया तथा समझाया गया ।</p>	<p>जानकारी मिली की इसके बिना ज्ञान में वृद्धि और संसार में कभी विकास न हो पाता क्योंकि सीखे गए ज्ञान को बाँटने का कोई साधन न होता</p> <p>- 'प्रागैतिहासिक काल' की जानकारी प्राप्त हुई</p> <p>- संचार माध्यमों के विकास के सफ़र की जानकारी मिली</p>
मई	व्याकरण अनुच्छेद	<p>'एक्स्ट्रा मार्क्स से नियमों की जानकारी</p> <p>-व्याकरण की पाठ्य पुस्तक से कुछ अनुच्छेद'</p>	<p>- किसी समसामयिक विषय पर पहले कक्षा में चर्चा तथा फिर उस पर अनुच्छेद लिखवाना</p> <p>-</p>	<p>किसी विषय पर अनुच्छेद दे कर उस पर 100-120 शब्द लिखने के लिए देना</p>	<p>अनुच्छेद लिखने के नियमों की जानकारी दी गई :</p> <p>(1) अनुच्छेद लिखने से पहले रूपरेखा, संकेत आदि बिंदु-चाहिए। बनानी</p> <p>(2) अनुच्छेद में विषय के किसी एक ही पक्ष का वर्णन करें।</p>	<p>विद्यार्थियों की अनुच्छेद लिखने की कला का विकास हुआ विभिन्न विषयों पर अनुच्छेद लिखते समय किन बिन्दुओं को ध्यान में रखना चाहिए , इसकी जानकारी मिली ।</p>

					<p>3) भाषा सरल, स्पष्ट और प्रभावशाली होनी चाहिए।</p> <p>(4) एक ही बात को बारदोहराएँ। न बार-</p> <p>- एक उदाहरण द्वारा समझाना</p>	
<p>पार नज़र के (कहानी) कालाशं-४</p>	<p>- पाठ्यपुस्तिका (वसंत भाग-१)</p> <p>- श्यामपट्ट</p> <p>- दृश्य-श्रव्य साधन (पी पी टी)</p>	<p>- कक्षा में विद्यार्थियों को मंगल गृह पर जानकारी एकत्रित करने को कहा गया</p> <p>- समूह में बाँट कर कहानी का संवाद लेखन करवाया जाएगा</p> <p>- अगर आप मंगल गृह के प्राणी होते और आपको धरती पर आने का एक मौका मिलता तो आप धरती के विषय में क्या लिखते ?</p> <p>- कहानी के आधार पर मंगल के जीवन का चित्र</p>	<p>-मौखिक परीक्षा</p> <p>-लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)</p>	<p>-आवाज़ के उचित उतार-चढ़ाव के साथ कहानी का पाठ करवाया गया</p> <p>- बड़ों का कहना मानने की सीख दी गई</p> <p>-मंगल ग्रह के विषय में विद्यार्थियों ने सबसे जानकारी सांझा की</p> <p>- कहानी को संवाद रूप में लिखने में विद्यार्थियों की मदद की गई फिर उनके द्वारा इसका मंचन किया गया ।</p> <p>-सोच समझ कर काम करने की और जिम्मेदारियों के निर्वहन की सीख दी गई</p>	<p>-मंगल ग्रह के विषय में जानकारी प्राप्त हुई</p> <p>-आज्ञाकारिता और सोच समझ कर काम करने की सीख प्राप्त हुई ।</p> <p>- परियोजना कार्य द्वारा कल्पनाशीलता को बढ़ावा मिला</p>	

	<p>साथी हाथ बढ़ाना (कविता) कालाशं-३</p>	<p>- पाठ्यपुस्तिका (वसंत भाग-१) - श्यामपट्ट - दीक्षा ऐप</p>	<p>- गीत का वीडियो दिखाकर सिखाना व याद करवाना  - एकता पर आधारित कहानियों की कक्षा में प्रतियोगिता -</p>	<p>-मौखिक परीक्षा -लिखित परीक्षा  (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व अभ्यास के प्रश्न-उत्तर)</p>	<p>-कक्षा में वीडियो की मदद से गाना दिखाया गया - फिर सही उच्चारण के साथ इसका पाठन करवाया गया- विद्यार्थियों से पूछा गया की वे इसका क्या अर्थ समझे और फिर शेष संदेश समझाया गया  -मिलकर कार्य करने से होने वाले लाभ से परिचित करावाया गया  -एकता, परस्पर सहयोग व संगठन का महत्त्व बताया और एकता पर आधारित अन्य कहानियाँ सुनी - सुनाई गई ।</p>	<p>- मिलकर कार्य करने से होने वाले लाभ से परिचित हुए  -एकता, परस्पर सहयोग व संगठन का महत्त्व सीखा कि किस तरह कठिन कार्य भी मिलकर करने से सरल हो जाता है । -कथा वाचन की कला का विकास हुआ  -संवेदनशीलता और अपनत्व का भाव जागृत हुआ</p>
	<p>व्याकरण संवाद लेखन</p>	<p>- लघु नाटिका के मंचन का वीडियो व्याकरण की पाठ्य पुस्तक से कुछ उदहारण</p>	<p>- छात्रों को सही उच्चारण और उचित उतार चढ़ाव के साथ संवाद बोलने का अभ्यास  - रेडियो नाटक की रिकॉर्डिंग सुनवाना</p>	<p>-विभिन्न परिस्थितियाँ देकर विद्यार्थियों को कक्षा में संवाद अभ्यास करवाना जैसे - बस संवाहक से संवाद - पोस्टमैन से संवाद - मुख्यातिथि से विद्यालय के विषय में संवाद</p>	<p>संवाद लेखन कौशल का विकास के लिए नियम बताए गए - कक्षा में एक रेडियो नाटक सुनवाया गया  - छात्रों को सही उच्चारण और परिस्थितिनुसार उचित संवाद बोलने का अभ्यास करवाया</p>	<p>वार्ता को विषय पर ही केंद्रित रखने की आवश्यकता समझ आई  -सीमित और स्पष्ट शब्दों में अपनी बात को कहना सीखा गया - साक्षात्कार के अभ्यास द्वारा विद्यार्थियों को समझ आया कि उचित और</p>

				- अपने पार्टनर का साक्षात्कार	- दो विद्यार्थियों के साक्षात्कार का अभ्यास करवाया गया तथा फिर अपने सहपाठी या मित्र का साक्षात्कार क्र उसे लिखवाया गया	सीमित शब्दों के प्रयोग से कैसे बातचीत होती है
अगस्त	ऐसे-ऐसे (एकांकी) कालाशं-५	- पाठ्यपुस्तिका (वसंत भाग-१) - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी) दीक्षा ऐप पर ऑडियो - वीडियो	कक्षा में विद्यार्थियों को समूह में बाँट कर कहानी का संवाद लेखन व मंचन करवाया जाएगा  - बहाने बनाना कहाँ तक उचित है? अपने-अपने विचार बताएँ ।  -दो छात्रों को मोहन तथा मोहन का मित्र बनाया जाएगा । मानो वह मित्र मोहन के घर उसका हाल पूछने जाता है , तो दोनों में क्या संवाद होंगे - नाट्य मंचन कौशल के विकास के लिए पाठ को संवाद शैली में लिखवाना व मंचन	-मौखिक परीक्षा -लिखित कक्षा परीक्षा  (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)  - संवाद रूप में लिखे गए पाठ में अपने-अपने संवाद याद करना	- पूर्व ज्ञान से नैतिक मूल्यों से जोड़ने का प्रयास किया गया  - नाट्य मंचन कौशल के विकास के लिए पाठ को संवाद शैली में लिखने में विद्यार्थियों की मदद की गई और फिर मंचन करवाया गया  -समय पर काम न करने व झूठ से उत्पन्न होने वाली परिस्थितियों पर चर्च की गई और विद्यार्थियों ने बहनों और झूठ पर अपने विचार साँझा किए  -मोहन जैसी परिस्थिति आने पर सही कदम क्या होता इस पर विचार विमर्श हुआ	-नाट्य मंचन कौशल का विकास हुआ  -समय पर काम न करने व झूठ से होने वाली हानियों से परिचित हुए और सच बोलने की प्रेरणा मिली  -सदा बड़ों का कहना मानने की सीख प्राप्त हुई  -सही निर्णय लेने की क्षमता का विकास हुआ
	बाल रामकथा -दंडक वन में बिताए 10	- 'एक्स्ट्रा मार्क्स' से दृश्य	- पाठ में आए पौराणिक स्थलों के आधुनिक नामों	- मौखिक प्रश्नोत्तर - बहुविकल्पीय	- विद्यार्थियों ने पाठ को पढ़ा । उनके संदेह	- विद्यार्थियों को पितृभक्त राम के

<p>वर्ष -स्वर्ण मृग - सीता की खोज में राम</p>	<p>-श्रव्य साधन का प्रयोग - - यू-ट्यूब से टी. वी. सीरियल ramayan के चुने हुए एपिसोड से अंश दिखाना</p>	<p>की जानकारी प्राप्त करना - उन जगहों को मानचित्र पर चिन्हित करना और उनकी आपस में दूरी ज्ञात करना</p>	<p>प्रश्नोत्तरी - अभ्यास के प्रश्नोत्तर - रामायण पर आधारित टी.वी. धारावहिक की पहली कड़ी देखना</p>	<p>निवारण किए गए - रामायण में वर्णित स्थलों की और उनकी आपस में दूरी की जानकारी देने के लिए atlas का प्रयोग सिखाया गया ।  - स्वर्ण मृग की कथा सुनाते हुए उन से जाना गया कि दुनिया में अनेक प्रलोभन आएँगे , तो वे क्या निर्णय लेंगे</p>	<p>उदाहरण से बड़ों के सम्मान व आज्ञाकारी होने की सीख मिली - राजकुमार होते हुए भी राम - लक्ष्मण ने वन की कठिनाइयों का सामना किया और वचन पूरा किया । वचन निभाने और हर परिस्थिति में समभाव की सीख मिली - विद्यार्थियों ने सीखा कि चमकने वाली हर वस्तु स्वर्ण नहीं होती , तर्क द्वारा इसके सम्मोहन से बचा जा सकता है।</p>
<p>टिकट अलबम</p>	<p>- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी)</p>	<p>- डाक टिकट क्या है और उसके प्रयोग के मापदंड  -अपने देश में डाक विभाग द्वारा जारी अलग-अलग डाक-टिकटों का का कोलाज बनाना तथा उसके बारे में जानकारी भी एकत्र करना</p>	<p>-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)  - कक्षा को समूहों में बाँट कर डाक टिकटों का कोलाज बनाने</p>	<p>- विद्यार्थियों को संचार साधनों और डाक विभाग के विषय में पूछा गया - उनके द्वारा डाक टिकट का जो कोलाज बनाया गया था उस पर हर समूह ने जानकारी दी - उनके द्वारा पाठ को पढवाया और सारी कक्षा को समझाने का कार्य करवाया गया ।</p>	<p>- विद्यार्थियों को विभिन्न पुरातन वस्तुओं की जानकारी तथा उनके संग्रह आदत का ज्ञान प्राप्त हुआ  -संग्रह कौशल को विकसित किया गया  -परिश्रम की भावना का</p>

				का कार्य	<p>-छूट गए तथ्यों की अतिरिक्त जानकारी दी गई और संदेहों का निवारण किया गया</p> <p>- विद्यार्थियों को विभिन्न पुरातन वस्तुओं की जानकारी तथा उनके संग्रह आदत का ज्ञान दिया</p> <p>- सिक्कों के संग्रह से सम्बंधित पीपीटी दिखाई गई और भारतीय प्राचीन मुद्रा की जानकारी भी दी गई जिसमें पुराने सिक्के व नोत दिखा कर विद्यार्थियों ने बढ़ चढ़कर भाग लिया ।</p>	<p>विकास किया गया</p> <p>- भारतीय मुद्रा के इतिहास का ज्ञान हुआ</p> <p>- वे समझ पाए कि किस तरह ईर्ष्या और बदले की भावना से अंत में पछताना पड़ता है और कैसे उसकी कीमत चुकानी पड़ती है ।</p>
अगस्त	व्याकरण चित्र लेखन	चित्र लेखन के नियमों का चार्ट एक चित्र बनाकर उसका वर्णन करता हुआ चार्ट	अपने कमरे की खिड़की से नज़र आने वाले दृश्य का चित्र बना कर उसका वर्णन करेंगे	-समाचार पत्र में दिए गए किसी घटना पर आधारित चित्र पर अभ्यास कार्य पार्क का एक चित्र बनाकर उसपर 100-१२० शब्द लिखेंगे ।	<p>चार्ट पर निर्देश:</p> <p>1) सर्वप्रथम चित्र को ध्यान से देखने के लिए कहा गया</p> <p>(2) सम्पूर्ण चित्र किसका है यह पूछा गया</p> <p>(3) विद्यार्थियों ने अपने-अपने विचार प्रकट किए कि चित्र में कौन-कौन से क्रियाएँ हो रही हैं?</p> <p>(4) फिर उन्होंने चित्र के माध्यम से कही जा रही बात को अपने शब्दों में</p>	<p>किसी चित्र को देखकर उससे संबंधित मन में उठने वाले भावों को अपनी कल्पनाशक्ति के माध्यम से अभिव्यक्त करने की कला का अभ्यास व विकास हुआ ।</p> <p>चित्र-वर्णन से अपने विचारों को एक सूत्र में पिरोकर लिखने की प्रतिभा का विकास हुआ</p> <p>-</p>

					समझाने का प्रयास किया । जहाँ भी वे विषय से भटके वहाँ सुधार के लिए कहा गया ।	
झाँसी की रानी कालाशं-५	<ul style="list-style-type: none"> <li>- पाठ्यपुस्तिका (वसंत भाग-१)</li> <li>- श्यामपट्ट</li> <li>- दृश्य-श्रव्य साधन (पी पी टी)</li> <li>- एक्स्ट्रा मार्क्स पर वीडियो</li> </ul>	<p>पाठ में आए स्थानों का देशान्तर व अक्षांश मानचित्र पर खोजना सिखाया जाएगा</p> <ul style="list-style-type: none"> <li>- इन स्थानों के ऐतिहासिक महत्व की जानकारी एकत्रित करना</li> <li>- वीर रस के साथ करुण रस का परिचय</li> </ul>	<ul style="list-style-type: none"> <li>-कविता के कोई दो मनपसंद पद्य याद करके कक्षा में सस्वर पाठन प्रतियोगिता</li> <li>-मौखिक परीक्षा</li> <li>-लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)</li> </ul>	<ul style="list-style-type: none"> <li>-सबसे पहले विद्यार्थियों के साथ स्वतंत्रता संग्राम पर चर्चा की गई</li> <li>- सभी ने स्वतंत्रता संग्राम और संघर्ष सम्बंधित भारत के इतिहास पर जानकारी सांझा की</li> <li>- फिर उन्हें काव्य के विभिन्न रसों की जानकारी दी गई</li> <li>- उनको एक्स्ट्रा मार्क्स पर कविता पाठ दिखाया गया</li> <li>- तत्पश्चात पीपीटी की मदद से उन्हें कविता पढवाते हुए अर्थ व भावार्थ पूछे गए और जहाँ जरूरत पड़ी व्याख्या की गई ।</li> <li>- विद्यार्थियों को स्वतंत्रता सेनानियों की वीरता व उनके जीवन की कथा की जानकारी दी गई</li> <li>पाठ में आए ऐतिहासिक महत्व वाले स्थानों पर जानकारी सांझा की गई</li> </ul>	<ul style="list-style-type: none"> <li>-विद्यार्थियों को देश के स्वतंत्रता सेनानियों की वीरता व उनके जीवन की कथा द्वारा देशप्रेम की भावना का विकास हुआ</li> <li>-कविता के माध्यम से विद्यार्थियों को गुलामी की वेड़ियों से आज़ाद होने की प्रबल भावना व भारत के अस्तित्व का बोध हुआ</li> <li>- काव्य विधा को समझने में सहायता मिली</li> <li>- विद्यार्थियों को काव्य के विभिन्न रसों की जानकारी मिली</li> </ul>	

<p>जो देखकर भी नहीं देखते कालाशं-४</p>	<p>- पाठ्यपुस्तिका (वसंत भाग-१) - श्यामपट्ट - दृश्य-श्रव्य साधन (पी पी टी)</p>	<p>- ब्रेल लिपि के आविष्कारक लुई ब्रेल की जीवनी पर वीडियो - ब्रेल को लिखने की विधि बताता वीडियो -इंटरनेट के माध्यम से लेखिका हेलन केलर की जीवनी। -उनके बचपन तथा जीवन में आई कठिनाइयों से अवगत कराना। - कुछ विद्यार्थियों की आँखों पर पट्टी बांधकर कुछ गतिविधियाँ करने के निर्देश दिए गए</p>	<p>-मौखिक परीक्षा -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व अभ्यास के प्रश्न-उत्तर)</p>	<p>- कुछ विद्यार्थियों की आँखों पर पट्टी बांधकर कुछ गतिविधियाँ करने के निर्देश दिए गए । जैसे लिखने सम्बंधित सामग्री डेस्क और बैग से ढूँढ कर निकलना, विद्यालय के दफ्तर तक लाठी के सहारे जाना । एक साथी सुरक्षा के लिए निश्चित किया गया । - एक वृत्त ज़मीन पर बनाया गया । एक विद्यार्थी की आँखें कपड़े से ढक दी गईं और उसे आवाज़ सुनकर आसपास घूमते बच्चों को पकड़ने के लिए कहा गया । -विद्यार्थियों को ईश्वर प्रदत्त जीवन और प्राकृतिक सुविधाओं का महत्त्व बताते हुए पाठ पढवाया गया । उनके संदेहों का निवारण किया गया । - किस तरह मनुष्य अपनी इन्द्रियों का सीमित उपयोग करता है , दिव्यांगों के</p>	<p>विद्यार्थियों को ज्ञात हुआ कि किस प्रकार विषम परिस्थितियों में भी हम प्रकृति की सुंदरता का आनंद उठा सकते हैं। -वे जान पाए कि किस अगर हम मनुष्य शिकायतें करने की जगह ईश्वर द्वारा दिए गए उपहारों के प्रति कृतज्ञ होंगे तो हमारा जीवन कितना सुखमय होगा - वे समझे की सभी इन्द्रियों के प्रयोग से किस तरह अपनी क्षमता का प्रसार किया जा सकता है । दिव्यंगों और अन्य प्रकार की विकलांगता के प्रति संवेदना जागृत हुई</p>
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					जीवन का उदहारण दिया गया	
सितम्बर	श्रुतिसम भिन्नार्थक शब्द, उपसर्ग प्रत्यय पत्र	एकस्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।  यू-ट्यूब से उपयोगी वीडियो दिखाना	वाक्यों के प्रयोग द्वारा विषयों को स्पष्ट किया गया  -प्रसिद्ध पत्र संग्रहों पर चर्चा- जैसे पिता के पत्र पुत्री के नाम	-पत्रों के प्रारूप पर चर्चा -पत्र लेखन का अभ्यास व कक्षा परीक्षा	औपचारिक और अनौपचारिक पत्रों का अर्थ और आवश्यकता पूछी और समझाई गई  -प्रारूप और विषय वस्तु पर चर्चा  -अभिनन्दन के लिए प्रयोग किए जाने वाली शब्दावली सिखाई गई - वाक्य बना कर अंतर स्पष्ट करते हुए श्रुतिसम भिन्नार्थक शब्द वाक्यों के प्रयोग द्वारा करवाए गए -उपसर्ग व प्रत्यय में अंतर बताते हुए उनके प्रयोग व मूल शब्द से अलग करने का अभ्यास करवाया गया	विद्यार्थियों की पत्र लिखने की कला का विकास हुआ विभिन्न परिस्थितियों, लोगो, प्रियजनों, , संस्थानों. सरकारी महकमो. को पत्र लिखने का अभ्यास करवाया गया
	संसार पुस्तक है। कालाशं-४	- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी)	- अगर संसार पुस्तक है तो आपकी पुस्तक का आवरण कैसा होगा, चित्र बनाकर उसका अपनी पुस्तक का नाम भी लिखिए ।  -हड्डियों की उम्र पता करने के लिए कार्बन डेटिंग	-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)  -- जीवन में अक्सर काम आने पत्रों की सूचि बनाइए तथा	-प्राचीन और आधुनिक संचार माध्यमों के बारे में चर्चा की गई ताकि विद्यार्थियों को इन के इतिहास का ज्ञान हो ।  - पत्रों के प्रकार उनके प्रारूप और महत्व पर चर्चा करवाई गई	-विद्यार्थियों को भली भांति समझ में आ गया कि संसार एक पुस्तक के समान है।  -संसार कैसे वजूद में आया, इस बात की जानकारी हमें प्रकृति के अनेक उपादानों से

			<p>विधि की जानकारी देना</p> <p>- 'पिता के पुत्री के नाम पत्र' के कुछ और अंश पढ़ने को कहा जाएगा</p>	<p>किसी एक जीवनोपयोगी पत्र को अभ्यास पुस्तिका में प्रारूप के अनुसार लिखकर अभ्यास</p>	<p>पाठ के माध्यम से विद्यार्थियों को पहाड़, समुद्र, सितारे, नदियाँ, जानवरों की पुरानी हड्डियों से दुनिया का पुराना हाल बताया गया ।</p> <p>पाठ पढ़वा कर समझाया गया और संदेह निवारण किय गया ।</p> <p>-मौखिक - छात्रों द्वारा पत्र लेखन द्वारा छोटे भाई-बहन को संसार की जानकारी देने के लिए कहा ।</p>	<p>मिलती है।</p>
<p>मैं सबसे छोटी होऊँ कालाशं-३</p>	<p>- पाठ्यपुस्तिका (वसंत भाग-१)</p> <p>- श्यामपट्ट</p> <p>- दृश्य-श्रव्य साधन (पी पी टी)</p>	<p>काव्य का सुस्वर वाचन से इसे अधिगम्य बनाना।</p> <p>-कक्षा को दो समूहों में बांटा गया पहला जो बच्चे बड़े होना चाहते हैं , दूसरा जो बड़े नहीं होना चाहते - दोनों. समूहों ने संवाद के रूप में अपने विचार प्रकट किए</p>	<p>-मौखिक परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)</p> <p>- माँ आपके लिए क्या हैं_ भगवन का रूप, मित्र, अध्यापिका आदि, अपने विचारों को 10 वाक्यों में व्यक्त करने के लिए कहा गया</p>	<p>- सबसे पहले कक्षा को दो समूहों में बांटा गया पहला जो बच्चे बड़े होना चाहते हैं , दूसरा जो बड़े नहीं होना चाहते - दोनों. समूहों ने संवाद के रूप में अपने विचार प्रकट किए की क्यों वे छोटे रहना चाहते है या बड़े होना चाहते हैं</p> <p>- बच्चों ने कविता को पढ़ा उसका अर्थ समझने की कोशिश की, जहाँ आवश्यकता पड़ी वहाँ उन्हें व्याख्या दी गई</p> <p>- छात्रों को बड़े होने के लाभ और जिम्मेदारियों से</p>	<p>-छोटे बच्चों द्वारा माँ का प्यार बनाए रखने के लिए मन में आए विचारों से अवगत हुए</p> <p>-छात्रों को बड़े होने के लाभ और जिम्मेदारियों से अवगत हुए</p> <p>-बच्चों को आत्मविश्वास और स्वयं काम करने की प्रेरणा मिली</p>	

					अवगत करवाया गया	
अक्तूबर	व्याकरण लिंग, वचन, अनेकार्थक शब्द	एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग -	व्याकरणिक कोटियों में अंतर्कक्षीय प्रतियोगिताद्वारा दक्षता हासिल करना	- कार्यप्रपत्रक द्वारा अभ्यास	भाषा के अत्यंत अनिवार्य पहलू, व्याकरण की विभिन्न विधाओं में छात्रों को पारंगत बनाकर उनके भाषा कौशल को निखारना।	भाषा के अत्यंत अनिवार्य पहलू, व्याकरण की विभिन्न विधाओं में छात्रों को पारंगत बनाकर उनके भाषा कौशल को निखारा गया
	बाल रामकथा  -लंका में हनुमान की लीला	एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग - - यू-ट्यूब से टी. वी. सीरियल रामायण के चुने हुए एपिसोड से अंश दिखाना	- पाठ में आए पौराणिक स्थलों के आधुनिक नामों की जानकारी प्राप्त करना - उन जगहों को मानचित्र पर चिन्हित करना और उनकी आपस में दूरी ज्ञात करना	मौखिक प्रश्नोत्तर - बहुविकल्पीय प्रश्नोत्तरी - अभ्यास के प्रश्नोत्तर - रामायण पर आधारित टी.वी. धारावहिक की पहली कड़ी देखना	हनुमान जी द्वारा सीता जी को दिलासा देना और लंका में उत्पात मचाना तथा रावण को श्रीराम की अजेयता का परिचय देना -रावन का क्रोध में आकर उनकी पूंछ को आग लगाना तथा फलस्वरूप लंका में आग लग्न	रावण के चरित्र से यह सीख मिली कि क्रोध, विश्वासघात और प्रतिशोध के खुद के जाल में खुद ही उलझ जाता है। इसलिए हमें बदले, अहम और क्रोध के बजाय माफ़ करने का स्वभाव अपनाना चाहिए।
	लोकगीत कालाशं-५	- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन	अपने क्षेत्र के लोकगीतों की सूची बनाइए   उनमें से किसी एक लोकगीत के बोल लिखकर उसका अर्थ लिखिए और जानें कि यह किस अवसर पर गया	-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)	-कक्षा में विद्यार्थियों से लोकगीत का अर्थ और उनके क्षेत्रीय लोकगीतों के विषय में पूछा गया -कुछ लोकगीत सुने और सुनवाए गए तथा उनके अर्थ जानने का प्रयास	- रचनात्मक कौशल का विकास किया गया  - स्थानीय लोकगीतों का महत्त्व तथा विभिन्न अवसरों की जानकारी प्राप्त हुई

		(पी पी टी)	जाता है ।  -लोक शब्द से आरंभ होने वाले शब्दों की सूची बनाकर उनके अर्थ जानेंगे । -		किया गया - वाद्य यंत्रों के विषय में जानकारी ली और पीपीटी द्वारा शेष जानकारी दी गई - पाठ के आधार पर विभिन्न अवसरों पर गए जाने वाले लोकगीतों की चर्चा की गई - संदेह निवारण किए गए	- कैसे लोकगीतों की सरलता और धुनों मन को छू जाती हैं इस बात का अहसास हुआ  -लोकगीतों द्वारा मनोरंजन तथा विभिन्न अवसरों को कैसे आनंदमय बनाया गया इसकी जानकारी मिली - अपनी संस्कृति से जुड़ाव सुदृढ़ हुआ
नवम्बर	नौकर कालाशं-५	- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी)	- अपने छात्रावास में रहने वाले या घर के सभी मददगारों के नाम काम सहित बताओ  - उनमें से किसी एक से साक्षात्कार करके उस पर एक आत्मकथा शैली में अनुच्छेद लिखो -बांस से बनी वस्तुओं की एक सूची बनाओ - गांधी जी के जीवन पर आधारित एक -एक कहानी पढ़ें जिसे कक्षा में सुनना होगा	-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)	-बच्चों की दिनचर्या पूछने से शुरुआत की गई और पूछा गया कि वे कौन से काम स्वयं करते हैं और किन कामों के लिए वे दूसरों पर निर्भर हैं फिर गांधी जी के जीवनशैली पर चर्चा की गई  - गांधी जी की जीवनी को सरस बनाकर सुनाया , पाठ पढवाया गया और संदेहों का निवारण किया गया  - गांधी जी की शिक्षाओं को जीवन में धारण करने पर बल दिया गया -स्वच्छता, कर्मठता , आत्मनिर्भरता आदि विषयों पर लघु कथाएँ सुनाई गई	-स्वयं काम करने की भावना का विकास हुआ  - गांधी जी की जीवनी को सरस बनाकर सुनाया गया  - गांधी जी की शिक्षाओं को जीवन में धारण करने पर बल दिया गया  आत्मनिर्भरता का जीवन में महत्त्व को समझाया गया

	वन के मार्ग में	एक्स्ट्रा मार्क्स द्वारा दृश्य श्रव्य संसाधन का प्रयोग	बच्चों से रामायण से वनगमन पर आधारित प्रश्नोत्तर <ul style="list-style-type: none"> <li>- रामायण से मुख्य घटनाएँ पूछीं गईं</li> <li>- सीता के जन्म और पालन पोषण पर विचार विमर्श</li> </ul>	-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)	बच्चों से रामायण से वनगमन पर आधारित प्रश्नोत्तर पूछे गए - सीता के जन्म पर चर्चा हुई की कैसे राजकुमारी का जीवन जीने के बाद उन्हें जंगल के कष्ट भोगने पड़े <ul style="list-style-type: none"> <li>- सरलार्थ व भावार्थ करवाया गया</li> <li>- संदेह निवारण किए गए</li> </ul>	- जीवन में कठिन परिस्थितियों का सामना करते हुए परिवार व मित्रों का महत्व समझ आया
	साँस-साँस में बाँस कालाशं-५	- पाठ्यपुस्तिका (वसंत भाग-१)  - श्यामपट्ट  - दृश्य-श्रव्य साधन (पी पी टी)	-भारत के नक्शे की सहायता से विभिन्न राज्यों में बाँस के उपयोग की जानकारी	-मौखिक परीक्षा  -लिखित परीक्षा (प्रश्नोत्तरी, रिक्त स्थान, विकल्प वाले प्रश्न व प्रश्न-उत्तर)	-चंगकीचंगलनाबा नामक जादूगर की कहानी से पाठ की शुरुआत की गए जिनकी कब्र से बाँस की टोकरियाँ मिली थीं -बाँस के विषय में चर्चा की गई और इसके विभिन्न उपयोग पूछे गए - पाठ को पढ़ते हुए इस जानकारी का विस्तार किय गया हस्तकला द्वारा आत्मनिर्भर बनने की प्रवृत्ति को बढ़ावा दिया गया - उत्तरी पूर्वी भारत की बाँस की वस्तुओं की एक प्रदर्शनी के चित्र दिखाए गए	-हस्तकला द्वारा आत्मनिर्भर बनने की प्रवृत्ति को बढ़ावा दिया गया  -हस्तकला को बढ़ावा दिया गया  -बाँस से बनने वाली वस्तुओं के प्रयोग पर बल दिया गया  -रोजमर्रा के कार्यों में बाँस का प्रयोग तथा इससे बनी वस्तुओं का महत्व दिया गया ।

	चित्र लेखन	पाठ्य पुस्तक के उदाहरण पढ़े गए	समाचार पत्र में दिए गए किसी चित्र पर आधारित अभ्यास कार्य	चित्र देकर समझे गए नियमों के आधार पर सौ से १२० शब्द लिखने को कहा गया	<p>चार्ट पर निर्देशः</p> <p>-सर्वप्रथम दिए गए चित्र को ध्यान से देखने का निर्देश दिया गया ।</p> <p>(2) सम्पूर्ण चित्र किसका है यह पूछा गया ।</p> <p>(3) पूछा गया कि चित्र में कौन-कौन से क्रियाएँ हो रही हैं?</p> <p>(4) फिर चित्र के माध्यम से कही जा रही बात को अपने शब्दों में समझाने का प्रयास करवाया गया ।</p>	<p>- किसी चित्र को देखकर उससे संबंधित मन में उठने वाले भावों को अपनी कल्पनाशक्ति के माध्यम से अभिव्यक्त करने की कला का अभ्यास व विकास हुआ ।</p> <p>चित्र-वर्णन से अपने विचारों को एक सूत्र में पिरोकर लिखने की प्रतिभा का विकास होता है।</p>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Meenakshi Chauhan**  
**Class: VI(Mathematics) 041**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>February March</b>	<b>Topic/ Chapter: Knowing our numbers</b>  <b>No. of periods 10</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks :</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Computer aided modules with animations and presentations</li> <li>• Real life situations to calculate</li> <li>• Data from newspaper used to understand the relation between Indian and International place values</li> </ul>	<ul style="list-style-type: none"> <li>• Place value chart</li> <li>• Flowchart of decreasing values in the unit table</li> <li>• <b>Activity</b> : Collect data of population in the surrounding areas and arrange in ascending order <b>Activity:</b></li> <li>• to take out number of glasses if the capacity of water in larger vessel and smaller vessel is given .</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book, questions will be discussed with the students</li> <li>• At the end discussion session will held.</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to understand the place values in both systems</li> <li>• They will be able to comprehend large numbers when used in conversations</li> <li>• Estimate the values in life experiences</li> <li>• Relate to Roman method of writing numbers and understand the past better</li> <li>• 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</li> </ul>
<b>March</b>	<b>Topic/ Chapter: Whole Numbers</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks :</li> <li>• Power Point Presentations on natural number ,whole numbers , number line Representation of whole numbers, addition and subtraction ,multiplication and division of whole</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project</b> Addition of whole numbers by taking out shortest distance of major cities. From the given map.</li> <li>• To find out In which part of India these major cities are located</li> <li>• Tables with numbers and performing various</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book ,questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to understand natural and whole numbers</li> <li>• Will be able to write the successor and predecessor of whole numbers</li> <li>• Bigger numbers are on the right and smaller numbers are on the left of a number line</li> </ul>

	<p>numbers Properties of whole numbers.</p> <ul style="list-style-type: none"> <li>Videos on number pattern .</li> </ul> <p><b>No. of periods :</b> <b>10</b></p>	<p>calculations on the same.</p>			<ul style="list-style-type: none"> <li>To add and multiply move right, to subtract and divide jump left</li> <li>Adding/multiplying two whole numbers gives a whole number</li> <li>Division by zero is not defined</li> <li>Add/multiply two numbers in any order</li> </ul> <p>Simplifying calculations is easier with the applications of these properties</p>	
<p><b>March April</b></p>	<p><b>Topic/ Chapter: Playing with numbers</b></p> <p><b>No. of periods :</b> <b>13</b></p>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks : <ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>Videos</li> <li>Computer aided modules with animations and presentations</li> <li>Real life situations to calculate</li> </ul> </li> </ul>	<p><b>Art Integration;</b></p> <ul style="list-style-type: none"> <li>To find out highest mountain , longest rivers and tallest statue . children will use test of divisibility rules of different numbers</li> <li>find out prime numbers, odd numbers, even numbers and composite numbers</li> <li><b>Activity</b> To find out the prime numbers using sieve of eratosthnes method</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> <li>Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>Concept formation</li> <li>brain storming</li> <li>In text book, book questions will be discussed with the students</li> <li>At the end discussion session will be held</li> <li>Problems sums will be solved.</li> </ul>	<ul style="list-style-type: none"> <li>Factor is a number that exactly divides the other</li> <li>Multiples are the answers of a multiplication table</li> <li>1 is a factor of every number</li> <li>A number is both a factor and multiple of itself</li> <li>Prime numbers have two factors</li> <li>Composite numbers have more than two factors</li> <li>1 has only one factor</li> <li>2 is the only even prime number</li> <li>H.C.F and L.C.M using world problems .</li> <li>Divisibility rules of various numbers and other Divisibility rules to make the calculation easier .</li> </ul>
<p><b>April</b></p>	<p><b>Topic/ Chapter: Basic geometrical ideas</b></p>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks :</li> <li>Computer aided modules with animations and presentations</li> <li>Power point</li> </ul>	<p><b>Art integration :</b></p> <ul style="list-style-type: none"> <li>To draw the map of basketball court</li> <li>To find out the radius of center circle student will draw a basketball court .and find out the original measurement of sideline</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> <li>Assignments(few questions given</li> </ul>	<ul style="list-style-type: none"> <li>Concept formation</li> <li>brain storming</li> <li>In text book questions will be discussed with the students</li> <li>At the end discussion session</li> </ul>	<ul style="list-style-type: none"> <li>Usage of shapes in architecture</li> <li>Using geometrical ideas in art, measurements, cloth designing etc</li> <li>Different types of angles</li> </ul>

	<p><b>No. of periods :</b></p> <p><b>6</b></p>	<p>presentation (point, line segment, line, intersecting lines, parallel lines.)</p> <ul style="list-style-type: none"> <li>• Power point presentation (curve, Polygon )</li> <li>• Power point presentation(angles, triangles)</li> <li>• Power point presentation (curve, Polygon )</li> <li>• Power point presentation ( circlrs)</li> <li>• Powerpoint presentation of qudrilateral</li> </ul> <p>• Different shapes around us in the form of doors, windows, boxes, birthday caps, balls, buildings etc</p> <ul style="list-style-type: none"> <li>• Angles to be studied at edges of different shapes</li> <li>• Make angles with fingers, arm folding paper</li> <li>• Fold paper to form different shapes and understand the edges, vertices etc</li> <li>• String to be molded in different shapes and studied</li> </ul> <p>Forming polygons with matchsticks</p>	<p>a and baselines</p> <ul style="list-style-type: none"> <li>• Angle used in best shot of basketball.</li> <li>• To find out the different shapes (polygon, curves)</li> <li>• To find out the radius and diameter of center circle of basketball court</li> </ul>	<p>based on chapter)</p>	<p>will be held</p> <ul style="list-style-type: none"> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between lines of a railway track and a pair of scissors</li> <li>• Difference between a closed curve and a polygon</li> <li>• Quadrilateral and its properties</li> <li>• Circle and its parts</li> </ul>
<p><b>April</b> <b>May</b></p>	<p><b>Topic/ Chapter: Understanding elementary shapes</b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks :</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Computer aided modules with animations and</li> </ul>	<p><b>Art integration : Project</b></p> <ul style="list-style-type: none"> <li>• Design a map of a town or any other place</li> <li>• Children will show three roads intersecting at any common place.</li> <li>• Three poles on a straight</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book, questions will be discussed with the students</li> <li>• At the end discussion session</li> </ul>	<ul style="list-style-type: none"> <li>• Movement of earth understood with movement of hands of a clock</li> <li>• They will be able to understand different types of angles ,perpendicular lines ,</li> </ul>

	<p><b>No. of periods :</b></p> <p><b>13</b></p>	<p>presentations</p> <ul style="list-style-type: none"> <li>• Real life situations to calculate</li> <li>• Making quadrilaterals using set squares</li> <li>• Observation of shapes around us and study them. eg. Globe (sphere), water bottle (cylinder), Birthday cap (cone), brick (cuboid), die (cube) etc by using video.</li> <li>• Study pyramids which will help understand pyramids of Egypt</li> </ul>	<p>road.</p> <ul style="list-style-type: none"> <li>• A pair of road that neither intersecting nor parallel to any other road</li> <li>• A pair of parallel and intersecting roads each.</li> </ul>	<p>based on chapter)</p>	<p>will be held</p> <ul style="list-style-type: none"> <li>• Problems sums will be solved</li> </ul>	<p>intersecting lines and parallel lines</p> <ul style="list-style-type: none"> <li>• Also the use of set squares and relation between opposite angles of quadrilaterals</li> <li>• Concept of clockwise and anti-clockwise movement</li> <li>• Types of triangles <ul style="list-style-type: none"> <li>- Acute angles</li> <li>- Obtuse angles</li> <li>- Right angled</li> <li>- Scalene</li> <li>- Isosceles</li> <li>- Equilateral</li> </ul> </li> </ul> <p>Names polygons on the basis of number of sides</p>
<p><b>May</b></p>	<p><b>Topic/ Chapter: Integers</b></p> <p><b>No. of periods</b></p> <p><b>6</b></p>	<ul style="list-style-type: none"> <li>• Computer aided modules with animations</li> <li>• Power point presentation on introduction how to tag the sign, number line, real life situations</li> <li>• Presentations on how to add and subtract integers on number line.</li> <li>• Audio- visual from Extra Marks</li> <li>• Game of snakes and ladders</li> </ul> <p>Number line on the board</p>	<p><b>Project</b></p> <ul style="list-style-type: none"> <li>• Collect the information about the temperature in OC of the cities on a particular day through various resources . and complete the table .</li> <li>• <b>Activity :</b></li> <li>• Rise and fall in any value can be represented with positive and negative signs (temperature, weight, marks etc)</li> <li>• <b>Activity :</b></li> <li>• Note daily temperature from the newspaper and record the difference of temperature using integers</li> <li>• <b>Activity:</b></li> <li>• To build the concept of addition and subtraction of integers, children will do activity using red colour and blue colour representing negative and positive integer respectively</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In textbook, questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers below zero are negative integers</li> <li>• Numbers on the right of zero are positive integers</li> <li>• One more gives successor and one less gives predecessor</li> <li>• We add integers with same sign and subtract integers with opposite signs</li> <li>• On opening the bracket, <ul style="list-style-type: none"> <li>+ (—) = —</li> <li>— (+) = —</li> <li>— (—) = +</li> <li>+ (+) = +</li> </ul> </li> <li>• Numbers with different signs are called additive inverse</li> </ul> <p>The final answer gets the sign of the greater number (without sign)</p> <ul style="list-style-type: none"> <li>• Addition and subtraction using number line</li> </ul>

<p style="text-align: center;"><b>May</b></p>	<p><b>Topic/ Chapter: fractions</b></p> <p><b>No. of periods : 9</b></p>	<ul style="list-style-type: none"> <li>• Computer aided modules with animations and presentations</li> <li>• Audio- visual from Extra Marks Videos</li> <li>• Paper cutouts in various shapes</li> <li>• Origami sheets</li> <li>• Chocolate bars to be divided in fractions</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Discussed the use of fractions in everyday life, such as in recipes, tools, medicine dosages, etc</li> <li>• Comparing numbers using a number line (fraction )Students may be asked to represent the fraction on number line.</li> <li>• Keep records of data from daily life experiences</li> <li>• On the way home/dorm look for things around you that can be divided along a line of symmetry.</li> <li>• Find the fraction of male and female population in India.</li> <li>• What fraction of marks did you obtain in various subjects in recent exam?</li> <li>• Chapattis eaten out of the total served</li> <li>• Fraction of tuck eaten out of the total received in a week</li> <li>• Fraction of boys and girls to the total students in each class of your school</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book, questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to tell that, <ul style="list-style-type: none"> <li>- Fraction is a part of a whole</li> <li>- Chosen parts are the numerator (N) and denominator (D)is the total number of parts</li> <li>- If numerator and denominator are the same it is 1</li> <li>- Proper has D greater than N</li> <li>- Improper fraction has N greater than the D</li> <li>- Unit fraction has N equal to 1</li> <li>- Fractions with same D are called like fractions</li> <li>- Fractions with different D are called unlike fractions</li> <li>- A mixed fraction has a whole number with a proper fraction</li> </ul> </li> <li>• To get an equivalent fraction N and D are divided or multiplied with the same number</li> <li>• Unlike fractions are converted into like fractions before addition or subtraction</li> <li>• Only the numerators are simplified while the denominator is taken common</li> <li>• Proper fractions are always less than 1</li> <li>• Improper and mixed fractions are more than 1</li> </ul>
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						<ul style="list-style-type: none"> <li>Mixed fraction can be converted into improper fraction and vice versa</li> <li>Addition and subtraction of fractions</li> </ul>
<b>July</b>	<b>Topic/ Chapter:</b> <b>Decimals</b>  <b>No. of periods :</b>  <b>15</b>	<ul style="list-style-type: none"> <li>Computer aided modules with animations and power point presentations</li> <li>Real life situations to calculate</li> <li>Audio- visual from Extra Marks</li> <li>Power point presentations</li> <li>Videos</li> </ul>	<b>Activity</b> <ul style="list-style-type: none"> <li>Collect data of height of students in cm and convert in meters. and arrange in ascending order and record the data in a table</li> <li>Observe the shopping bills of the parents and find the decimal numbers in money. Write the numbers in expanded form</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> <li>Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>Concept formation</li> <li>brain storming</li> <li>In text book questions will be discussed with the students</li> <li>At the end discussion session will be held</li> <li>Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>Understood the concept of converting numbers into decimals</li> <li>Understood the concept of blocks</li> <li>Understood the concept of place value chart .</li> <li>Conversion of decimal to fraction and visa-versa</li> <li>Learnt comparing decimals ,equivalent decimals, how to order decimals .</li> <li>Expanded form ( in decimal expansion and fraction expansion</li> <li>Learnt how to represent decimals on number line</li> <li>Learnt the concept of decimals in the measurement of weight, capacity and length.</li> <li>Learnt how to apply the idea of addition and subtraction of numbers with decimals to solve practical problems</li> </ul>
<b>July/Aug</b>	<b>Topic/ Chapter:</b> <b>Data handling</b>	<ul style="list-style-type: none"> <li>Computer aided modules with animations and</li> <li>Power point presentations</li> <li>Real life situations to</li> </ul>	<b>Art integration ; Project:</b> <ul style="list-style-type: none"> <li>Collect the strength of different houses( teak, oak ,deodar, chinar) and represent data in</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Concept formation</li> <li>brain storming</li> <li>In text book, questions will be discussed with the students</li> </ul>	<ul style="list-style-type: none"> <li>Understood the concept of data , learnt how to arrange data in ascending and descending order.</li> <li>Learnt steps to</li> </ul>

	<p><b>No. of periods :</b></p> <p><b>14</b></p>	<p>calculate</p> <ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Videos</li> <li>• Individual</li> <li>• Group work</li> <li>• ICT,</li> <li>• Mathematics lab activities,</li> <li>• Survey</li> </ul>	<p>a table and draw colourful pictograph and bar graph</p> <ul style="list-style-type: none"> <li>• <b>Activity :</b> Search a few names of cricketers from newspapers Magazines whose names start with letters A,B,K,N,D Write all the names in notebook . Make a frequency table for understood the first letter of all names .</li> <li>• Find out which letter comes most in the names of players</li> <li>• <b>Activity :</b> Collect information from your class about which sports among the following , is each one's favorite and write it down against the name of the pupil. Football, basketball, cricket, handball and Now organize the data using tally marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<p>organize data</p> <ul style="list-style-type: none"> <li>- Divide the raw data</li> <li>- Find the frequency</li> <li>- Draw the tally marks table .</li> <li>• Understood how to represent data in the form of pictures, objects by using pictograph.</li> <li>• Understood the graphical display of data using bars of different size with the help bar graph.</li> <li>• Learnt Reading and Interpretation of pictograph and bar graph .</li> <li>• Will be able to relate situations in daily life</li> </ul>
<p><b>August</b></p>	<p><b>Topic/ Chapter: Menstruation</b></p> <p><b>No. of periods</b></p> <p><b>18</b></p>	<p>Audio- visual from Extra Marks</p> <ul style="list-style-type: none"> <li>• Videos</li> <li>• Power point presentation</li> <li>• Group work</li> <li>• Mathematics lab activities, Survey</li> <li>• Computer aided modules with animations and presentations</li> <li>• Real life situations to calculate perimeter and</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• make different kinds of shapes ( triangle, Rectangle square) with same perimeter .</li> <li>• Find various objects from different surroundings which have regular shapes and find their perimeters.</li> <li>• Ruler and measuring tape used to show the relation between m and cm, cm, inches, feet and mm.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Understood the concept of perimeter of regular figures.</li> <li>• Students learnt the concept that the distance is known as the perimeter of a closed figure.</li> <li>• Understood that the distance covered is equal to the length of wire used to draw the figure.</li> <li>• Learnt the perimeter of composite figures .</li> </ul>

		area .	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Draw a composite figure on a piece of square grid paper write the length of each side . Then find the area and perimeter of figure.</li> <li>• To clear the concept of how to take out area of square and rectangle</li> <li>• Children will count the the number of square tiles as length and breadth of basketball court and take out the area .later can measure the length and breadth .</li> </ul>			<ul style="list-style-type: none"> <li>• Understood the concept of area of regular figures. And how to take out the area of shapes using squared paper.</li> </ul>
Aug/Sep	<p><b>Topic/ Chapter:</b> <b>Algebra</b></p> <p><b>No. of periods :</b>  <b>20</b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks :</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Computer aided modules with animations and presentations</li> <li>• Worksheets on multiple calculations</li> <li>• Learning by doing Activity</li> <li>• Introducing Mind Maps</li> <li>• Real life situations to calculate and find answers orally.</li> </ul>	<p><b>Activity :</b></p> <ul style="list-style-type: none"> <li>• Assume a variable to represent age . Express each of the family members age in term of student's age .</li> <li>• Represent each member's age with a 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</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• 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 problem using these and solve them</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Understood the concept of patterns of making letters and other shapes using matchsticks.</li> <li>• Understood that a variable takes on different values.</li> <li>• Usage of letters ( n,x,m,y etc to show a variable.</li> <li>• Learnt use of variables in common rules. Rules from geometry Rules from arithmetic</li> <li>• Learnt the concept of variable and constant, and algebraic expression . Learnt to form expressions and statements using numbers and variables</li> <li>• Understood the basic operations of arithmetic <ul style="list-style-type: none"> <li>- Sum</li> <li>- Difference</li> </ul> </li> </ul>

						- Product Understood the concept how to take out solution of an equation by trial and error method .
<b>Oct</b>	<b>Topic/ Chapter:</b> <b>Ratio and proportion</b>  <b>No. of periods :</b>  <b>12</b>	<ul style="list-style-type: none"> <li>• Computer aided modules with animations and power point presentations</li> <li>• Worksheets on multiple calculations</li> <li>• videos</li> <li>• Real life situations to calculate and find answers orally.</li> </ul>	<b>Activity :</b> <ul style="list-style-type: none"> <li>• Find the age of the family members</li> <li>• Compare the age of student with age of each member of his family .</li> <li>• Pickup two different desserts . compare number of students liking either of these two desserts. And express in simplest form</li> <li>• To find the equivalent ratios of a given ratio</li> <li>• Student may be asked to make four set of cards from 0 to 9</li> <li>• Students get to keep the cards if the equivalent ratio they formed is correct or not</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Got familiar with the knowledge of Ratios</li> <li>• Learnt the concept of Equivalent ratios</li> <li>• Learnt how to compare ratios .</li> <li>• Learnt ratio and proportion</li> <li>• learn the order of proportion .</li> <li>• Learnt unitary method .</li> <li>• Will be able to solve basic real life problems through ratios</li> </ul>
<b>October</b>	<b>Topic/ Chapter:</b> <b>Symmetry</b>  <b>No. of periods :</b>  <b>7</b>	<ul style="list-style-type: none"> <li>• Computer aided modules with animations and presentations</li> <li>• videos</li> <li>• Paper fold activity</li> <li>• Smart Classes Learning by doing Activity</li> <li>• Introducing Mind Maps</li> <li>• Correlate with the real life situations .</li> </ul>	<b>Art integration :</b> <ul style="list-style-type: none"> <li>• Draw colourful images of English alphabets in capital letters .</li> <li>• find their vertical reflective symmetry</li> <li>• Horizontal reflective symmetry</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Intricate patterns using paper cutting and pasting method.</li> <li>• Use such decorative papers cutouts for festive occasions .</li> <li>• Observe the picture found in surroundings in the form of blackboard, table roof, windows roof etc.</li> <li>• Mark there line of</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text book questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Understood the concept of Symmetry and line of symmetry and multiple line of symmetry</li> <li>• Understood Making symmetric figures using inkblot devils</li> <li>• Line of symmetry of regular shapes ( square, rectangle, triangle, alpha bets etc) using squared paper and paper fold.</li> <li>• Understood the concept of mirror symmetry. Learnt the concept of reflection symmetry.</li> </ul>

			symmetry. Observe if any of them has horizontal as well as vertical symmetry			
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Nov	<p><b>Topic/ Chapter:</b> <b>Practical geometry</b></p> <p><b>No. of periods :</b> <b>20</b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Videos</li> <li>• Individual</li> <li>• Group work</li> <li>• ICT,</li> <li>• Mathematics lab activities,</li> <li>• Learning by doing Activity .</li> <li>• Introducing Mind Maps</li> <li>• Computer aided modules with animations and</li> <li>• Power point presentations</li> <li>• Real life situations to calculate</li> </ul>	<p><b>Art integration :</b></p> <ul style="list-style-type: none"> <li>• To verify that the measure of an angle does not depend on the length of its arms</li> <li>• A pair of ice-cream sticks of different lengths will be used</li> <li>• Students will place the sticks perpendicular to each other</li> <li>• Students will measure the angles formed by the sticks</li> <li>• Students will find out angle formed in all cases</li> <li>• Magnitude of angles when sticks are of equal length andf when unequal length</li> <li>• To find out the magnitude changes with the change in lengths of sticks or not .</li> </ul> <p><b>Activity:</b> Draw two angles Match the pairs of angles which form a straight angle and paste on sheet .</p> <p><b>Activity :</b></p> <ul style="list-style-type: none"> <li>• Find angles, perpendicular, perpendicular bisector in real life objects and give examples.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Assignments ( CW &amp; HW)</li> <li>• Class tests</li> <li>• Remedial Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• brain storming</li> <li>• In text questions will be discussed with the students</li> <li>• At the end discussion session will be held</li> <li>• Problems sums will be solved</li> </ul>	<ul style="list-style-type: none"> <li>• Got familiar with usage of using ruler, set square, divider ,protector and compass.</li> <li>• Understood and will be able to do Construction of circle when its radius is known.</li> <li>• Construction of line segment of a given length.</li> <li>• Construction of a copy of a given line segment .</li> <li>• Construction of perpendicular to a line through a point on it using ruler and set square and compass.</li> <li>• Construction of perpendicular to a line through a point not on it</li> <li>• Construction of perpendicular bisector of a line segment , chords , diameter.</li> <li>• Construction of angle of known measure using protector.</li> <li>• Construction of copy of an angle of unknown measure.</li> </ul>
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			<ul style="list-style-type: none"><li>• Observe the picture found in surroundings in the form of roof, windows roof etc. Mark there line of symmetry or axis of symmetry or perpendicular bisector.</li></ul>			<ul style="list-style-type: none"><li>• Construction of angels of special measure ( <math>30^\circ, 60^\circ, 90^\circ, 45^\circ, 120^\circ, 135^\circ</math> )</li><li>• Construction of line of symmetry of different angles</li></ul>
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**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SCIENCE**  
**Class: VI**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Month: March           No. of periods 7	Topic/Chapter: Food: Where does it come from?	PPT, Videos, Charts, Extra marks, board and chalk	Diagram on food chain, Structure of plant, Plant parts as source of food.  Activity: To prepare sprouts.  Flowchart on food chain	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.  Discussion on the modes of nutrition with the example of Lichen and pitcher plant.  Developing hypothesis by : Brainstorming  Lecture Discussion. Activities  <b>Video:</b> Different food items. Plant parts as source of food. Animals as source of food.	The students will be able to <ul style="list-style-type: none"> <li>• Understand the concept of photosynthesis, different types of nutrition.</li> <li>• Comprehend the concept of plant parts and animals as source of food.</li> <li>• Understand the concept of food chain and different types of animals.</li> <li>• Differentiate between autotrophs and heterotrophs.</li> <li>• Differentiate between herbivores, carnivores and omnivores</li> <li>• Represent the food chain graphically</li> <li>• Draw the inference from</li> </ul>

					How to make sprouts? Food chain. Autotrophs and heterotrophs.	a given diagram
<b>Month: March</b>	<b>Topic/Chapter: Components of food</b>	PPT, Videos, Charts, Extra marks, board and chalk	Activity – To test the presence of starch in food To test the presence of starch in potato. To test the presence of fats in food  Flowchart on components of food.  Table of different deficiency diseases and symptoms caused by them.  Debate and discussion on various deficiency diseases and how are they caused.	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.  Spell check  Video: Components of food. Test for carbohydrate, protein and fats. Balanced diet Deficiency diseases and their symptoms.	<ul style="list-style-type: none"> <li>• Understand the concept of components of food.</li> <li>• Comprehend the concept of roughage and water in the diet and its importance.</li> <li>• Understanding the presence of fats, proteins and carbohydrates in the food sample.</li> <li>• Imparting knowledge on different vitamins and minerals and deficiency diseases caused by them.</li> <li>• Comprehend the concept of symptoms caused by deficiency diseases.</li> <li>• Understanding</li> </ul>
<b>No. of Periods: 9</b>						

						<p>the concept of balance diet depending on age and occupation.</p> <ul style="list-style-type: none"> <li>Understanding the concept as to how we can avoid pre-cooking and cooking practices.</li> </ul>
<p><b>Month:</b> <b>March</b></p> <p><b>No. of Periods:7</b></p>	<p><b>Topic/Chapter: FIBRE TO FABRIC</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Diagram on fields of cotton plant.</p> <p>Flowchart on how to obtain fabric is obtained from fibre</p> <p>Activity: Burning test of cotton, wool. Silk and synthetic fabric.</p>	<p>Oral test were 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 : Brainstorming</p> <p>Spell check.</p> <p>Lecture Discussion.</p> <p>Video: Fibre Spinning Types of fibres How do we get cotton from cotton plant? How do we get jute from jute plant? Making of fabrics from yarn</p>	<ul style="list-style-type: none"> <li>The students will be able to:</li> <li>Understand the concept of fibres and its types.</li> <li>Understanding the burning test of different natural and synthetic fibre.</li> <li>Comprehend the concept of making fabric from yarn.</li> <li>Impart knowledge about the history of clothing material.</li> <li>Comprehend the concept of how we get cotton and jute.</li> <li>Differentiate between</li> </ul>

					History of clothing material.	<p>Spinning and ginning.</p> <ul style="list-style-type: none"> <li>• Differentiate between natural and synthetic fibre</li> <li>• Draw the inference from a given diagram</li> </ul>
<p><b>Month:</b> <b>April</b></p> <p><b>No. of Periods:8</b></p>	<p>Topic/Chapter: Sorting materials into groups</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Activity: basis of classification of objects.</p> <p>Activity: Hard and soft object Solubility of substances (solid and liquid) Light and heavy objects w.r.t water. Transparent, translucent and opaque objects.</p> <p>Practical: Soluble and insoluble substance in water. Miscible and immiscible liquid</p> <p>Debate and discussion on why sorting of substance is important.</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>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</p> <p>Spell check -Mind map of the chapter.</p> <p>Lecture Discussion.</p> <p>Video: Why sorting of material is important? Basis of classification of objects. Lustrous and non lustrous material Hard and soft material Soluble and</p>	<ul style="list-style-type: none"> <li>• Understand the concept of sorting of materials into groups.</li> <li>• To study the basis of classification of objects.</li> <li>• Comprehend the concept of lustrous and non lustrous objects, hard and soft objects, soluble and insoluble objects, miscible and immiscible objects, heavy and light objects.</li> <li>• Differentiate between opaque, transparent and translucent objects.</li> </ul>

					insoluble material. Miscible and immiscible material. Heavy and light objects. Transparent, translucent and opaque objects.	<ul style="list-style-type: none"> <li>Understanding how nature of material and similarity affect the sorting of material.</li> <li>Imparting knowledge on why sorting of material is required.</li> <li>Draw the inference from a given table and write to which category the following objects are grouped and why?</li> </ul>
<b>Month:</b> <b>April</b>	<b>Topic/Chapter:</b> <b>SEPARATION OF SUBSTANCES</b>	PPT, Videos, Charts, Extra marks, board and chalk	<p>Practical:          To separate substances by threshing, winnowing, hand picking, sieving and magnetic separation.</p> <p>Activity: To separate insoluble substance by Sedimentation and decantation, filtration.</p> <p>Activity: how salt is obtained from</p>	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.  Spell check  Video:	The students will be able to understand <ul style="list-style-type: none"> <li>The reasons for separating mixtures into their components with examples.</li> <li>Comprehend the concept of methods of separation like threshing, winnowing, hand picking, sieving, magnetic separation,</li> </ul>

			<p>sea water. Distillation</p> <p>To find out the effect of heating and cooling on a saturated solution</p>		<p>Need to separate mixtures into their components. Threshing Winnowing Hand picking Sieving Magnetic separation Decantation Loading Filtration Evaporation Distillation Saturated and unsaturated solution.</p>	<p>sedimentation, decantation, loading and filtration.</p> <ul style="list-style-type: none"> <li>• Imparting knowledge on as to how do we get salt from sea water?</li> <li>• Understanding the concept of distillation.</li> <li>• Comprehend the concept of separation of mixture by using more than one method.</li> <li>• Understanding the effect of heating and cooling on a saturated solution.</li> <li>• Differentiate between evaporation</li> <li>• Differentiate between saturated and unsaturated solution</li> </ul>
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<p><b>Month:</b> <b>April</b></p> <p><b>No. of Periods:7</b></p>	<p><b>Topic/Chapter:</b> <b>CHANGES AROUND US.</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Art integrated: Diagrammatically explain how melting of ice is a reversible change</p> <p>Experiments: Activity to show how boiling of water is a reversible reaction.</p> <p>Debate and discussion on why gap is left between the railway track.</p> <p>Activity: melting of wax and burning of wax. Inflating and bursting a balloon. Rolling a roti and baking a roti. Folding of paper and cutting of roti.</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>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</p> <p>Lecture Discussion. Spell check</p> <p>Video: Reversible and irreversible reaction.</p> <p>Expansion and contraction as a reversible change.</p> <p>Reversible and irreversible changes involving same material.</p>	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>• The concept of reversible and irreversible changes with respect to examples.</li> <li>• Comprehend the concept of Expansion and contraction</li> <li>• Differentiate between Reversible and irreversible change.</li> <li>• Understanding the concept of reversible and irreversible changes involving same materials</li> <li>• Draw the inference from a given table</li> </ul>
<p><b>MONTH - MAY</b></p> <p><b>No. of Periods:9</b></p>	<p><b>Topic/Chapter:</b> <b>GETTING TO KNOW PLANTS</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect leaves of different plants and categorise them into reticulate and parallel venation.</p> <p>Collect information on unisexual and bisexual flowers</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<p>Activating Prior Knowledge by Random</p> <p>Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing</p>	<ul style="list-style-type: none"> <li>• Understand the concept of trees, shrubs, herbs, climbers, creepers.</li> <li>• To study the parts of plant</li> <li>• Comprehend the concept of fibrous and tap</li> </ul>

			<p>Draw parts of a plant.</p> <p>Draw tap root and fibrous root.</p> <p>Draw a well labeled diagram of a leaf.</p> <p>Activity: To show that water moves upward through the xylem vessel.</p> <p>Activity: to show that leaves make food by photosynthesis</p> <p>Activity: To show that sunlight is necessary for photosynthesis</p> <p>Activity: To show the process of transpiration in plants.</p> <p>Draw a well labeled diagram of a flower.</p> <p>Project: Child was made to identify different parts of a flower.</p>		<p>hypothesis by : Brainstorming</p> <p>Lecture Discussion. Spell check</p> <p><b>Video :</b> Herbs, shrubs and trees Climbers and creepers Roots, its structure, function and types. Stem its structure and functions. Leaf, its structure and functions. Structure and functions of flower. How are fruits formed.</p>	<p>root.</p> <ul style="list-style-type: none"> <li>• Differentiate between parallel and reticulate venation.</li> <li>• Understanding how photosynthesis takes place.</li> <li>• Understanding the concept of reproduction in plants by studying male and female parts of a plant.</li> <li>• Imparting knowledge about pollination</li> <li>• Comprehend the concept of fruit and seed formation.</li> <li>• Draw the inference from a given table</li> </ul>
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<p style="text-align: center;"><b>MONTH - MAY</b></p> <p style="text-align: center;"><b>No. of Periods:9</b></p>	<p><b>Topic/Chapter: BODY MOVEMENTS</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect information on locomotion in different animals like cockroach, birds, earthworm, snail, fish and snake.</p> <p>Art Integrated: Draw the human skeletal system.</p> <p>Discussion on functions of skeletal system.</p> <p>Project on different types of joints</p>	<p>Oral test were 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 : Brainstorming</p> <p>Lecture Discussion. Spell check</p> <p>Video: Framework of bones Functions of skeleton system Structure and function of skull Function of backbone Function of ribcage Shoulder bone Rib cage Bones of the hand. Types of joints Movement in human being Movement in cockroach Movement in birds Movement in earthworm Movement in snails Movement in fish Movement in snake</p>	<ul style="list-style-type: none"> <li>• Understand the concept of framework of bones in human being.</li> <li>• Comprehend the concept of skeletal system</li> <li>• Understanding cartilage, ligament and tendon</li> <li>• Imparting knowledge on types of joints and where they are present and how they function.</li> <li>• Comprehend the concept on contraction and relaxation of muscles</li> <li>• Understanding the concept of locomotion in cockroach, birds, earthworm, snail, fish and snake.</li> <li>• Differentiate between bone and cartilage.</li> <li>• Differentiate between ligament and tendon</li> </ul>
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<p><b>MONTH - JULY</b></p> <p><b>No. of Periods: 9</b></p>	<p>Topic/Chapter: THE LIVING ORGANISMS AND THEIR SURROUNDINGS</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect the sample of soil from different areas.</p> <p>Collect information on how pollution is harmful for plants and animals.</p> <p>Collect information on what causes soil pollution and what are the causes of soil pollution.</p> <p>Art Integrated: Draw soil profile</p> <p>Activity: To find the percentage of water absorbed by a soil.</p> <p>To measure the percolation rate of water in soil.</p>	<p>Oral test were 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 : Brainstorming</p> <p>Lecture Discussion. Spell check</p> <p>Flip learning</p> <p>Video: Characteristics of living things.</p> <p>Biotic and abiotic components. Habitat</p> <p>Living and non living things</p> <p>Adaptations in different camel, fish, yak, snow leopard, lion, deer.</p> <p>Adaptation in desert plants</p> <p>Different types of aquatic plants</p>	<ul style="list-style-type: none"> <li>• Understand the concept of living and non living things.</li> <li>• Comprehend the concept of characteristics of living things.</li> <li>• Differentiate between biotic and abiotic components</li> <li>• Different types of habitat</li> <li>• Understanding adaptations in different animals.</li> <li>• Concept clarity on different types of plants and animals found in terrestrial habitat.</li> <li>• Different types of aquatic habitat</li> <li>• Imparting knowledge on adaptations in plants and animals to the aquatic habitat.</li> <li>• Comprehends the concept of</li> </ul>

						<p>acclimatization</p> <ul style="list-style-type: none"> <li>• Draw the inference of adaptations from the given habitat.</li> <li>• Difference between adaptation and acclimatization</li> </ul>
<p>MONTH - JULY</p> <p>No of Periods: 8</p>	<p>Topic/Chapter: MOTION and MEASUREMENT OF DISTANCES</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect information on different types of motion</p> <p>Project: Collect information on different different units of measurements.</p> <p>Collect information on the story of transport</p> <p>Art Integrated: Draw diagram to measure the length of curved line.</p> <p>Activity: To find the length of different objects</p> <p>To measure the length of the curved</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>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</p> <p><b>Video :</b> Rest and motion Types of motion Objects having more than one type of motion The story of transport Distance, need of SI unit How to measure the length of an object</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of rest, motion and speed</li> <li>• To understand different types of motion.</li> <li>• Having knowledge of objects having more than one type of motion.</li> <li>• To understand the story of transport.</li> <li>• Comprehend the concept measurements and units of measurement of distances.</li> <li>• Differentiate between of types of</li> </ul>

			line.		using a scale How to measure length of a curved line	<p>motion.</p> <ul style="list-style-type: none"> <li>• Calculate the length, distance and weight of an object</li> <li>• Represent the motion by graphical method</li> <li>• Draw the inference from a given graph</li> </ul>
<p>MONTH – JULY / AUGUST</p> <p>No of Periods:9</p>	<p><b>Month: JULY/ AUGUST</b> Topic/Chapter: LIGHT SHADOW and REFLECTI</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: To make a pin hole camera</p> <p>Project: To make a periscope</p> <p>Collect information on Transparent, translucent and opaque objects</p> <p>Discussion on luminous and non luminous objects</p> <p>Art Integrated: Draw diagram for the formation of image of an object in a pinhole camera</p> <p>Draw irregular and regular reflection.</p> <p>Draw how an image is formed in a plane mirror</p>		<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Spell check</p> <p>Developing hypothesis by : Brainstorming</p> <p><b>Video :</b> Natural and manmade sources of light</p> <p>Luminous and non luminous objects.</p> <p>Transparent, translucent and</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of sources of light, luminous and non luminous objects, translucent, transparent and opaque objects, rectilinear propagation of light, pinhole camera, shadow, reflection of light, real and virtual image, periscope and characteristics formed by plane mirror.</li> <li>• Comprehend the concept of shadow,</li> </ul>

			<p>Draw diagram to show the working of a periscope</p> <p>Activity: To find the translucent, transparent and opaque objects.</p> <p>Activity for the formation of a shadow</p>		<p>opaque materials</p> <p>Light travel in a straight line.</p> <p>The pinhole camera</p> <p>Shadows</p> <p>Reflection of light Real and virtual images</p> <p>Characteristics of image formed by plane mirror</p> <p>Periscope</p>	<p>working of periscope and pin hole camera.</p> <ul style="list-style-type: none"> <li>• Differentiate between virtual and real image.</li> <li>• Graphical represent of regular and irregular reflection of light.</li> <li>• Diagrammatically explaining the working of pinhole camera and periscope.</li> <li>• Draw the inference from a given diagram</li> </ul>
<p>MONTH – AUGUST</p> <p>No of Periods: 9</p>	<p>Topic/Chapter: ELECTRICITY and CIRCUITS</p> <p>No. of Periods:9</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: To make an open and closed circuit.</p> <p>Collect information on chemicals used in dry cell</p> <p>Collect information on importance of conductors and insulators.</p> <p>Art Integrated: Draw an electric cell.</p> <p>Draw an electric</p>	<p>Oral test were 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 : Brainstorming</p> <p>Spell check Demonstration of flower</p>	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>• The concept of Electricity, importance of electricity, power station, pros and cons of electricity, electric cell, torch bulb, and electric circuit, open and close circuit, switch and its uses, torch,</li> </ul>

			<p>torch.</p> <p>Draw a labeled diagram of a bulb.</p> <p>Activity: To make a simple switch</p> <p>To test whether a material is a conductor or an insulator</p>		<p>Flip teaching</p> <p>Video: Electric cell Torch bulb Electric bulb Open and close circuit. Torch, its structure and function. Conductors and insulators Importance of conductors and insulators</p>	<p>conductors and insulators.</p> <ul style="list-style-type: none"> <li>Comprehend the concept of electricity and its usage in day to day life</li> <li>Differentiate between good and poor conductors of electricity.</li> <li>Differentiate between open and closed circuit.</li> <li>Draw the inference from a given diagram</li> </ul>
<p>MONTH – AUGUST/ SEPTEMBER</p> <p>No of Periods: 9</p>	<p>Topic/Chapter: FUN WITH MAGNETS</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: to observe the force of pull of magnet through different material.</p> <p>Project: How to store magnets properly.</p> <p>Collect information on Properties of magnets.</p> <p>Collect information on magnetic and non magnetic materials.</p> <p>Art Integrated: Draw magnets of different shapes</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>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</p> <p>Spell check Demonstration of how magnets work and what are its properties.</p>	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>The concept of magnets, its discovery, types of magnets, characteristic of magnets, precaution in handling magnets, how to store magnets and magnetic compass.</li> <li>Comprehend the concept of characteristics</li> </ul>

			<p>and sizes</p> <p>Activity: To find the direction using a magnet.</p> <p>To find attraction and repulsion between magnets.</p> <p>To make a temporary magnet.</p> <p>To make our own compass.</p>		<p>Flip teaching</p> <p>Video: Different types of magnets Magnetic and non magnetic substances Properties of magnets. Making own temporary magnet. Making own compass. How to store magnets properly. Uses of magnets</p>	<p>of magnets.</p> <ul style="list-style-type: none"> <li>• Differentiate between magnetic and non magnetic substances</li> <li>• Ways of storing magnets</li> <li>• Determine whether given substance is magnetic or non magnetic substance</li> <li>• Usage of magnetic compass</li> </ul>
<p>MONTH –SEPTEMBER</p> <p>No of Periods: 9</p>	<p>Topic/Chapter: WATER</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Project: Collect the different sources of water.</b></p> <p><b>Draw a model of water cycle.</b></p> <p><b>Collect information on adverse effect of drought and flood.</b></p> <p><b>Art Integrated: Draw rain water harvesting to recharge groundwater.</b></p> <p><b>Activity: To find the percentage of water absorbed by</b></p>	<p>Oral test were 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 effects of flood and drought.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check Demonstration on how we can conserve water</p>	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>• The water, its states, sources, water cycle, flood, drought, rainwater harvesting to conserve water.</li> <li>• Comprehend the concept of water cycle and how it effect the climate of a place</li> <li>• Differentiate between sleet, hail, snow and</li> </ul>

			<p><b>a soil.</b></p> <p><b>To measure the percolation rate of water in soil.</b></p>		<p>Flip teaching</p> <p>Discussion on different methods of rain water harvesting</p> <p>Lecture method.</p> <p>Video: Uses of water Where do we get water from Evaporation, condensation and transpiration Water cycle and its importance Flood Drought Methods to conserve water Rain water harvesting</p>	<p>frost.</p> <ul style="list-style-type: none"> <li>• Differentiate between evaporation and condensation.</li> <li>• Differentiate between flood and drought.</li> <li>• Effects of drought and flood.</li> <li>• Methods to prevent wastage of water.</li> <li>• Draw the inference from a given diagram</li> </ul>
<p>MONTH – OCTOBER</p> <p>No of schools: 9</p>	<p>Topic/Chapter: <b>AIR AROUND US</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Project:</b> <b>To make a wind mill of cardboard</b></p> <p><b>Collect information on properties of air.</b></p> <p><b>Collect information on why do mountaineers and divers carry oxygen cylinders.</b></p>	<p>Oral test were conducted</p> <p>Written test</p> <p>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>Debate</p> <p>Developing hypothesis by :</p>	<ul style="list-style-type: none"> <li>• Understand the concept of air, its composition, uses of different components of air, condition necessary for burning and breathing, pollution of air water and soil.</li> </ul>

			<p><b>Art Integrated: Draw pie chart to show composition of air</b></p> <p><b>Activity: To show that an empty bottle contains air.</b></p> <p><b>To show oxygen is required for burning.</b></p> <p><b>To show soil contains air.</b></p> <p><b>To show that air exerts pressure</b></p>		<p>Brainstorming</p> <p>Spell check Demonstration of different properties of air</p> <p>Flip teaching</p> <p>Video: Properties of air Composition and uses of air Oxygen is necessary for burning How does oxygen becomes available to animals and plants living in soil. How is oxygen in air replaced Uses of air</p>	<ul style="list-style-type: none"> <li>• Comprehend the concept of composition of air and its uses.</li> <li>• Differentiate between breathing and burning.</li> <li>• Understanding the usage of carbon dioxide for photosynthesis.</li> <li>• Understanding the importance of water cycle and how it affects the atmosphere.</li> <li>• Differentiate between dust and smoke.</li> <li>• Imparting knowledge on presence and use of oxygen in the soil and water.</li> <li>• Comprehend the concept to maintain balance of oxygen and carbon dioxide in the atmosphere.</li> <li>• Draw the inference from a given oxygen</li> </ul>
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						and carbon cycle
MONTH – NOVEMBER  No of Periods: 9	Topic/Chapter: GARBAGE IN, GARBAGE OUT	PPT, Videos, Charts, Extra marks, board and chalk	<p><b>Project: Collect information on biodegradable and non biodegradable substances</b></p> <p><b>Collect information on compost and vermicompost</b></p> <p><b>Collect information on what causes soil pollution and what are the causes of soil pollution.</b></p> <p><b>Art Integrated: Draw compost pit</b></p> <p><b>Activity: To recycle a paper.</b></p> <p><b>Debate: plastic – boon or curse.</b></p>	<p>Oral test were 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 how to minimize pollution.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check</p> <p>Demonstration of different states of water</p> <p>Flip teaching</p> <p>Video: 4R's</p> <p>Disposal of garbage</p> <p>Composting and vermin composting</p> <p>Plastic boon or curse</p> <p>Ways to minimize overuse of plastics?</p> <p>Ways to reduce generation of garbage?</p>	<ul style="list-style-type: none"> <li>• Understand the concept of garbage, its segregation and disposal.</li> <li>• Differentiate between biodegradable and non biodegradable substance.</li> <li>• Comprehend the concept of Disposal of waste by composting and vermicomposting.</li> <li>• Understanding the use of recycling and reuse of waste material.</li> <li>• Imparting knowledge on landfill and how is it made.</li> <li>• Comprehending whether plastic is a boon or a curse.</li> <li>• Different ways of minimizing</li> </ul>

						<p>overuse of plastic.</p> <ul style="list-style-type: none"><li>• Methods to reduce the generation of garbage</li></ul>
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**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p style="text-align: center;"><b>Februar y</b> 6 Days</p>	<p>Civics: Ch-1  <b>Topic:</b>                      Understanding                      Diversity</p> <p><b>Sub topic:</b></p> <ul style="list-style-type: none"> <li>• Diversity in India</li> <li>• Unity in diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> </ul> <p><b>Computer Aided Teaching:</b></p> <ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• You tube</li> <li>• Smart Class - Extra Marks.</li> <li>• Dikshaportal shown</li> </ul> <p><b><u>LINKS:</u></b></p> <p><b>National Integration:</b>  <a href="https://www.youtube.com/watch?v=3p1VjJFoY0">https://www.youtube.com/watch?v=3p1VjJFoY0</a></p>	<ul style="list-style-type: none"> <li>• <b><u>Art Integrated Project:</u></b>                      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?</li> <li>• <b><u>Experiential Learning:</u></b>                      Children will be asked to speak and share about the varied differences they see in their family in terms of language, festivals, culture,</li> </ul>	<p style="text-align: center;"><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Dictation of difficult words</li> <li>• Discussion of question and answers</li> <li>• Loud reading of the lesson</li> <li>• MCQ quiz</li> </ul>	<p><b><u>Ice breaking session:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to</u></b>                      =</p> <ul style="list-style-type: none"> <li>• Story Telling on Diversity</li> <li>• To understand the meaning of diversity</li> </ul>	<p><b><u>The learner —</u></b></p> <ul style="list-style-type: none"> <li>• Will be able to learn that the state of being varied is called diversity.</li> <li>• Understand Unity in Diversity makes our country different if compared to the world.</li> <li>• Learn values of awareness, respect and accept other thoughts, culture and religion.</li> </ul>

		<p><b>Different dance forms, costumes cuisine of India, festivals , culture:</b>  <a href="https://www.youtube.com/watch?v=ZgeHqtSpOv8">https://www.youtube.com/watch?v=ZgeHqtSpOv8</a></p> <p><b>What does diversity add to our lives?</b>  <a href="https://www.youtube.com/watch?v=wyxsAt-eSn8">https://www.youtube.com/watch?v=wyxsAt-eSn8</a></p> <p><b>JallianwalaBagh Massacre:</b>  <a href="https://www.youtube.com/watch?v=RiUQD9_IPTU">https://www.youtube.com/watch?v=RiUQD9_IPTU</a></p>	<p>cuisine and lifestyle.</p> <ul style="list-style-type: none"> <li>• <b>PPT and Videos shown</b></li> </ul>		<ul style="list-style-type: none"> <li>• To know how different, we are as humans</li> <li>• To know about India that it is a vast country with diverse influences that have enriched the culture and heritage</li> <li>• To know importance of languages and different types of languages spoken around the world today</li> <li>• To know about geographical, linguistic, religious, and cultural Diversity in India</li> <li>• To understand diversity is the state of being varied. being different from one another</li> </ul>	
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March 26 Days	Geography: Ch-1  <b>Topic:</b> The Earth in the Solar System  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Solar system</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Video on ‘Solar System’</li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Smart Class - Extra Marks</li> </ul> <p><b>LINKS:</b>  <a href="#">Solar System</a>   <a href="#">Asteroids</a>   <a href="#">Galaxies</a></p>	<p><b><u>Experiential learning:</u></b>            Write the following information on the piece of paper and share with your friends.</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Zodiac sign and symbol</li> <li>• Try to write and draw at least 2/3 zodiac sign and symbols.</li> </ul> <p><b><u>Inter disciplinary linkage (Science)/Activity:</u></b> Prepare a chart of the Solar System</p> <p><b><u>Skill Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment (Question/and answers)</li> </ul> <p><b><u>General discussions/Interacti</u></b></p>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• Question/ answers</li> <li>• Diagram of Solar System</li> <li>• MCQ’s</li> <li>• Written test</li> <li>• Oral test</li> </ul>	<p><b><u>Ice breaking session:</u></b>  <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.            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><b><u>Examining previous knowledge-</u></b>about different planets in the solar system.  <b><u>Lecture -discussion</u></b>            With the help of PPT, videos and lecture-discussion method the chapter will be</p>	<p><b><u>The learner will understand —</u></b></p> <ul style="list-style-type: none"> <li>• The Sun, the moon and all objects shining in the sky are celestial bodies.</li> <li>• The Sun, eight planets, satellites and other celestial bodies make the solar system.</li> <li>• The Earth is called ‘blue planet’ because it is the only planet that contains water.</li> <li>• Satellites are natural as well as human made.</li> <li>• Asteroids are pieces of rocks that keep moving around the Sun.</li> <li>• Millions of galaxies together make the Universe</li> </ul>

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			<p><b>ve dialogues:</b> Connecting real life situations</p>		<p>explained through which students will understand:</p> <ul style="list-style-type: none"> <li>• What are celestial bodies?</li> <li>• What is Full moon, New Moon, constellations</li> <li>• What is meant by the Solar System?</li> <li>• Which are the nine planets in the Solar System?</li> <li>• Why earth is called blue planet?</li> <li>• What are Asteroids and Meteoroids?</li> </ul>	

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	Geography: Ch-2  <b>Topic:</b> Globe: Latitudes and Longitudes  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Important Parallels of Latitudes</li> <li>• Heat zones of the earth</li> <li>• Standard time</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation               <ul style="list-style-type: none"> <li>• Video on Globe, Latitudes and longitudes</li> </ul> </li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Globe</li> <li>• Torch</li> <li>• Smart Class - Extra Marks</li> </ul>	<p><b><u>Experiential learning/Project:</u></b>  <u>Map work:</u> With the help of an atlas find out the degrees of longitude &amp; latitude of places- New Delhi, Columbia, Budapest, New York, Brazil, Maharashtra.</p> <p><b><u>Activity/ Art Integrated:</u></b>            Draw a world map on the chart paper. Take thread of two colors</p>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• Question/ answers</li> <li>• Diagram of important latitudes and heat zones</li> <li>• World map showing the time zones of the world.</li> <li>• MCQ's</li> <li>• Written/Oral test</li> </ul>	<p><b><u>Ice breaking session:</u></b>            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.</p>	<p><b><u>The learner understands —</u></b></p> <ul style="list-style-type: none"> <li>• The shape of the earth is Geoid and why it is tilted.</li> <li>• Maps Are more important as compared to a globe.</li> <li>• Latitudes and longitudes are imaginary lines that run through the globe, that help in finding exact</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><a href="#">LINK</a> <a href="#">Latitude and longitude</a></p>	<p>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 Globethrough which the equator passes</p> <p><b><u>Skill Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment (Question/and answers)</li> </ul> <p><b><u>General discussions/Interactive dialogues:</u></b> Connecting real life situations</p>		<p>Views of students will be taken for why does this difference and what does it show?</p> <p>After which, the topic of the chapter will be announced.</p> <p><b><u>Examining previous knowledge</u></b> about location of different continents on the world map.</p> <p><b><u>Lecture -discussion</u></b> With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> <li>• What is the difference between map and globe?</li> <li>• Why tilt of the Earth's axis is important?</li> <li>• What are parallels of</li> </ul>	<p>location of a place on the Earth's surface.</p> <ul style="list-style-type: none"> <li>• International Date Line is line where the date changes by one day.</li> <li>• Every country has its own Standard time, which is followed by the entire country.</li> <li>• The grid helps us to find time and locate places on the earth.</li> <li>• With the help of longitudes, the time of a place can be found.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					Latitude and Meridians of Longitude? <ul style="list-style-type: none"> <li>• What are the three major Heat zones?</li> <li>• What is Standard Time of a place?</li> </ul> Why is International Date Line important?	
	History: Ch-1 <b>Topic:</b> What, Where, How and When?  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Where did people live?</li> <li>• Names of the land</li> <li>• Finding out about the past</li> <li>• What do dates mean?</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation               <ul style="list-style-type: none"> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• VIDEO: Showing old inscription maps.</li> </ul> </li> <li>• Smart class – ExtraMarks</li> </ul> Link: <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=fk3AUxRM1As">https://www.youtube.com/watch?v=fk3AUxRM1As</a></li> </ul>	<u><b>Experiential Learning:</b></u> <ul style="list-style-type: none"> <li>• Before the beginning of the chapter- Write down little information that you have gathered either from your mother/ grandparents/any one of your relatives about their childhood or school days. Compare it with your present</li> </ul>	<u><b>The L.O. will be assessed through:</b></u> <ul style="list-style-type: none"> <li>• Question/ answers</li> <li>• MCQ's</li> <li>• Written test</li> <li>• Oral test</li> </ul>	<u><b>Ice breaking session:</b></u> <ul style="list-style-type: none"> <li>• Talking about the different crafts that we know today</li> <li>• A news article will be read from the newspaper</li> <li>• PK Testing</li> </ul> <u><b>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</b></u> <ul style="list-style-type: none"> <li>• use pictures, drawings of</li> </ul>	<u><b>The learner —</b></u> <ul style="list-style-type: none"> <li>• understand about the past events set in a chronological order.</li> <li>• understand how historians have classified history into different periods and timeline.</li> <li>• understand the different sources of information and their classification.</li> <li>• identifies different types of sources</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>What, where , how and when <a href="https://www.youtube.com/watch?v=3SYmQwfJosI">https://www.youtube.com/watch?v=3SYmQwfJosI</a></li> <li>What does AD and BC mean? <a href="https://www.youtube.com/watch?v=1NIuwkNUdtk">https://www.youtube.com/watch?v=1NIuwkNUdtk</a></li> </ul>	<p>days. See how your friends have shared the information.</p> <ul style="list-style-type: none"> <li>Interview an archaeologist.</li> </ul>		<p>different types of sources to read, explain,</p> <ul style="list-style-type: none"> <li>discuss these to understand how historians have interpreted India.understand the these to reconstruct history of ancient</li> <li>specific nature of the discipline passed to us by our ancestors</li> <li>understand the significance of time and date to study History.</li> <li>understand and identify the different sources that is used to reconstruct History</li> </ul>	<p>(archaeological, literary etc.)</p> <ul style="list-style-type: none"> <li>describes their use in reconstruction of history of this period.</li> </ul>
	<p><u>History: Ch-2</u>  <b>Topic:</b>            On the trail of the Earliest People</p>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Power point presentation</li> </ul>	<p><b><u>Experiential learning:</u></b>            Excursion: Museum  <b><u>PROJECT:</u></b></p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> </ul>	<p><b><u>Ice breaking session:</u></b>            Sharing travelling experience (train, aeroplane,etc)</p>	<p><b><u>The learner —</u></b></p> <ul style="list-style-type: none"> <li>will be able to present form and</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Sub topic:</b></p> <ul style="list-style-type: none"> <li>• Choosing a place to live in</li> <li>• Making stone tools</li> <li>• A changing environment</li> <li>• A closer look- Hunsgi</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Video: Showing important Archaeological Sites, paintings</li> <li>• Smart class - Extra Class</li> <li>• LINK:</li> <li>• On the trail of the earliest people  <a href="https://www.youtube.com/watch?v=62XaQ1tgEjU">https://www.youtube.com/watch?v=62XaQ1tgEjU</a></li> <li>• Bhinbetka  <a href="https://www.youtube.com/watch?v=XQ7NUp71nVw">https://www.youtube.com/watch?v=XQ7NUp71nVw</a></li> </ul>	<p><b>Inter disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>• Flowchart of some important dates.</li> <li>• Map work: Some important Archaeological Sites</li> <li>• Scrapbook activity:</li> </ul> <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><b>ART INTEGRATION:</b>        Make few tools with best out of waste.</p>	<ul style="list-style-type: none"> <li>• Dictation of difficult words</li> <li>• Discussion of question and answers</li> <li>• Loud reading of the lesson</li> <li>• MCQ quiz</li> </ul>	<ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• understand about hunting and gathering as a way of life and its implications.</li> <li>• appreciate the skill and knowledge of hunter-gatherers.</li> <li>• learn about stone tools and their use.</li> <li>• Identify stone artifacts as archaeological evidence, making deduction from them</li> </ul>	<p>shape of humans evolved from the Ancestors.</p> <ul style="list-style-type: none"> <li>• would appreciate the skills and knowledge which the early man carried with them</li> <li>• will understand about the different phases of Stone Age.</li> <li>• locates important historical sites, places on an outline map of India</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>undertake map activity: for locating important places, sites of hunter-gatherers; food producers</li> </ul>	
April 22 Days	Civics: Ch-2 <b>Topic:</b> Diversity and Discrimination  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>Difference and Prejudice</li> <li>Creating stereotypes</li> <li>Inequality and discrimination</li> <li>Striving for Equality</li> </ul>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Loud reading by the students</li> <li>Explanation by the teacher</li> <li>Chalk</li> <li>Board</li> <li>Duster</li> <li>Computer Aided Teaching:</li> <li>Power point presentation</li> <li>Smart class - Extra Marks</li> <li>You tube videos</li> </ul>	<u><b>Life Skill Assessment:</b></u> Think about a situation where you feel you are discriminated within the family or in the school. Discuss the ways in which persons with special needs might be subject to discrimination  <u><b>Role Play:</b></u> Perform a role play with songs and poems	<u><b>The L.O. will be assessed through:</b></u> <ul style="list-style-type: none"> <li>(C.W.) and (H.W.) Question/ answers</li> <li>MCQ's</li> <li>Written test</li> <li>Oral test</li> <li>Quiz</li> </ul>	<u><b>Ice Breaking Session</b></u> <ul style="list-style-type: none"> <li>PK Testing</li> <li>Story Telling on Discrimination (Mahatma Gandhi, Apartheid, Nelson Mandela)</li> </ul> <u><b>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</b></u>	<u><b>The learner —</b></u> <ul style="list-style-type: none"> <li>understand about Diversity often creates attitudes of hostility toward those who are differed from others.</li> <li>know how the Constitution of India provides equality for all citizens</li> <li>Describes various forms of human</li> </ul>

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**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><u><b>LINKS:</b></u></p> <p><b>What is Diversity?</b>  <a href="https://www.youtube.com/watch?v=hfO82z29hWg">https://www.youtube.com/watch?v=hfO82z29hWg</a></p> <p><b>What is Inclusion?</b>  <a href="https://www.youtube.com/watch?v=6SnXBKEfr2s">https://www.youtube.com/watch?v=6SnXBKEfr2s</a></p> <p><b>Life of Dr.B.R.Ambedkar:</b>  <a href="https://www.youtube.com/watch?v=agesyE-qGpM">https://www.youtube.com/watch?v=agesyE-qGpM</a></p>	<p>about issues such as equality in democracy, discrimination faced by girls etc.</p> <p><u><b>Art Integration:</b></u>  <u><b>Activity:</b></u>                      Prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality</p>		<ul style="list-style-type: none"> <li>• understand about prejudice and stereotyped society.</li> <li>• learn about caste discrimination in India</li> <li>• understand about right to equality and constitution of India.</li> <li>• learn about different types of fundamental right justice, equality, liberty, and fraternity.</li> <li>• Observe examples of fair/unfair treatments to people meted out in the family,</li> </ul>	<p>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 a healthy way.</p>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					school, society, etc.	
July	Civics: Ch-3 <b>Topic:</b> What is Government?  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Levels of government</li> <li>• Laws and the government</li> <li>• Types of government</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> <li>• Computer Aided Teaching:</li> <li>• Power point presentation</li> <li>• Smart class - Extra Marks</li> <li>• You tube videos</li> </ul> <p><b><u>LINKS:</u></b></p> <p><b>What is Government?</b>  <a href="https://www.youtube.com/watch?v=JY7umgfV8gg">https://www.youtube.com/watch?v=JY7umgfV8gg</a></p> <p><b>Suffrage Movement:</b></p>	<p><b><u>Life Skills/Experiential Learning:</u></b>  <b><u>Activity: Voting in the Class:</u></b>                      Why do you think it is important that people abide by law?                      Do you think it is important for people to be involved in decisions that affect them?</p>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question/ answers</li> <li>• MCQ's</li> <li>• Written test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>Ice Breaking Session</u></b></p> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• understand meaning of government. Why it is necessary and how it work at different level?</li> <li>• understand type of government and why democracy is the best form of government.</li> <li>• Why universal adult franchise is an important fundamental</li> </ul>	<p><b><u>The learner —</u></b></p> <ul style="list-style-type: none"> <li>• learn how different organs of government work individually as well as in co- ordination with another.</li> <li>• learn about the different types of government</li> <li>• Describes the process of election</li> <li>• Differentiates between local government, State government and Central government.</li> <li>• Imbibes the values of the Indian Constitution and their significance in everyday life.</li> </ul>

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 Affiliation No. 630065; School Code: 43054  
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**Class: VI**  
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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
		<a href="https://www.youtube.com/watch?v=d-RR8cvvnMo">https://www.youtube.com/watch?v=d-RR8cvvnMo</a>  <b>Forms of Government:</b> <a href="https://www.youtube.com/watch?v=Zo33X4Mq6nU">https://www.youtube.com/watch?v=Zo33X4Mq6nU</a>			right?	
July	Civics: Ch-4 <b>Topic:</b> Key Element of a Democratic Government  <b>Sub Topic:</b> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Need to resolve conflict</li> <li>• Equality and justice</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> <li>• Computer Aided Teaching:</li> <li>• PowerPoint presentation</li> <li>• Smart class- Extra Marks</li> <li>• You tube videos</li> </ul> <p><b><u>LINKS:</u></b></p>	<p><b><u>Discussion:</u></b>  <b><u>Life Skill:</u></b>            How do you think lowering the school fees would help girls attend school?</p> <p><b><u>Experiential Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Can you think of any experience from your life or experienced by someone in your family in which you had to help someone out of a situation which you thought was</li> </ul>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>Ice Breaking Session</u></b></p> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• understand how conflicts are resolved between people</li> <li>• Understand why people should participate in governance and accountability of the government.</li> <li>• develop an appreciation for</li> </ul>	<p><b><u>The learner —</u></b></p> <ul style="list-style-type: none"> <li>• Will be able to know democratic government is a government which is elected by the people.</li> <li>• Will be able to know democratic government should ensure equality and justice to the people at every level.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
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**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<p><b>Life of Nelson Mandela:</b>  <a href="https://www.youtube.com/watch?v=ckEPbwENe1E">https://www.youtube.com/watch?v=ckEPbwENe1E</a></p> <p><b>Apartheid in South Africa:</b>  <a href="https://www.youtube.com/watch?v=AkP1VJY2D9g">https://www.youtube.com/watch?v=AkP1VJY2D9g</a></p> <p><b>Key elements of Democratic Government (Participation)</b>  <a href="https://www.youtube.com/watch?v=diNZdGV5ziw">https://www.youtube.com/watch?v=diNZdGV5ziw</a></p> <p><b>Conflict:</b>  <a href="https://www.youtube.com/watch?v=C2-kjtRt6Gs">https://www.youtube.com/watch?v=C2-kjtRt6Gs</a></p>	<p>unfair?</p> <ul style="list-style-type: none"> <li>• Did everyone see it the same way?</li> <li>• What did you have to say to convince others that what you did was fair?</li> </ul>		<p>equality and justice</p>	
July	Geography: Ch 3 <b>Topic:</b> Motions of the Earth	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> </ul>	<p><b>Art Integrated:</b>            Model: Make a model of a globe showing</p>	<p><i><u>The L.O. will be assessed through:</u></i></p>	<p><b>Ice breaking session:</b></p>	<p><b>The learner understands —</b></p>

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**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Sub topic:</b></p> <ul style="list-style-type: none"> <li>• Revolution</li> <li>• Rotation</li> <li>• Solstice</li> </ul>	<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Globe</li> <li>• Torch</li> <li>• Smart Class - Extra Marks</li> </ul> <p><a href="#">Day and night</a></p> <p><a href="#">Leap year</a></p> <p><a href="#">Earth's tilt</a></p>	<p>day and night and inclination of Earth's axis.</p> <p><b>Activity(Group Activity):</b>                      Make a chart showing the four seasons.                      Make a chart showing day and night on the Earth's surface.</p> <p><b>Experiential learning:</b>                      Record the timings of sunrise and sunset at your place, taking help from local newspaper on the 21<sup>st</sup> 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>	<ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p>The teacher draws all the curtains in the class to make it look dark. She asks the students-</p> <p>How is the class looking like right now?</p> <p>Ans-Dark/ night</p> <p>What do we prefer to do when it is all dark?</p> <p>Ans- 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</p>	<ul style="list-style-type: none"> <li>• The fixed path around which the Earth rotates is called an orbit.</li> <li>• Day and night are a result of rotation.</li> <li>• The revolution and tilt of the Earth's axis results in four seasons.</li> <li>• Twice in a year we have equal days and equal nights.</li> <li>• 21<sup>st</sup> June is the longest day of the year.</li> <li>• 22<sup>ND</sup>December is the longest night of the year.</li> <li>• A leap year has 366 days instead of 365 days. An extra day is added to the month of February.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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			<p><b><u>Interdisciplinary linkage/Project:</u></b>            Would human and animal existence be possible even if the Earth did not rotate or revolve?</p> <p><b><u>Skill Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment</li> </ul> <p>(Question/and answers)</p> <p><b><u>General discussions/Interactive dialogues:</u></b>            Connecting real life situations</p>		<p>month?</p> <p>After which, the topic of the chapter will be announced.</p> <p><b><u>Examining previous knowledge</u></b>about day and night and its formation.</p> <p><b><u>Lecture -discussion</u></b>            With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> <li>• What is orbital plane, Circle of illumination, rotation, and revolution?</li> <li>• What causes day and night?</li> <li>• What are seasons?</li> <li>• What causes seasons?</li> <li>• What is leap year and how often it</li> </ul>	

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					occurs? • What are Solstice and Equinox?	
July	Geography: Ch-4 <b>Topic:</b> Maps  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Types of maps</li> <li>• Distance</li> <li>• Direction</li> <li>• Symbols</li> <li>• Sketch</li> <li>• Plan</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Scale</li> <li>• World Map</li> <li>• An Atlas</li> <li>• Smart Class - Extra Marks</li> </ul> <p><a href="#">Maps</a></p>	<p><b><u>Experiential learning/Inter disciplinary linkage (Maths):</u></b>                      Sketch: Draw a rough plan of your bedroom and show the windows, door, table, cupboard etc.</p> <p><b><u>Activity/ Art integrated:</u></b>                      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><b><u>Skill Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment</li> </ul>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>Ice breaking session:</u></b>                      (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 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</p>	<p><b><u>The learner understands —</u></b></p> <ul style="list-style-type: none"> <li>• The three types of maps are physical, political, and thematic map.</li> <li>• The main elements of map are scale, direction, legend, symbols.</li> <li>• Conventional symbols are internationally approved symbols used throughout the world.</li> <li>• Large scale maps give more detailed information than small-scale maps.</li> <li>• Maps and plan are drawn to a scale while a sketch is a</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
			(Question/and answers)  <b><u>General discussions/Interacti ve dialogues:</u></b> Connecting real life situations		announced.  <b><u>Examining previous knowledge</u></b> about use of latitudes and longitudes to find the location of a place on the Earth's surface. <b><u>Lecture -discussion</u></b> With the help of PPT, videos and lecture- discussion method the chapter will be explained: <ul style="list-style-type: none"> <li>• What are maps?</li> <li>• What are three types of maps?</li> <li>• What are the three important components of Maps?</li> <li>• What are conventional symbols?</li> <li>• What is the difference between map,</li> </ul>	drawing mainly based on memory and spot observation.

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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					sketch and a plan?	
July	History: Ch-3 <b>Topic:</b> From Gathering to Growing Food  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Varieties of foods</li> <li>• The beginnings of farming and herding</li> <li>• Anew way of life</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Smart Class - Extra Marks</li> <li>• Links:</li> <li>• From gathering to growing food</li> </ul>	<b><u>Experiential learning/Inter disciplinary linkage</u></b> <ul style="list-style-type: none"> <li>• Draw or paste pictures related to the food, dress or things we use in our daily life.</li> <li>• Make a comparison with the food, dress and things the early man used.</li> </ul>	<b><u>The L.O. will be assessed through:</u></b> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<b><u>Ice breaking session:</u></b> Discussion on special kind of food prepared at home <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b> <ul style="list-style-type: none"> <li>• understand the transition</li> </ul>	<b><u>The learner —</u></b> <ul style="list-style-type: none"> <li>• understand the transition from hunting_ gathering to settled life.</li> <li>• know about the first farmers and herders and about their customs and practices.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• A closer look – Mehtgarh</li> <li>• A closer look - DaojalinHading</li> </ul>	<a href="https://www.youtube.com/watch?v=tqvYQdxaWyE">https://www.youtube.com/watch?v=tqvYQdxaWyE</a>	<p><b>Art Integration:</b>          The children write and draw small descriptions of domestication, farming, transition from hunting to gathering</p>		<p>from hunting-gathering to settled life.</p> <ul style="list-style-type: none"> <li>• identify the material culture of humans of this period.</li> <li>• find out about the evidence of grain and bones of domesticated animals.</li> <li>• understand the invention of wheel was a revolutionary event in the history of mankind.</li> <li>• undertake map activity: for locating important places, sites of hunter-gatherers; food producers,</li> </ul>	<ul style="list-style-type: none"> <li>• study the site Mehargarh deeply and know about the living and dying in Mehargarh and DaojaliHading</li> <li>• recognises distinctive features of early human cultures and explains their growth</li> <li>• explains broad developments during the ancient period, e.g., hunting–gathering stage, the beginning of agriculture, the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July	History: Ch-4 <b>Topic:</b> In the Earliest Cities  Sub topic: <ul style="list-style-type: none"> <li>• The story of Harappa</li> <li>• Houses, drains and streets</li> <li>• Life in the city</li> <li>• Food for people in the cities</li> <li>• A closer look – Harappan towns in Gujarat</li> <li>• The mystery of the end</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Smart Class - Extra Marks</li> <li>• Links:</li> <li>• Decline of the Harappan civilization</li> </ul> <p><a href="https://www.youtube.com/watch?v=nU8jNqkZNhM">https://www.youtube.com/watch?v=nU8jNqkZNhM</a></p> <ul style="list-style-type: none"> <li>• Harappan Architecture</li> </ul> <p><a href="https://www.youtube.com/watch?v=CLyqXrmUITY">https://www.youtube.com/watch?v=CLyqXrmUITY</a></p>	<p><b>Inter disciplinary linkage</b></p> <ul style="list-style-type: none"> <li>• Have a debate on the topic city life is better than village life</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Flowchart of some important dates</li> <li>• <b>Map:</b></li> </ul> <p>The earliest cities in the Subcontinent</p> <p><b>Experiential learning</b></p> <p>Make a dish from the Harappan menu (khichri, khattaam)</p>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question-answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b>Ice breaking session:</b>            Discussion on dilapidated old buildings in your neighbourhood</p> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• the transition from pastoral phase to urban phase</li> <li>• the meaning of civilization and urbanization</li> <li>• find out the extent and spread of the Harappan culture</li> <li>• use pictures, drawings of different types of sources to read, explain, discuss</li> </ul>	<p><b><u>The learner —</u></b></p> <ul style="list-style-type: none"> <li>• Indus Valley Civilization was one of the four major Bronze Age civilizations of the world.</li> <li>• The cities were well planned; roads cut each other at right angles.</li> <li>• recognises distinctive features of early human cultures and explains their growth</li> <li>• describes various forms of human diversity around her/him.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					these to understand how historians have interpreted	
August	<b>History: Ch-5</b> <b>Topic:</b> What Books and Burials Tell Us?  <b>Sub topic:</b>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> </ul>	<b><u>Project:</u></b> <b><u>Inter disciplinary linkage</u></b>  Draw or paste pictures related to the	<b><u>The L.O. will be assessed through:</u></b>  <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.)</li> </ul> Question- answers	<b><u>Ice breaking session:</u></b> Recite – Gayatri Mantra <ul style="list-style-type: none"> <li>• PK Testing</li> </ul>	<b><u>The learner —</u></b> <ul style="list-style-type: none"> <li>• would know the significance of Vedas.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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	<ul style="list-style-type: none"> <li>One of the oldest books in the world</li> <li>Silent sentinels – the story of the megaliths</li> <li>A special burial at Inamgaon</li> </ul>	<ul style="list-style-type: none"> <li>Chalk</li> <li>Duster</li> <li>Smart Class - Extra Marks</li> </ul> Mantras <a href="https://www.youtube.com/watch?v=ivLia0JirY">https://www.youtube.com/watch?v=ivLia0JirY</a> Vedas <a href="https://www.youtube.com/watch?v=WcrZr6aNHfw">https://www.youtube.com/watch?v=WcrZr6aNHfw</a> RIGVEDA <a href="https://www.youtube.com/watch?v=bcBr158N3bw">https://www.youtube.com/watch?v=bcBr158N3bw</a> Megaliths <a href="https://www.youtube.com/watch?v=6n073IMgrJU">https://www.youtube.com/watch?v=6n073IMgrJU</a>	food, dress, or things we use in our daily life. Make a comparison with the food, dress, and things the early man used.  <u>Art integration</u> Recite a mantra /Hymn	<ul style="list-style-type: none"> <li>MCQs</li> <li>Written Test</li> <li>Oral test</li> <li>Quiz</li> </ul>	<p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>find out what was the Vedic Age</li> <li>understand what was the significance of the Vedas.</li> <li>know who were the Aryans and how did they reach India.</li> <li>find out the key features of a Chalcolithic</li> <li>use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of</li> </ul>	<ul style="list-style-type: none"> <li>would know about the four Vedas.</li> <li>will understand about the various burial sites</li> <li>will find about the special burial at Inamgaon.</li> <li>identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.</li> <li>locates important historical sites, places on an outline map of India</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					ancient India	
August	History: Ch-6 <b>Topic:</b> Kingdoms, Kings and An Early Republic  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• How some men became rulers</li> <li>• Varnas</li> <li>• Janapadas</li> <li>• Mahajanapadas</li> <li>• A closer look – Magadha</li> <li>• A closer look – Vajji</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Smart Class - Extra Marks</li> <li>• LINK: <a href="https://www.youtube.com/watch?v=v8sj8pHSFuE&amp;v1=en">https://www.youtube.com/watch?v=v8sj8pHSFuE&amp;v1=en</a></li> <li>• Varnas and the caste system <a href="https://www.youtube.com/watch?v=M7X9vCJVUw">https://www.youtube.com/watch?v=M7X9vCJVUw</a></li> <li>• INTRO Janapadas and Mahajanapadas <a href="https://www.youtube.com/watch?v=A2Toc">https://www.youtube.com/watch?v=A2Toc</a></li> </ul>	<b>Art Integration: Inter disciplinary linkage :</b> <ul style="list-style-type: none"> <li>• Map work: Mark the 16 Mahajanapadas, Janapadas</li> <li>• Roleplay</li> <li>• Debate – Democracy of Athens. Do you think this was a true democracy?</li> </ul>	<b><u>The L.O. will be assessed through:</u></b> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<b>Ice breaking session:</b> Discussion on voting <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b> <ul style="list-style-type: none"> <li>• find out about the Mahajanapadas and the Janapadas</li> <li>• find out how did they live with complex forms of administration develop.</li> <li>• find out the major features of gana sangha and how did Vajji reflect them</li> </ul>	<b><u>The learner —</u></b> <ul style="list-style-type: none"> <li>• know about the change in agriculture</li> <li>• know revenue from different sources used for administrative and welfare activities</li> <li>• knowabout the four varnas.</li> <li>• lists out significant contributions of important kingdoms, dynasties</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
		<a href="#">KN_LJU</a>			<ul style="list-style-type: none"> <li>undertake map activity: for locating important places, sites <i>janapadas</i>, <i>mahajanapadas</i>, empires,</li> <li>architecture- areas outside India with which India had contacts.</li> </ul>	
August	Geography: Ch 5 <b>Topic:</b> Major Domains of the Earth  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>Lithosphere</li> <li>Hydrosphere</li> <li>Atmosphere</li> <li>Biosphere</li> </ul>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Duster</li> <li>Wall map of the world</li> <li>Globe</li> <li>Wall map of the World</li> <li>Computer Aided Teaching:</li> <li>Power point presentation</li> <li>Smart Class - Extra Marks</li> <li>Diksha Portal</li> <li>You tube videos</li> </ul>	<p><b>Experiential learning- Swatch Bharat mission-</b>Children will carry cleanliness drive in school/at home and their surrounding areas.</p> <p><b>Experiential learning/Project: Flip grid-</b> Find the various ways that affect the biosphere and reasons for global warming. How can we maintain a balance</p>	<p><i><b>The L.O. will be assessed through:</b></i></p> <ul style="list-style-type: none"> <li>(C.W.) and (H.W.)</li> <li>Question- answers</li> <li>MCQs</li> <li>Written Test</li> <li>Oral test</li> <li>Quiz</li> </ul>	<p><b>Ice breaking session:</b>                      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><b>Examining previous knowledge</b> about environment and our</p>	<p><b>The learner understands—</b></p> <ul style="list-style-type: none"> <li>There are four major domains of the earth</li> <li>Name the major continents of the earth and their geographical features.</li> <li>The atmosphere and its gases are important for plants and animals for their survival on this planet.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
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**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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		<p><a href="#">Lithosphere</a></p> <p><a href="#">Atmosphere</a></p> <p><a href="#">Biosphere</a></p>	<p>between the different domains of the biosphere?</p> <p><b><u>Skill Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment (Question/and answers)</li> </ul> <p><b><u>General discussions/Interactive dialogues:</u></b> Connecting real life situations</p>		<p>surroundings.</p> <p><b><u>Lecture -discussion</u></b> With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> <li>• What makes life possible on earth.</li> <li>• What is Lithosphere and the 7 major continents?</li> <li>• What is hydrosphere and the five major oceans.</li> <li>• Which are the different layers of the atmosphere and what is its importance</li> <li>• What is the importance of biosphere?</li> </ul>	<ul style="list-style-type: none"> <li>• Only 0.03% water is fresh water while 98% water is in oceans.</li> <li>• The various reasons for global warming and natural calamities are landslides, earthquakes, deforestation, Tsunami etc.</li> <li>• We can avoid global warming by minimizing emission from factories, vehicles etc.</li> </ul>

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**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>What are the various factors affecting Biosphere?</li> </ul> How can we protect and save biosphere from global warming?	
August	Geography: Ch-6 <b>Topic:</b> Major Landforms of the earth  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>Mountains</li> <li>Plateaus</li> <li>Plains</li> <li>Landforms and the people</li> </ul>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Duster</li> <li>Wall map of the world</li> <li>Globe</li> <li>Wall map of the World</li> <li>Computer Aided Teaching:</li> <li>Power point presentation</li> <li>Smart Class - Extra Marks</li> <li>Diksha Portal</li> <li>You tube videos</li> </ul> Link: <a href="#">Plate tectonics</a>	<b><u>Art Integrated:</u></b> Model of major landforms of the Earth  <b><u>Skills Assessment:</u></b> <u>Picture study-</u> Look carefully at photographs nos. 1-10 in the text book and write one sentence about each of the photographs.  <b><u>Skill Assessment:</u></b> <ul style="list-style-type: none"> <li>Loud Reading</li> <li>Written assignment (Question/and answers)</li> </ul>	<b><u>The L.O. will be assessed through:</u></b> <ul style="list-style-type: none"> <li>(C.W.) and (H.W.) Question- answers</li> <li>MCQs</li> <li>Written Test</li> <li>Oral test</li> <li>Quiz</li> </ul>	<b><u>Ice breaking session:</u></b> Students will speak about their native place. What they like about the place? Is it a hill station/ plain/ coastal area? They will talk about any peculiar feature about the place. After which, the name of the chapter will be announced.  <b><u>Examining previous knowledge</u></b> about four major domains of the Earth.. <b><u>Lecture -discussion</u></b>	<b><u>The learner understands—</u></b> <ul style="list-style-type: none"> <li>The movement of tectonic plates is an internal process.</li> <li>All the continents were first joined together and then drifted apart with movement of tectonic plates.</li> <li>Himalayas are young fold mountains..</li> <li>Fold mts. Block mountains and Vocanic mountains are different from each other.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<a href="#">Fold mountains</a> <a href="#">Block mountains</a> <a href="#">Plains and Plateaus</a>	<u>General discussions/Interactive dialogues:</u> Connecting real life situations		With the help of PPT, videos and lecture-discussion method the chapter will be explained: <ul style="list-style-type: none"> <li>• What are tectonic plates and what is Pangea?</li> <li>• What are different types of mountains and its types</li> <li>• How are plateaus and plains formed and what is its importance?</li> <li>• Why living conditions are difficult in mountains as compared to plains?</li> </ul>	<ul style="list-style-type: none"> <li>• Mountains are important as they are a source of water which is used for irrigation and for producing hydroelectricity.</li> <li>• Plains are important as flat land is available for human habitation and fertile soil for cultivation</li> </ul>
August	Geography: Ch-7 <b>Topic:</b> Our Country India	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Black board</li> </ul>	<u>Individual:</u> Map work of: (a) States of India	<u>The L.O. will be assessed through:</u>	<u>Ice breaking session:</u> With the help of PPT a quiz will be conducted. Questions	<u>The learner understands—</u> <ul style="list-style-type: none"> <li>• India lies entirely in the northern and</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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	<p><u>Sub topic:</u></p> <ul style="list-style-type: none"> <li>• Location Setting</li> <li>• Physical Division</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Duster</li> <li>• Wall map of India</li> <li>• Computer Aided Teaching:</li> <li>• Power point presentation</li> <li>• Smart Class - Extra Marks</li> <li>• Diksha Portal</li> <li>• You tube videos</li> <li>• LINK:</li> </ul> <p><a href="#">Pangea</a></p> <p><a href="#">Neighbouring Countries</a></p> <p><a href="#">Political divisions</a></p> <p><a href="#">Physical divisions</a></p> <p><a href="#">Rivers of India</a></p>	<p>(b) Neighboring countries of India                      © Physical divisions of India</p> <p><b><u>Skills Assessment:</u></b>  <b><u>Flip Grid-</u></b>                      Explain any one of the following natural disasters-</p> <ol style="list-style-type: none"> <li>1) Volcanic eruption</li> <li>2) Earthquake</li> <li>3) Tsunami</li> <li>4) Landslides</li> </ol> <p><b><u>Skill Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment (Question/and answers)</li> </ul> <p><b><u>General discussions/Interactive dialogues:</u></b>                      Connecting real life situations</p>	<ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p>related to our National Flag will be asked.</p> <p>After which, the name of the chapter will be announced.</p> <p><b><u>Examining previous knowledge</u></b>about Independence Day and how it is celebrated and other national festivals of our country.</p> <p><b><u>Lecture -discussion</u></b>                      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?</p> <p>What are the physical divisions of</p>	<p>eastern hemisphere.</p> <ul style="list-style-type: none"> <li>• India has 29 States and 9 Union territories.</li> <li>• Name major seas, plateau, and desert, ranges of India and locate them on map.</li> <li>• There are 9 neighboring countries of India.</li> <li>• Andaman and Nicobar Islands and Lakshadweep islands are also a part of India.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					India? <ul style="list-style-type: none"> <li>• Which are the neighboring countries of India?</li> <li>• What are the political and administrative divisions of India?</li> <li>• Which are the various important rivers flowing through India?</li> </ul>	
September	Civics: Ch – 5 <b>Topic:</b> Panchayati Raj  <b>Sub Topic:</b> <ul style="list-style-type: none"> <li>• Gram Sabah</li> <li>• The gram panchayat</li> <li>• Three levels of panchayat</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> <li>• Computer Aided Teaching:</li> </ul>	<u><b>Life Skill/Experiential learning:</b></u> Invite Panch, Sarpanch or member of Zila Parishad and interview them on their work and the projects undertaken by them.  <u><b>Experiential Learning:</b></u>	<u><b>The L.O. will be assessed through:</b></u> <ul style="list-style-type: none"> <li>• (C.W.) and (H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<u><b>Ice Breaking Session</b></u> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <u><b>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</b></u> <ul style="list-style-type: none"> <li>• Understand Gram Sabha and Gram Panchayat</li> </ul>	<u><b>The learner understands—</b></u> <ul style="list-style-type: none"> <li>• Differentiate between Gram Sabha and Gram Panchayat</li> <li>• Enumerate the different levels of Panchayats</li> <li>• Explain watershed development programme</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Smart Class - Extra Marks</li> <li>• Video of an issue being resolved in Panchayat</li> <li>• You tube videos</li> <li>• Diksha Portal</li> </ul> <p><b><u>LINKS:</u></b>  <b><u>Village Panchayat:</u></b>  <a href="https://www.youtube.com/watch?v=SJtxvw6moY4">https://www.youtube.com/watch?v=SJtxvw6moY4</a></p> <p><b><u>PM Narendra Modi interaction with Sarpanch:</u></b>  <a href="https://www.youtube.com/watch?v=IF1-m-sdX3M">https://www.youtube.com/watch?v=IF1-m-sdX3M</a></p> <p><b><u>Gram Panchayat</u></b>  <a href="https://www.youtube.com/watch?v=4ukWGBLHGjA">https://www.youtube.com/watch?v=4ukWGBLHGjA</a></p>	<p><b><u>Role Play:</u></b>          The children will be given a situation where they will have their own Panchayat and try to solve the issue.</p> <p><b><u>Skills enhanced:</u></b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Analytical Thinking</li> <li>• Decision making</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the different levels of Panchayats</li> <li>• Understand watershed development programme</li> <li>• Study from the text and directly observe of functioning of a Gram Panchayat or a municipality/corporation (according to the place a student lives)</li> </ul>	

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
August	Civics: Ch-6 <u>Topic:</u> Rural Administration  <u>Sub topic:</u> <ul style="list-style-type: none"> <li>• Area of the Police Station</li> <li>• Maintenance of Land Records</li> <li>• A New Law</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> </ul> <p style="text-align: center;"><b>Computer Aided Teaching:</b></p> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Smart Class - Extra Marks</li> <li>• Diksha Portal</li> <li>• You tube videos</li> </ul> <p><u>LINKS:</u></p> <p><u>Rural life:</u>  <a href="https://www.youtube.com/watch?v=4Z-il9blZuI">https://www.youtube.com/watch?v=4Z-il9blZuI</a></p> <p><u>Rural Administration:</u></p>	<p><u>Collaborative:</u>                      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><u>Discussion</u>                      on the facilities being provided by rural administration.</p> <p><u>Activity:</u>Flow Chart on the duties of Tehsildar and Patwari.</p>	<p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> <li>• (C.W / H.W.)Question-answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> <li>• Provide a broad view of changes within rural society through a focus on administration of a village.</li> <li>• How do women benefit under the new law-Hindu succession Amendment Act,2005</li> <li>• Discussion of roles being played by Tehsildar,</li> </ul>	<p><u>The learner understands—</u></p> <ul style="list-style-type: none"> <li>• Infer about role of police in land issues.</li> <li>• Explain about the roles played by all members of the rural administration</li> <li>• Enumerate what laws have been made to provide equality to both genders</li> <li>• Describes the functioning of rural and local government bodies in sectors like health and education</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<a href="https://www.youtube.com/watch?v=tEtjvpMHC_uO">https://www.youtube.com/watch?v=tEtjvpMHC_uO</a>			Patwari and Commissioner	
	Civics: Ch-7 <b>Topic:</b> Urban Administration  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• The ward councilor and Administrative Staff</li> <li>• A Community Protest</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> <li>• Computer Aided Teaching:</li> <li>• Power point presentation</li> <li>• Smart Class - Extra Marks</li> <li>• Diksha Portal</li> <li>• You tube videos</li> </ul> <p><b><u>LINKS:</u></b></p> <p><b><u>Urban Administration</u></b></p>	<p><i>Discussion</i> on the facilities being provided by Urban administration.</p> <p><b><u>Inter disciplinary Linkages:</u></b> Visuals of different urban areas</p> <p><b><u>Experiential Learning:</u></b></p> <p><b><u>Project:</u></b></p> <p><b><u>Interview of parents:</u></b>                      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><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• (C.W / H.W.)Question-answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>Ice Breaking Session</u></b></p> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• Provide a broad view of changes within urban society through a focus on administration of a town or city.</li> <li>• Discussion of roles being played by the Ward Councilor and Administrative staff</li> <li>• Understanding of sources of money for Municipal</li> </ul>	<p><b><u>The learner understands—</u></b></p> <ul style="list-style-type: none"> <li>• Enumerate the importance of the Municipal corporation for the life of a city-dweller</li> <li>• The student understands how the Municipal Corporation gets its money.</li> <li>• Describes the functioning of urban local government bodies in sectors like health and education</li> <li>• Describes factors responsible for availability of different occupations undertaken in an</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<a href="https://www.youtube.com/watch?v=ocLy4-4dLgw">https://www.youtube.com/watch?v=ocLy4-4dLgw</a> <b>Councillors and committees</b> <a href="https://www.youtube.com/watch?v=9PALBPUSu88">https://www.youtube.com/watch?v=9PALBPUSu88</a> <b>Functions of Municipal Corporation:</b> <a href="https://www.youtube.com/watch?v=SOGvCLbqsns">https://www.youtube.com/watch?v=SOGvCLbqsns</a> <a href="https://www.youtube.com/watch?v=NDRNI130SMk">https://www.youtube.com/watch?v=NDRNI130SMk</a>			corporation • Understand the role of governance in society, and the difference between affairs of a family and those of a city	urban areas.
September	History: Ch-7 <b>Topic:</b> New Questions and Ideas <b>Sub Topic:</b> <ul style="list-style-type: none"> <li>The story of Buddha</li> </ul>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Loud reading by the students</li> <li>Explanation by the teacher</li> <li>Chalk</li> <li>Board</li> </ul>	<b>Art Integration:</b> Students will prepare a power point presentation on the topics like- Story of Buddha, Jainism, Buddhism, Upanishads	<b>The L.O. will be assessed through:</b> <ul style="list-style-type: none"> <li>(C.W / H.W.) Question-answers</li> <li>MCQs</li> <li>Written Test</li> </ul>	<b>Ice Breaking Session</b> Sharing experience of a school trip <ul style="list-style-type: none"> <li>PK Testing</li> </ul> <b>The learners may be provided opportunities in pairs /groups /</b>	<b>The learner understands—</b> <ul style="list-style-type: none"> <li>Infer chief doctrines of Buddhism</li> <li>Enumerate about Upanishads and four ashrams</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Upanishads</li> <li>• Jainism</li> <li>• The sangha</li> <li>• Monasteries</li> </ul>	<ul style="list-style-type: none"> <li>• Duster</li> <li>• Computer Aided Teaching:</li> <li>• Power point presentation</li> <li>• Smart Class - Extra Marks</li> <li>• Diksha Portal</li> <li>• You tube videos</li> <li>• LINK:</li> <li>• Buddhism  <a href="https://www.youtube.com/watch?v=X-cJU-pFwQ&amp;vl=en">https://www.youtube.com/watch?v=X-cJU-pFwQ&amp;vl=en</a>                      Buddhism and Jainism</li> <li>• <a href="https://www.youtube.com/watch?v=MwI0Nu51W84">https://www.youtube.com/watch?v=MwI0Nu51W84</a></li> </ul>	<p><b><u>Inter disciplinary Linkages:</u></b>  <b><u>Debate</u></b>-Importance of religion</p> <p>Discussion on the different types of ashrams.</p>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• elaborate on life and teachings of Gautama Buddha</li> <li>• Understand the questions that Upanishads wanted to answer</li> <li>• Elaborate main teachings of Mahavira</li> <li>• Understand the four ashrams</li> <li>• undertake map activity: for locating important places,</li> <li>• places related to events in the life of the Buddha and Mahavira; centres of art and architecture-areas outside India with which India had contacts\</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between ideas propagated by Lord Mahavira and Gautama Buddha</li> <li>• identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.</li> <li>• locates important historical sites, places on an outline map of India</li> <li>• recognises distinctive features of early human cultures and explains their growth</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>discuss basic ideas and central values of Buddhism, Jainism and other systems of thought– relevance of their teachings today– development of art and architecture in ancient India</li> </ul>	
September	History: Ch-8 <b>Topic:</b> Ashoka, the emperor who gave up the war  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>A very big kingdom – an empire</li> <li>Ruling the empire</li> <li>Ashoka’s war in Kalinga</li> <li>What was Ashoka’s dhamma?</li> </ul>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Power point presentation Black board</li> <li>Chalk</li> <li>Duster</li> <li>Smart Class - Extra</li> <li>arks</li> </ul> LINK: Ashoka-	<b><u>Inter disciplinary Linkages:</u></b> The children wrote small descriptions of Ashoka’s life and ideology in vacation  <b><u>Art integration</u></b> Diagram: Map Work  Role play	<b><u>The L.O. will be assessed through:</u></b> <ul style="list-style-type: none"> <li>(C.W / H.W.) Question-answers</li> <li>MCQs</li> <li>Written Test</li> <li>Oral test</li> <li>Quiz</li> </ul>	<b><u>Ice Breaking Session</u></b> Discussion on Indian currency <ul style="list-style-type: none"> <li>PK Testing</li> </ul> <b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b> <ul style="list-style-type: none"> <li>Understand various occupations of the people who live in</li> </ul>	<b><u>The learner</u></b> <ul style="list-style-type: none"> <li>Describe Ashoka’s dhamma</li> <li>Enumerate on the society and people in the Mauryan empire</li> <li>will be able to understand why Ashoka’s Dhamma and its message to people.</li> <li>synthesises information related</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
		<a href="https://www.youtube.com/watch?v=d-xJIZb08f0">https://www.youtube.com/watch?v=d-xJIZb08f0</a> Ashoka and his empire <a href="https://www.youtube.com/watch?v=pFJ4JHbECzo">https://www.youtube.com/watch?v=pFJ4JHbECzo</a>			the Mauryan empire <ul style="list-style-type: none"> <li>• Understand the ideology of Ashoka and his 'Dhamma'</li> <li>• Understand Ashoka as a unique ruler</li> <li>• UndersatandAshoka's message to his subjects</li> <li>• role play on various historical themes like change of Ashoka after Kalinga War—one of the events, incidents from literary works of the time etc.</li> </ul>	to various historical developments
September	History: Ch-9 <b>Topic :</b> Vital villages, thriving towns	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> </ul>	<i>Project:</i> <b>Prepare a project:</b> List the functions performed by men and women who live	<b><u>The L.O. will be assessed through:</u></b> <ul style="list-style-type: none"> <li>• (C.W / H.W.)Question-</li> </ul>	<b><u>Ice Breaking Session</u></b> Discussion on village life verses city life <ul style="list-style-type: none"> <li>• PK Testing</li> </ul>	<b><u>The learner</u></b> <ul style="list-style-type: none"> <li>• Enumerate important urban centers</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Sub topic:</b></p> <ul style="list-style-type: none"> <li>Iron tools and agriculture</li> <li>Who lived in the villages?</li> <li>Coins</li> <li>A closer look - Arikamedu</li> </ul>	<ul style="list-style-type: none"> <li>Black board</li> <li>chalk</li> <li>Duster</li> <li>Smart Class – Extra marks</li> </ul> <p>Who lived in the villages</p> <p><a href="https://www.youtube.com/watch?v=ptNsBVTT3U8">https://www.youtube.com/watch?v=ptNsBVTT3U8</a></p> <p>Discussion of exercises</p> <p><a href="https://www.youtube.com/watch?v=AJkKR5HZTOU">https://www.youtube.com/watch?v=AJkKR5HZTOU</a></p>	<p>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><b>Experiential Learning:</b></p> <p>Research the following about your village:        Crops grown, culture, habitant, Sarpanch of the village, festivals celebrated, food</p> <p><b>Inter disciplinary Linkages:</b></p> <p>Story telling by giving examples</p>	<p>answers</p> <ul style="list-style-type: none"> <li>MCQs</li> <li>Written Test</li> <li>Oral test</li> <li>Quiz</li> </ul> <p><a href="https://www.youtube.com/watch?v=ptNsBVTT3U8">https://www.youtube.com/watch?v=ptNsBVTT3U8</a></p>	<p><b>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</b></p> <ul style="list-style-type: none"> <li>Learn about functions of GramabhajakaU nderstand the occupations prevalent in both villages and cities</li> <li>To know the story of Barygaza</li> <li>visit museums to see the material remains of early human settlements</li> </ul>	<ul style="list-style-type: none"> <li>Name various occupations prevalent in town and cities</li> <li>identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.</li> <li>locates important historical sites, places on an outline map of India</li> <li>recognises distinctive features of early human cultures and explains their growth</li> </ul>
September	<p>History: Ch-10</p> <p><b>Topic:</b> Traders, Kings and Pilgrims</p> <p><b>Sub topics:</b></p>	<ul style="list-style-type: none"> <li>PDF of the lesson – NCERT book</li> <li>Power point presentation</li> <li>Black board</li> </ul>	<p><b>Inter disciplinary Linkages:</b></p> <p>Debate on influence of Bhakti on Hinduism</p>	<p><b>The L.O. will be assessed through:</b></p> <ul style="list-style-type: none"> <li>(C.W / H.W.)Question-answers</li> </ul>	<p><b>Ice Breaking Session</b></p> <p>Discussion on fair in the villages</p> <ul style="list-style-type: none"> <li>PK Testing</li> </ul> <p><b>The learners may be provided</b></p>	<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>Infer the dynasty that controlled the silk route</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• How to find out about trade and traders</li> <li>• New kingdoms along the coasts</li> <li>• The story of the Silk Route</li> <li>• The spread of Buddhism</li> <li>• The beginning of Bhakti</li> </ul>	<ul style="list-style-type: none"> <li>• chalk</li> <li>• Duster</li> <li>• Smart Class – Extra marks</li> <li>• LINK:</li> <li>• Traders, Kings and Pilgrims</li> </ul> <p><a href="https://www.youtube.com/watch?v=cfi6DV_SCmw">https://www.youtube.com/watch?v=cfi6DV_SCmw</a>                      Spread and decline of Buddhism  <a href="https://www.youtube.com/watch?v=tNzO9HfB-iU">https://www.youtube.com/watch?v=tNzO9HfB-iU</a>                      Beginning of Bhakti  <a href="https://www.youtube.com/watch?v=_S85CmaRo_8">https://www.youtube.com/watch?v=_S85CmaRo_8</a></p>	<p><b><u>Experiential learning:</u></b>                      Questionnaire- Places of pilgrimages, who all go for pilgrimage, mode of travel, things that they carry, things they bring back with them from pilgrimage.</p> <p><b><u>Art Integrated:</u></b>                      Recite a poem (by a bhakta)</p>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• Explanation of the silk route</li> <li>• Explanation of the spread of Buddhism</li> <li>• Understanding the quest of the pilgrims</li> <li>• 4.Description of the beginning of bhakti</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate the rise of bhakti</li> <li>• Explanation of Kanishka, Bodhisattvas, &amp;Nalanda</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	Civics: Ch-8 <b>Topic:</b> Rural Livelihoods  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Kalpattu Village</li> <li>• Thulasi</li> <li>• On being in Debt</li> <li>• Agricultural Labourers and Farmers in India</li> <li>• Rural Livelihoods</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> <li>• Board</li> <li>• Duster</li> <li>• Computer Aided Teaching:</li> <li>• Power point presentation</li> <li>• Smart Class – Extra marks</li> <li>• Flip Teaching</li> <li>• Diksha Portal</li> </ul> <p><b><u>LINKS:</u></b></p> <p><b><u>What is Livelihood:</u></b>  <a href="https://www.youtube.com/watch?v=jp2XZtRiWmc">https://www.youtube.com/watch?v=jp2XZtRiWmc</a></p> <p><b><u>Rural livelihood in different Villages:</u></b></p>	<p><b><u>Art Integration</u></b>  <b><u>Activity:</u></b> -            Students will be told to collect newspaper cuttings about current situation of a farmer’s in India along with a collage work on ‘A Farmer’s Life’.</p> <p><b><u>Collaborative :</u></b>            With Science.            Children will speak about ‘ VAN MOHOTSAV’ and upload on Flip grid.</p> <p><b><u>Inter Disciplinary :</u></b>            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><b><u>Skills Developed:</u></b></p> <ul style="list-style-type: none"> <li>• Analytical skills</li> </ul>	<p><b><u>The L.O. will be assessed through:</u></b></p> <ul style="list-style-type: none"> <li>• (C.W. /H.W.) Question-answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>Ice Breaking Session</u></b></p> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <p><b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• understand the problems faced by the agricultural labourers and farmers in India.</li> <li>• Narration of situations prevalent in Kalpattu village in regard to agriculture</li> <li>• Understand occupations prevalent in rural areas</li> </ul>	<p><b><u>The learner understands—</u></b></p> <ul style="list-style-type: none"> <li>• Enumerate on current situation of farmers in rural livelihoods</li> <li>• Understand the life of Thulai, her work in Kalpattu and to know how her work is different from the work that Raman does.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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 III	<a href="https://www.youtube.com/watch?v=1s1UfJBhvk8">https://www.youtube.com/watch?v=1s1UfJBhvk8</a>  <u><i>Different occupations of a villager:</i></u> <a href="https://www.youtube.com/watch?v=cBYOLTRX9dg">https://www.youtube.com/watch?v=cBYOLTRX9dg</a>  <u><i>Comparison between Urban and Rural life:</i></u> <a href="https://www.youtube.com/watch?v=OjJ4rmvLPw8">https://www.youtube.com/watch?v=OjJ4rmvLPw8</a>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Comprehending the concept of tsunami</li> </ul>	REVISION UNIT III		
October	Civics: Ch-9 <b>Topic:</b> Urban Livelihoods  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Working on the street</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Loud reading by the students</li> <li>• Explanation by the teacher</li> <li>• Chalk</li> </ul>	<u><i>Life Skills Activity:</i></u> Discussion on what do they think there would be any difference if you live in rural or urban area?	<u><i>The L.O. will be assessed through:</i></u> <ul style="list-style-type: none"> <li>• (C.W. /H.W.)</li> <li>• Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> </ul>	<u><i>Ice Breaking Session</i></u> <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <u><i>The learners may be provided opportunities in pairs /groups /</i></u>	<u><i>The learner understands—</i></u> <ul style="list-style-type: none"> <li>• Enumerate on current situation of migrated people in urban livelihoods</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• In the market</li> <li>• In the factory-workshop area</li> <li>• In the office area</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Duster</li> <li>• Computer Aided Teaching:</li> <li>• Power point presentation</li> <li>• Smart Class – Extra marks</li> <li>• Diksha Portal</li> <li>• You tube videos</li> </ul> <p><b><u>LINKS:</u></b></p> <p><b><u>Life on the streets of a city:</u></b>  <a href="https://www.youtube.com/watch?v=INLgFFydgsg">https://www.youtube.com/watch?v=INLgFFydgsg</a></p> <p><b><u>Urban Livlihood:</u></b>  <a href="https://www.youtube.com/watch?v=LwBFkZwDYxc">https://www.youtube.com/watch?v=LwBFkZwDYxc</a></p> <p><b><u>Different types of working conditions:</u></b>  <a href="https://www.youtube.com/watch?v=0KgmLXE">https://www.youtube.com/watch?v=0KgmLXE</a></p>	<p><b><u>Art Integration:</u></b>  <b><u>Poster Making</u></b>          Draw the life of an urban life and compare it with the rural life along with a slogan</p> <p><b><u>Experiential Learning Activity:</u></b>          Visit to the nearest local market and make a survey of the service provided by the particular shop which you visit frequently.</p>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Quiz</li> </ul>	<p><b><u>individually and encouraged to –</u></b></p> <ul style="list-style-type: none"> <li>• understand the problems faced by the city-dwellers in India</li> <li>• Understand occupations prevalent in urban areas</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between Urban and rural livelihood</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
		<a href="https://www.youtube.com/watch?v=twC52omDd6U">GgmU</a>  <u><i>Different types of business in a urban area:</i></u> <a href="https://www.youtube.com/watch?v=twC52omDd6U">https://www.youtube.com/watch?v=twC52omDd6U</a>				
October	History: Ch-11 <b>Topic:</b> New empires and Kingdoms  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Prashastis and what they tell us</li> <li>• Samudragupta's prashasti</li> <li>• Genealogies</li> <li>• Harshavardhana and the Harshacharita</li> <li>• A new kind of army</li> <li>• Ordinary people in the kingdoms</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> <li>• chalk</li> <li>• Duster</li> <li>• Smart Class – Extra marks</li> </ul> LINK: New empires and kingdoms- <a href="https://www.youtube.com/watch?v=pgLmnfx9X4">https://www.youtube.com/watch?v=pgLmnfx9X4</a>	<b>Experiential learning:</b> Taking help from your parents and grandparents make a genealogy of your family  <u><i>Inter disciplinary Linkages:</i></u> Debate - How do you think wars affect the lives ordinary people today?  <b>Art integration:</b> Mark the important centres of the Gupta rulers.	<u><i>The L.O. will be assessed through:</i></u> <ul style="list-style-type: none"> <li>• (C.W. /H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<b>Ice Breaking Session</b> Children would be asked to play any instrument <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <u><i>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</i></u> <ul style="list-style-type: none"> <li>• Description of 'Prashasti' in detail</li> <li>• Explanation of the different features of administrative system under Harshavardhna,</li> </ul>	<u><b>The learner understands—</b></u> <ul style="list-style-type: none"> <li>• Enumerate the features of administrative system under Harshavardhna, Samundragupta, Chalukyas and The Pallavas</li> <li>• identifies different types of sources (archaeological, literary etc.)</li> <li>• describes their use in reconstruction of history of this</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments (</b> Oral/Written/MCQs /Quizzes/Tests)	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
					Samundragupta, Chalukyas and The Pallavas <ul style="list-style-type: none"> <li>• use pictures, drawings of different types of sources to read, explain,</li> <li>• discuss these to understand how historians have interpreted these to reconstruct history of ancient India.</li> </ul>	period. <ul style="list-style-type: none"> <li>• locates important historical sites, places on an outline map of India</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October	History: Ch-12 <b>Topic:</b> Buildings, Paintings and books  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• The iron pillar</li> <li>• Buildomgs in brick and stone</li> <li>• How were stupas and temples built?</li> <li>• Painting</li> <li>• The world of books</li> <li>• Writing books on Science</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Power point presentation</li> <li>• Black board</li> <li>• chalk</li> <li>• Duster</li> <li>• Smart Class – Extra marks</li> </ul> LINK: Buildings, Paintings and books <a href="https://www.youtube.com/watch?v=C_Td4yG6fZk">https://www.youtube.com/watch?v=C_Td4yG6fZk</a> Where zero was first discovered <a href="https://www.youtube.com/watch?v=D-oxsEknIic">https://www.youtube.com/watch?v=D-oxsEknIic</a> Who invented zero? <a href="https://www.youtube.com/watch?v=evVcP7CkMIA">https://www.youtube.com/watch?v=evVcP7CkMIA</a>	<b>Art Integrated:</b> <ul style="list-style-type: none"> <li>• Draw a diagram of the Iron Pillar and write about its importance.</li> <li>• Diagram: -Stupa</li> </ul> <b>Experiential learning!</b> <ul style="list-style-type: none"> <li>• Visit any monument and building mentioned in the lesson</li> <li>• Narrate a story from one of the epics -Ramayana or Mahabharata</li> </ul>	<b><u>The L.O. will be assessed through:</u></b> <ul style="list-style-type: none"> <li>• (C.W. /H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul> QUIZ <a href="https://www.youtube.com/watch?v=26in93kHmEc">https://www.youtube.com/watch?v=26in93kHmEc</a>	<b><u>Ice Breaking Session</u></b> Children discuss about their visit to any monument or building <ul style="list-style-type: none"> <li>• PK Testing</li> </ul> <b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b> <ul style="list-style-type: none"> <li>• Understanding about the Stupas, Shikhara, Mandapa, Garbhagriha, &amp;Pradakshina patha</li> <li>• Description about the main temples, paintings and books prevalent during different</li> </ul>	<b><u>The learner</u></b> <ul style="list-style-type: none"> <li>• locates important historical sites, places on an outline map of India</li> <li>• describes issues, events, personalities mentioned in literary works of the time</li> <li>• describes the implications of India’s contacts with regions outside India in the fields of religion, art, architecture, etc.</li> <li>• Narrate a story from one of the epics such as Ramayana and The Mahabharata.</li> <li>• Enumerate some steps that can be taken to make buildings and monuments accessible to differently abled people</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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
					periods	
Novemb er	Geography: Ch-8 <b>Topic:</b> India: Climate, vegetation and wildlife  <b>Sub topic:</b> <ul style="list-style-type: none"> <li>• Natural vegetation</li> <li>• Why are forests necessary?</li> <li>• Wild Life</li> </ul>	<ul style="list-style-type: none"> <li>• PDF of the lesson – NCERT book</li> <li>• Use of globe.</li> <li>• Wall Map of the India</li> <li>• Blackboard</li> <li>• Duster</li> <li>• Chalk</li> <li>• Computer Aided Teaching:</li> </ul>	<u><i>Experiential learning/ Inter disciplinary linkage(English/ IT):</i></u> Students will make PPT on Climate, vegetation, and wildlife of India.  <u><i>Experiential learning/Activity:</i></u> On your birthday plant a sapling of any	<u><i>The L.O. will be assessed through:</i></u> <ul style="list-style-type: none"> <li>• (C.W. /H.W.) Question- answers</li> <li>• MCQs</li> <li>• Written Test</li> <li>• Oral test</li> <li>• Quiz</li> </ul>	<b><u>Ice Breaking Session</u></b> <ul style="list-style-type: none"> <li>• PK Testing <b><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></b></li> <li>• Make them aware about major seasons recognized in India</li> </ul>	<b><u>The learner understands—</u></b> <ul style="list-style-type: none"> <li>• The cold weather season and hot weather season, south west monsoons and retreating monsoons in India.</li> <li>• That climate of a place is affected by its location, altitude and distance from</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

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FINAL EXAMINATION		<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Smart Class - Extra Marks</li> <li>• Diksha Portal</li> <li>• You tube videos</li> </ul> <p><a href="#">Climate</a></p> <p><a href="#">Vegetation</a></p> <p><a href="#">Wildlife</a></p>	plant and do the same every year. Take care of the plant and watch it grow. <b>Skill Assessment:</b> <ul style="list-style-type: none"> <li>• Loud Reading</li> <li>• Written assignment</li> </ul> (Question/and answers)	REVISION FINAL EXAMS	<ul style="list-style-type: none"> <li>• Make them understand the effect of seasons on different crops and natural vegetation.</li> <li>• Understand the different types of vegetation prevalent in India.</li> <li>• understand importance of forests to variety of animals and birds and to humans.</li> </ul>	the sea. <ul style="list-style-type: none"> <li>• Enumerate on natural vegetation and its types prevalent in India</li> <li>• The types of forests - rain forest, tropical forest, mangrove forests, thorny bushes etc.</li> <li>• the importance of forests</li> <li>• Know about the national bird, animal and tree.</li> <li>• Know about the kinds of animal life</li> <li>• how we can stop poaching, hunting and save animals from becoming extinct.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: SOCIAL STUDIES**  
**Class: VI**  
**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
Decembe r	FINAL EXAMINATION			FINAL EXAMS TO BE CONDUCTED		

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Pedagogy Plan for Class VII**  
**ENGLISH**  
**Session 2023-24**

Month and No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEB:( Days-5)</b>	Topics: 1. Three Questions(Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● Use of Extra Marks Modules</li> <li>● PDF of the chapter (NCERT book)</li> <li>● Chalk, board, duster</li> <li>● <b>Computer Aided Teaching</b>(Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Entry /Exit Cards (<b>Practical Based Learning</b>)</li> <li>● Students will write down which are the <b>THREE MOST IMPORTANT QUESTIONS</b> going on in their mind at present. (<b>Experiential Learning</b>)</li> <li>● <b>Role Play</b> of the story(<b>ART INTEGRATION</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on the story</li> <li>● MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● The children would be asked about the author Leo Tolstoy and which famous books can they relate with him?(<b>Three Questions</b>)</li> <li>● Children can attempt creative writing like stories, their own answers, etc</li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the questions asked. - Children will be able to take dictation of the</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Inter-personal skills</li> <li>● The learners ask questions in different contexts and situations(based on the text/beyond the text</li> <li>● The learners participate in different events such as role play, skit etc.</li> </ul>

					<p>words learnt.</p> <ul style="list-style-type: none"> <li>• Children will be able to enjoy reading.</li> <li>• Children will be able to read stories/plays and locate details, sequence of ideas and events and identify main idea</li> </ul>	<ul style="list-style-type: none"> <li>• The learners are able to connect with the morals and values highlighted in the story.</li> <li>• The learners refer to a dictionary to check meanings and spelling.</li> <li>• The students infer the meaning of unfamiliar words by reading them in context.</li> <li>• The students are able to spell the words correctly when dictation is given.</li> <li>• The students are able to read a variety of texts for pleasure</li> </ul>
	<p>2. Application Writing (1 Day) 3. Letter Writing (Formal &amp; Informal) (1 Day)</p>	<ul style="list-style-type: none"> <li>• Explanation by the teacher</li> <li>• Discussion</li> <li>• Use of dictionary</li> <li>• BBC Compacta Workbook</li> <li>• Chalk, board, duster</li> <li>• Use of Extra Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enactment of the life-cycle of a letter</b> (from the time it is written to the time it reaches the recipient) (<b>Art Integration</b>)</li> <li>• This activity will be</li> </ul>	<ul style="list-style-type: none"> <li>• Class Test based on letter Writing</li> <li>• CW and HW in BBC Compacta</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• How do we send messages to other people?</li> <li>• How did this communication</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> </ul>

		<p>Modules</p> <ul style="list-style-type: none"> <li>You tube videos  <a href="https://www.youtube.com/watch?v=8pFd8DLcPIY">https://www.youtube.com/watch?v=8pFd8DLcPIY</a>   <a href="https://www.youtube.com/watch?v=m6TuXixyg9E">https://www.youtube.com/watch?v=m6TuXixyg9E</a></li> </ul>	<p>followed by discussion</p> <ul style="list-style-type: none"> <li>Visit to a post office (<b>Experiential Learning</b>)</li> <li><b>Collaborative Learning with Social Science – Study of Communication</b></li> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>start?</p> <ul style="list-style-type: none"> <li>Let's turn back the pages of history and look at the journey of a letter.</li> <li>The children would be asked to bring cut outs of letters and applications from newspapers and magazines</li> <li>Children would be able to write an application.</li> <li>Students will be able to understand and use different forms of writing (informal letter and application)</li> <li>Children would be able to understand the importance and history of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Inter personal communication skills</li> <li>The students are able to write an application and different forms of letters.</li> <li>They will be able to learn the skill of letter writing</li> <li>They will know the importance of postal system.</li> <li>They will know the role of letters in present day digitized life</li> <li>They will come to know the importance of collaborative study.</li> </ul>
<b>MARCH: (Days) 23</b>	Topics: 1.The Squirrel (Poem)	<ul style="list-style-type: none"> <li>Model Recitation by the teacher</li> <li>Recitation by the</li> </ul>	<ul style="list-style-type: none"> <li><b>Project:</b> Compose a short poem on any of your favourite</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>Reading skills</li> </ul>

		<p>students</p> <ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using <b>Extra marks</b>)</li> <li>● <b>PPT made by the facilitator</b></li> </ul>	<p>animal. (<b>Art Integration</b>)</p> <ul style="list-style-type: none"> <li>● Visit to a park (<b>Experiential Learning</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>(Critical Thinking- Problem Solving</b> Through discussion on the elements of nature. The humans who were responsible of introducing squirrels in the parks, will they only be responsible for their extinction too?)</li> </ul>	<p>answers.</p> <ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on thepoem</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● The children would be initiated into talking about their feelings for animals which they see around them. Some might come up with the answers such as ‘I have a pet...’</li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the questions asked</li> <li>● Children will be able to take dictation of the words learnt</li> <li>● Children would be able to enjoy reading</li> <li>● Children will be able to appreciate poetry and poetic terms</li> <li>● Children will be able to think critically ,compare and</li> </ul>	<ul style="list-style-type: none"> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The learners refer to a dictionary to check meanings and spelling.</li> <li>● The students infer the meaning of unfamiliar words by reading them in context.</li> <li>● The students are able to spell the words correctly when dictation is given.</li> <li>● Students are able to recite poems with expressions and intonation</li> <li>● Students will be able to appreciate the bounties of nature.</li> <li>● Students will be able to understand the importance of rhyming</li> </ul>
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					contrast characters/events/ ideas and relate them to their life	words/scheme in poetry and poetic devices.
2.The Tiny Teacher(Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation and discussion</li> <li>● Use of dictionary</li> <li>● Use of Extra Marks Modules</li> <li>● PDF of the chapter (NCERT book)</li> <li>● Chalk, board, duster</li> <li>● Computer Aided Teaching(Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Think and write a few qualities of an ideal teacher (<b>Experiential Learning</b>)</li> <li>● Find out more about ants(<b>Collaborative Learning with Science</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on the story</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● What was the moral of the story-King and the ant?</li> <li>● The children would be able to empathize with animals around them.</li> <li>● The children would be able to learn vocabulary associated with various professions and use them in different professions.</li> <li>● Children would refer to sources such as dictionary, thesaurus and encyclopedia for</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The learners refer to a dictionary to check meanings and spelling.</li> <li>● The students infer the meaning of unfamiliar words by reading them in context.</li> <li>● The students are able to spell the words correctly when dictation is given.</li> <li>● Students narrate stories with expressions and proper</li> </ul>	

					meaning in context and understanding texts	pronunciation <ul style="list-style-type: none"> <li>Students would develop their abstract thinking.</li> </ul>
3.Bringing up Kari(Story)	<ul style="list-style-type: none"> <li>Loud Reading by students</li> <li>Explanation by the teacher</li> <li>Use of dictionary</li> <li>Use of Extra Marks Modules</li> <li>PDF of the chapter (NCERT book)</li> <li>Chalk, board, duster</li> <li>Computer Aided Teaching(Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>Draw the tiniest animal and the largest animal (<b>Art Integration</b>)and find out more information about them.</li> </ul> <p><b>(Collaborative Project with Science)</b></p> <ul style="list-style-type: none"> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li><b>(Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the story. Can animals behave in a more humane way than humans themselves?)</li> </ul>	<ul style="list-style-type: none"> <li>(CW) Discussion and (HW) writing of Question answers.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the story</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> <li>Have you ever felt responsible for someone else’s acts?</li> <li>The children would be able to summarise orally the stories and events that he/she has read or heard</li> <li>The children would be able to empathize with animals around them.</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>The learners refer to a dictionary to check meanings and spelling.</li> <li>The students infer the meaning of unfamiliar words by reading them in context.</li> <li>The students are able to spell the words correctly when dictation is given.</li> </ul>	
6.Article Writing 7.Short Story Writing 8.Determiners 9.Reading	<ul style="list-style-type: none"> <li><b>Computer Aided Teaching</b> (using Extra marks)</li> <li>Explanation by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Roll-a-Story will be done (<b>Experiential Learning</b>)In the same activity, the children would be</li> </ul>	<ul style="list-style-type: none"> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b></li> </ul>	<ul style="list-style-type: none"> <li>Students are able to use determiners in speech and writing.</li> <li>The students are able to attempt</li> </ul>	

	Comprehension	<ul style="list-style-type: none"> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=MbMMZ4rPrfI">https://www.youtube.com/watch?v=MbMMZ4rPrfI</a></li> <li>● <a href="https://www.youtube.com/watch?v=ae61kGNpQPs">https://www.youtube.com/watch?v=ae61kGNpQPs</a></li> <li>● <a href="https://www.youtube.com/watch?v=SrHrTUZWww4">https://www.youtube.com/watch?v=SrHrTUZWww4</a></li> </ul>	<p>able to identify <b>Determiners</b> too</p> <ul style="list-style-type: none"> <li>● Collage Making for Article Writing (<b>Art integration</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Social Skills:</b> Relay culture game will be played and their social skills will be enhanced through this.</li> </ul>	<ul style="list-style-type: none"> <li>● Class Test based on Determiners/Article Writing/Short Story Writing</li> <li>● MCQ,Quiz</li> <li>● Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● The students would be shown a few slides which will contain various writing tasks and they would identify them.</li> <li>● Children would understand the context for various types of writing tasks</li> <li>● Students will be able to identify determiners in spoken and written language</li> <li>● Students will be able to write articles and short stories.</li> </ul>	<p>reading comprehension.</p> <ul style="list-style-type: none"> <li>● The students are able to write descriptions/narratives showing sensitivity to his environment and appreciates cultural diversity</li> </ul>
<b>APRIL: (Days) 25</b>	Topics: 1. A Gift of Chappals (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>● Gift Wrapping Activity (<b>Art integration</b>)</li> <li>● <b>Project-</b> Making of greeting cards (Art integration to celebrate <b>Harvest Festival</b>)</li> <li>● Making/packing</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the story.</li> <li>● MCQ Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● What do you generally present people on their special occasions?</li> <li>● The children would be able to</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> </ul>

			<p>gifts for the helping staff of our school <b>(Experiential Learning)</b></p> <ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Social Skills:</b> They will learn to empathize and what does ‘Joy of Giving’ mean</li> </ul>		<p>become proficient in decision making</p> <ul style="list-style-type: none"> <li>● Children will be able to see contradictions in normal behaviour and moving acts of charity</li> <li>● Children will learn new words</li> <li>● Children will be able to answer the questions asked</li> <li>● The children will enjoy reading</li> <li>● This will enable the students to understand the meaning of the prose by reading</li> </ul>	<ul style="list-style-type: none"> <li>● Social skills</li> <li>● Decision making skill.</li> <li>● The students can infer the meaning of unfamiliar words by reading them in context</li> <li>● The students can write dictation of words</li> <li>● The students would understand the difference between preaching and practicing</li> </ul>
	2.The Rebel (Poem)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Model Recitation by the teacher</li> <li>● Recitation by the students</li> <li>● <b>Computer Aided</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>INTERDISCIPLINARY PROJECT WITH SOCIAL SCIENCE</b> Find out information about the famous rebels of Indian Independence Movement and draw their sketches (<b>ART INTEGRATION</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● What do you name a person who doesn’t follow the bandwagon? (<b>The Rebel</b>)</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> </ul>

		<p><b>Teaching</b> (using Extra marks)</p>	<ul style="list-style-type: none"> <li>● Stage show of famous rebels (<b>Experiential Learning</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>(Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the poem. Is being a rebel always bad? Is being a rebel synonymous with being bad in everyone’s eyes?)</li> </ul>	<ul style="list-style-type: none"> <li>● MCQ Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● The children will read different kinds of texts such as prose, plays, poetry etc</li> <li>● <b>The children will be able to:</b></li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the questions asked</li> <li>● Children will enjoy reading</li> <li>● understand the meaning of the prose by reading</li> </ul>	<ul style="list-style-type: none"> <li>● The students can infer the meaning of unfamiliar words by reading them in context</li> <li>● The students can write dictation of words</li> <li>● Students recite poem with expressions and intonation</li> </ul>
3. Gopal and the Hilsa Fish (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Art integration and project:</b> Comic Strip will be made on the given topic.</li> <li>● <b>Collaborative Project with Hindi</b> (The dialogues would be written in Hindi too in the comic strip)</li> <li>● <b>Skill Assessment</b> – Reading, Writing,</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the story.</li> <li>● MCQ Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● Which is the national fish of Bangladesh?</li> <li>● Children will be able to look at cartoons/comics/pictures without words and write</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The students can infer the meaning of unfamiliar</li> </ul>	

			Speaking, Critical Thinking, Inter-personal		<p>about them.</p> <ul style="list-style-type: none"> <li>• Children will learn new words.</li> <li>• Children will be able to answer the questions asked</li> <li>• The children will enjoy reading</li> <li>• To enable the students to understand the meaning of the prose by reading</li> </ul>	<p>words by reading them in context</p> <ul style="list-style-type: none"> <li>• The students can write dictation of words</li> <li>• The students develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects</li> </ul>
<p>4. Article Writing 5. Adjectives 6. Reading Comprehension 7. Diary entry 8. Paragraph Writing</p>	<p><b>Computer Aided Teaching</b> (using Extra marks)</p> <ul style="list-style-type: none"> <li>• Explanation by the teacher</li> <li>• Use of dictionary</li> <li>• BBC Compacta Workbook</li> <li>• Chalk, board, duster</li> <li>• You tube videos</li> <li>• <a href="https://www.youtube.com/watch?v=laQUXyfVM9Y">https://www.youtube.com/watch?v=laQUXyfVM9Y</a></li> <li>• <a href="https://www.youtube.com/watch?v=4qGFMNxdDo">https://www.youtube.com/watch?v=4qGFMNxdDo</a></li> </ul>	<ul style="list-style-type: none"> <li>• Write names of your family members and write five adjectives for each member. Also illustrate those adjectives. (<b>Art Integration</b>)</li> <li>• Write about your feelings on how you felt when you were very angry. Describe briefly the situation. (<b>Experiential Learning</b>)</li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on Determiners/adjectives /Article Writing/Diary writing/Paragraph Writing</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• The children would be asked about their favourite poets and authors. They will be asked to describe them using various adjectives.</li> <li>• The children would consciously listen to songs/poems</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Listening Skills</li> <li>• The students are able to identify and use adjectives in their speech and writing.</li> <li>• The students are able to attempt</li> </ul>	

		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=L1J9ZPVydrc">https://www.youtube.com/watch?v=L1J9ZPVydrc</a></li> </ul>	Thinking, Inter-personal		<p>and other forms of texts in English through interaction and being exposed to print-rich environment</p> <ul style="list-style-type: none"> <li>• The children would be able to read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions</li> <li>• The children would use material from various sources in English and other languages to facilitate comprehension and co-relation</li> <li>• The children will be able to use adjectives correctly in speech and writing</li> </ul>	<p>reading comprehension.</p> <ul style="list-style-type: none"> <li>• The students develop the ability to express their thoughts effortlessly, confidently and in an organised manner.</li> </ul>
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					<ul style="list-style-type: none"> <li>• The children will be able to write a paragraph and an article.</li> <li>• The children will be able to write a diary entry.</li> </ul>	
<p><b>MAY:</b> <b>(Days 21)</b></p>	<p>1.The Shed(Poem) 5.Chivvy(Poem)</p>	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• Model Recitation by the teacher</li> <li>• Recitation by the students</li> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>• Children will make 3 D models of a shed in groups of 4-5 (Project)</li> <li>• <b>Project-</b> To celebrate <b>World Telecommunication Day</b>, children will make a <b>timeline</b> of the development of modes of communication to be put up on the bulletin board.</li> <li>• <b>Role play (art integration)</b> 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.</li> <li>• <b>Skill Assessment –</b></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the poems</li> <li>• MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• Where do you keep your gardening tools, ladder etc.?(<b>The Shed</b>)</li> <li>• Why do you think the parents are always correcting their children?(<b>Chivvy</b>)</li> <li>• The children would think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the problems raised</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> </ul> <ul style="list-style-type: none"> <li>• The students can infer the meaning of unfamiliar words by reading them in context</li> </ul> <p>-The students can write dictation of words</p> <p>-Students can recite poem with expressions and intonation</p>

			<p>Reading, Writing, Speaking, Critical Thinking, Inter-personal</p> <ul style="list-style-type: none"> <li>● <b>(Critical Thinking- Problem Solving)</b> Through discussion on the conflict given in the poem. Why do our elders(parents and siblings) keep instructing us all the time? What is their motive?)</li> </ul>		<ul style="list-style-type: none"> <li>● The children would attempt self-composed poems</li> <li>● Children will learn new words.</li> <li>● Children will be able to answer the questions asked</li> <li>● The children will enjoy reading</li> <li>● To enable the students to understand the meaning of the prose by reading</li> </ul>	
	2.The Desert (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Collaborative Project with Science and Social Science:</b> List the adaptations of desert plants and animals.</li> <li>● Imagine you don't get water to drink for one full day and narrate your feelings to the class in form of a story. <b>(Experiential learning)</b></li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on story</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● How do animals and plants adapt themselves in various habitats? <b>(The Desert)</b></li> <li>● The children would be able to read and understand beyond the text</li> <li>● The children would think critically</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● The students can infer the meaning of unfamiliar words by reading them in context</li> <li>● The students can write dictation of</li> </ul>

			Thinking, Inter-personal		<ul style="list-style-type: none"> <li>• Children will learn new words.</li> <li>• Children will be able to answer the questions asked</li> <li>• The children will enjoy reading</li> <li>• the students will understand the meaning of the prose by reading</li> </ul>	words
	3.The Cop and the anthem(Story)	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b><u>Computer Aided Teaching</u></b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Find out information about our national anthem –Who wrote it,etc. Write the words from it which are used in some other song,etc. (<b>Experiential Learning</b>)</li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the story</li> <li>• MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• What do you understand by the words ‘cop’ and ‘anthem’?</li> <li>• Children will learn new words.</li> <li>• Children will answer the questions asked</li> <li>• The children will enjoy reading</li> <li>• The students will understand the meaning of the prose by reading</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• The students can infer the meaning of unfamiliar words by reading them in context</li> <li>• The students can write dictation of words</li> <li>• The students understand the moral values taught in the story.</li> </ul>

						<ul style="list-style-type: none"> <li>• The students develop imagination, creativity and aesthetic sensibility and appreciation</li> </ul>
<p><b>June Unit Test (Holiday Homework)</b></p>	<p>4.The Ashes That Made the Trees Bloom(Story)</p>	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b><u>Computer Aided Teaching</u></b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will find a folktale from Japan and narrate it in their own words in front of their class in groups. They will present with the help of PPT <b>(Project+Art Integration)</b></li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul> <p><b>Collaborative Project with all other subjects on a very contemporary issue- Tigers.</b> Find at least two poems written on tigers (e.g. poets like Leslie Norris, William Blake)</p>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the story</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• The children would be asked which folktales they remember which they have heard from their parents/grandparents</li> <li>• Children will learn new words.</li> <li>• Children will be able to answer the questions asked</li> <li>• The children will enjoy reading</li> <li>• the students are able to understand the meaning of the prose by reading</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• The students can infer the meaning of unfamiliar words by reading them in context</li> <li>• The students can write dictation of words</li> </ul> <p>Students will increase awareness about why Tiger Day is celebrated.</p>

			have written beautiful poems). You need to find the similarities and different aspects covered in these poems and jot them down in your notebook			
<b>JULY:</b> <b>(Days-22)</b>	6. Tenses 7. Short Story Writing	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>• Explanation by the teacher</li> <li>• Use of dictionary</li> <li>• BBC Compacta Workbook</li> <li>• Chalk,board,duster</li> <li>• You tube videos</li> <li>• <a href="https://www.youtube.com/watch?v=Iee_txj59o0">https://www.youtube.com/watch?v=Iee_txj59o0</a></li> <li>• <a href="https://www.youtube.com/watch?v=d62WwKbTzv8">https://www.youtube.com/watch?v=d62WwKbTzv8</a></li> <li>• <a href="https://www.youtube.com/watch?v=j2S_nOp6vZc">https://www.youtube.com/watch?v=j2S_nOp6vZc</a></li> </ul>	<ul style="list-style-type: none"> <li>• Self-Composed Poem on Tenses (<b>Art Integration</b>)</li> <li>• <b>Project-</b> To celebrate <b>Tiger Day</b>, an integrated project will be done. Children will compare and contrast various poems written on the theme ‘Tigers’</li> <li>• Write a short story on your best experience of your last session (<b>Experiential Learning</b>)</li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on tenses and story writing</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b> <b>TWO TRUTHS AND A LIE GAME WILL BE PLAYED</b></li> <li>• Each student says three sentences about themselves. Everyone guesses the lie! You can use any verb tense with this to review what you are studying. Have students choose their own or choose for them.</li> <li>• The three forms of verbs would be recited in form of a poem and gradually the topic ‘Tenses’ would be</li> </ul>	<ul style="list-style-type: none"> <li>• The students are able to identify and use Verbs in their speech and writing.</li> <li>• The students are able to write short stories with correct tense usage</li> <li>• The students are able to engage in conversations using correct tense usage</li> <li>• The students write dialogues from a story and story from dialogues</li> </ul>

					<p>introduced</p> <ul style="list-style-type: none"> <li>• The children will be able to use tenses, correctly in speech and writing</li> <li>• The children will be able to write a short story</li> <li>• The children will understand the context for various types of writing such as diary entry, story writing, etc.</li> </ul>	
	<p>Topic: 1. Expert Detectives (Story)</p>	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Collaborative Project with Social Science</b> on Women Empowerment- <b>Individual Activity.</b></li> <li>• <b>Search to win'</b> Activity (<b>Experiential learning</b>)</li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the story</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Ice-Breaking Activity and PK Testing:</li> <li>• <b>'Search to win'(Treasure Hunt)</b>activity would be organized in which the students would have to follow hints and at the end the secret would be revealed which would disclose the name of the topic to be</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• The students ask and respond to questions based on texts and out of curiosity</li> </ul> <p>-The students infer the meaning of unfamiliar</p>

			Thinking, Inter-personal		<p>taught. (<b>Expert Detectives</b>)</p> <ul style="list-style-type: none"> <li>• Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> <li>• the children will be able to enjoy reading</li> <li>• the students will be encouraged to read more</li> <li>• the students will understand the meaning of the prose by reading</li> </ul>	words by reading them in context
2. Mystery of the Talking Fan (Poem)	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• Model Recitation by the teacher</li> <li>• Recitation by the students</li> <li>• <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Collaborative Project with Science:</b> Dialogue Writing- Conversation between different body parts</li> <li>• <b>Art Integration-</b> Children will make a model of a fan (<b>Group Activity</b>)</li> <li>• <b>Skill Assessment –</b></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the poem</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> </ul> <p>Do fans talk?</p> <p>Students will be:</p> <ul style="list-style-type: none"> <li>• enabled to enjoy reading poems</li> <li>• encouraged to read more.</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• The students learn the skill of reciting poem</li> </ul>	

			Reading, Writing, Speaking, Critical Thinking, Inter-personal		<ul style="list-style-type: none"> <li>understand the meaning of the poem by reading</li> <li>understand various poetic devices.</li> </ul>	<p>with good intonation and pronunciation</p> <ul style="list-style-type: none"> <li>The students improve their communication skills</li> <li>Students learn to develop the ability to connect different aspects of a poem</li> </ul>
3.E-mail 4. Reading Comprehension	<ul style="list-style-type: none"> <li><b>Computer Aided Teaching</b> (using Extra marks)</li> <li>Explanation by the teacher</li> <li>Use of dictionary</li> <li>BBC Compacta Workbook</li> <li>Chalk,board,duster</li> <li>You tube videos</li> <li><a href="https://www.youtube.com/watch?v=3Tu1jN65slw">https://www.youtube.com/watch?v=3Tu1jN65slw</a></li> <li><a href="https://www.youtube.com/watch?v=4PDgVEhfKso">https://www.youtube.com/watch?v=4PDgVEhfKso</a></li> </ul> <p><a href="https://www.youtube.com/watch?v=M4BkVmA0p6Y">https://www.youtube.com/watch?v=M4BkVmA0p6Y</a></p>	<ul style="list-style-type: none"> <li><b>Role Play</b> – Children will enact the journey of e-mail from the sender to the recipient. The children themselves will play the roles of various buttons e.g. Cc,Bcc,Subject,etc.(<b>Art Integration</b>)</li> <li><b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li><b>Social Skills:</b> They will be enhanced through the way they interact (to whom they are writing mails)</li> </ul>	<ul style="list-style-type: none"> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on e-mail writing and reading comprehension</li> <li>MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice-Breaking Activity and PK Testing:</b> How did your grandparents communicate with their relatives and friends?</li> <li>The story of journey of messaging from pigeons to what’s app would be shown on the screen.</li> <li>Children will learn new words</li> <li>Students will be able to use the</li> </ul>	<p>The following skills will be assessed:</p> <ul style="list-style-type: none"> <li>Listening Skill</li> <li>Inter-personal Skills</li> <li>Creative Writing</li> <li>Writing Skills</li> <li>Reading Skills</li> <li>Social Skills</li> <li>The students would be able to use appropriate grammatical forms in communication</li> <li>The students comprehend unfamiliar text</li> <li>The students write e-mails and stories showing sensitivity to gender,environment and appreciation of cultural diversity</li> </ul>	

					<p>correct format for writing an Email</p> <ul style="list-style-type: none"> <li>• Students will be able to write a coherent piece undergoing various stages and processes of writing</li> <li>• Students will be able to use new vocabulary</li> </ul>	
<b>AUGUST (Days-22)</b>	1.The Invention of Vita Wonk(Story)	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>• <b>PPT on Roald Dahl</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>INDIVIDUAL PROJECT-</b> 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</li> <li>• <b>Project-</b>To celebrate National Handloom Day, children will frame <b>news</b> and present in front of the class. <b>(Group Activity)</b></li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the story</li> <li>• MCQ,Quiz</li> </ul>	<p><b>Ice-Breaking Activity and PK Testing:</b></p> <ul style="list-style-type: none"> <li>• A video of Roald Dahl would be shown which would gradually lead to Mr. Willy Wonka and his passion for chocolates.<b>(The Invention of Vita Wonk)</b></li> <li>• Children will learn new words.</li> <li>• Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• Students participate in activities in English like role play</li> </ul> <p>-Students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</p>

			<p><b>Collaborative Project with ALL SUBJECTS on 'WATER'-</b> Children will write down various idioms and proverbs which contain the word <b>WATER</b>.</p> <ul style="list-style-type: none"> <li>• Watch the movies 'Honey I shrunk the kids' and 'Honey I blew up the kids.' <b>(Experiential Learning)</b></li> <li>• Children will make power point presentations on Roald Dahl and his famous work. <b>(Art Integration)</b></li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>• <b>(Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the story. Which is your favourite fictional character in Roald Dahl's books?)</li> </ul>		<ul style="list-style-type: none"> <li>• the children will be able to enjoy reading</li> <li>• the students will be encouraged to read more.</li> </ul>	
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<p>2.Dad and The Cat and The Tree (Poem) 3.Trees(Poem)</p>	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Model Recitation by the teacher</li> <li>● Recitation by the students</li> <li>● <b><u>Computer Aided Teaching</u></b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Composed poems on <b>NATURE (Art Integration)</b></li> <li>● Tree Climbing Competition (<b>Experiential Learning</b>)</li> <li>● Find out at least 5 more poems written on trees. Find out the names of the poets and to which country they belong to. (<b>Group Project</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the poem</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● The students would be taken out to a garden where they would be asked who all can climb a tree? (safety precautions would be taken) (<b>Dad and the cat and the Tree</b>)</li> <li>● Where do the arboreal animals live? (<b>Trees</b>)</li> <li>● Students appreciate the poems written on nature</li> <li>● To enable the children to enjoy reading</li> <li>● To encourage the students to read more</li> <li>● To enable the students to understand the</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Love for reading</li> <li>● Students will participate in activities in English like role play</li> <li>● Students will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>● Students learn the desirable values of valuing nature</li> <li>● The students learn the skill of reciting poem with good intonation and pronunciation</li> </ul>
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					meaning of the poem by reading	<ul style="list-style-type: none"> <li>• The students improve their communication skills</li> <li>• Students learn to develop the ability to connect different aspects of a poem</li> </ul>
3.Golu Grows a Nose(Story)	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play</b> Find out a folk tale and enact in groups (<b>Art Integration</b>)</li> <li>• Children will imagine that they are Pinocchios and narrate how did they come to have such long noses (<b>Experiential Learning</b>)</li> <li>• Are there any vestigial organs in our body? Name them and find out information about them. (<b>Project and Collaborative Learning with science</b>)</li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the story</li> <li>• MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• Children will imagine that they are Pinocchios and narrate how did they come to have such long noses</li> <li>• Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> <li>• The students locate sequence of ideas, events and identify main idea of a story</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• Students will participate in activities in English like role play</li> <li>• Students will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> </ul>	

			<ul style="list-style-type: none"> <li>● <b>Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the story. Did elephants really grow their noses because of this reason?</li> </ul>			
4.Speech Writing 5.Prepositions 6. Direct-Indirect Speech	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=M4BkVmA0p6Y">https://www.youtube.com/watch?v=M4BkVmA0p6Y</a></li> <li>● <a href="https://www.youtube.com/watch?v=XzkbcWh8s4w">https://www.youtube.com/watch?v=XzkbcWh8s4w</a></li> <li>● <a href="https://www.youtube.com/watch?v=lcnVMh0tR9w">https://www.youtube.com/watch?v=lcnVMh0tR9w</a></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Collaborative Project with Social Science on ‘Media’</b>- Children will prepare a questionnaire to be asked from the HRD Minister on the given topic <b>‘What steps is the government taking to ban Chinese Products?’</b></li> <li>● <b>Skill Assessment:</b></li> <li>● <b>Art Integration-</b> Children will illustrate the prepositions of location</li> <li>● <b>Experiential Learning-</b> Intra-class Quiz will be played on Direct-Indirect Speech</li> <li>● <b>Skill Assessment –</b> Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on Speech Writing, Prepositions and Direct-Indirect Speech</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● The students 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. <b>(Direct-Indirect Speech)</b></li> <li>● To enable the students to understand the meaning of the prose by reading</li> <li>● Students will be able to identify Direct and</li> </ul>	<p><b>The following skills will be assessed:</b></p> <ul style="list-style-type: none"> <li>● Listening Skill</li> <li>● Inter-personal Skills</li> <li>● Creative Writing</li> <li>● Writing Skills</li> <li>● Reading Skills</li> <li>● Social Skills</li> <li>● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>● Students write grammatically correct sentences for a variety of situations using nouns, pronouns, prepositions etc.</li> </ul>	

					<p>Indirect speech</p> <ul style="list-style-type: none"> <li>● Students will be able to use correct prepositions.</li> <li>● The students participate indifferent events/activities in English in the classroom, school assembly and other institutions</li> </ul>	
	7. Quality (Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Children will come forward and narrate incidents of going for shopping with their parents (<b>Experiential Learning</b>)</li> <li>● Children will list out the good qualities of shoes and make a ppt on different types of shoes (<b>Art Integration</b>)</li> <li>● Comparative study of shoes made in England and Germany (<b>Group Project</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing,</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the story</li> <li>● MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● Have you ever heard your parents discussing which shoes to buy and from where to buy? (<b>Quality</b>)</li> <li>● Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> <li>● The students locate sequence</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Love for reading</li> <li>● The students can use meaningful sentences to describe/narrate factual/imaginary situations</li> <li>● The students respond to a variety of questions on</li> </ul>

			Speaking, Critical Thinking, Inter-personal		of ideas, events and identify main idea of a story	familiar and unfamiliar texts verbally and in writing
<b>SEPTEMBER:</b> <b>(Days-24)</b>	1.I Want Something in a Cage(Story) 2.Chandni(Story)	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● <b>Computer Aided Teaching</b> (using Extramarks)</li> <li>● Flipped Teaching (I want something in a cage)</li> </ul>	<ul style="list-style-type: none"> <li>● Recite the poem ‘In a Cage’ by <b>Maya Angelou (Art Integration)</b></li> <li>● <b>Project:</b> Slogan Writing on <b>World Internet Day.</b></li> <li>● Imagine yourself to be in a cage and express your feelings in front of the class. <b>(Experiential Learning)</b></li> <li>● Which states have maximum number of zoos?Collect information and pen it down.Make a list. <b>(Collaborative Learning with SOCIAL SCIENCE+ Team Project)</b></li> <li>● <b>Art integration-</b> Children will divide their drawing sheet</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the stories</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● What does ‘Freedom’ mean to you?<b>(I want something in a Cage and Chandni)</b></li> <li>● Children will learn new words.</li> <li>● Children will be able to respond to a variety of questions on familiar and unfamiliar texts.</li> <li>● To enable the children to enjoy reading</li> <li>● To encourage the students to read more.</li> <li>● To enable the students to understand the meaning of the prose by reading</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> <li>● Love for reading</li> <li>● The students can use meaningful sentences to describe/narrate factual/imaginary situations</li> <li>● The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> </ul>

			<p>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> <ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> <li>● <b>Critical Thinking- Problem Solving</b> Through discussion on the conflict given in the story. What is more important- Freedom or materialistic things?</li> </ul>			
3.Modals 4. Debate	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=Nk9">https://www.youtube.com/watch?v=Nk9</a></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activity (Project):</b> Children will be asked to make a chart (in groups) on school rules in which they will incorporate ‘Modals’. Make it as creative as possible(<b>Art Integration/Project</b> )</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of Difficult words, Word Meanings and Making Sentences</li> <li>● Class Test based on modals</li> <li>● Intra class debate will be held and marked</li> <li>● MCQ,Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● What do you generally hear teachers and parents telling you when you are doing something which is not correct? (<b>Modals</b>)</li> <li>● The topic ‘Beauty lies in the eyes of the Beholder’</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</li> <li>● They are able to frame grammatically correct sentences.</li> </ul>	

		<p><a href="#">nQwoCFig</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=NyE1Kz0e--0">https://www.youtube.com/watch?v=NyE1Kz0e--0</a></li> </ul>	<ul style="list-style-type: none"> <li>• Inter-Class Debate would be organized on the topic- ‘INFLUENCE OF FOREIGN LANGUAGES ON YOUNG GENERATION NOWADAYS’ <b>(Experiential Learning)</b></li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>would be written on the board. The children would be asked to give their viewpoints(<b>Debate</b>)</p> <ul style="list-style-type: none"> <li>• Children would be able to participate confidently in debates.</li> <li>• Children would be able to differentiate and use modals correctly</li> </ul>	<ul style="list-style-type: none"> <li>• The students are able to respond to instructions given by the facilitator.</li> </ul>
<b>OCTOBER- (Days:21)</b>	<p>1.Fire: Friend and Foe(Story) 2. Meadow Surprises (Story) 3.. Bicycle in Good Repair (Story)</p>	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• Model Recitation by the teacher</li> <li>• Recitation by the students</li> <li>• <b>Computer Aided Teaching</b> (using Extramarks)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project- Acrostic Poem-</b> The children would be given a word e.g. -food, yummy, kitchen, etc. and they would be asked to write an acrostic poem on that. To celebrate <b>World food Day.(Art Integration)</b></li> <li>• <b>Project-</b>Children will make a <b>3 D model of a bicycle.</b></li> <li>• List the elements of nature which you</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the stories</li> <li>• MCQ, Quiz</li> </ul>	<p><b>Ice-Breaking Activity and PK Testing:</b></p> <ul style="list-style-type: none"> <li>• What are the five elements earth is made up of?(<b>Fire:Friend and Foe</b>)</li> <li>• What comes to your mind when you think of nature? (<b>Meadow Surprises</b>)</li> <li>• Have you ever heard of the name ‘Jerome</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Love for reading</li> <li>• The students can use meaningful sentences to describe/narrate factual/imaginary situations</li> <li>• The students</li> </ul>

			<p>might see in a garden</p> <p><b>(Experiential Learning)</b></p> <ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>k.Jerome’?</p> <ul style="list-style-type: none"> <li>● Which mode of transport did you ride(when you learnt driving) for the first time in your life?(<b>Bicycle in Good Repair</b>)</li> <li>● The students would think critically and try to provide suggestions/solutions to the conflicts in the stories/text.</li> <li>● The students read different kinds of texts for understanding and appreciate and write answers for comprehension and inferential questions</li> </ul>	<p>respond to a variety of questions on familiar and unfamiliar texts verbally and in writing</p>
	<p>4. Garden Snake (Poem)</p> <p>5. The Bear Story(Story)</p> <p>6. A Tiger in the House(Story)</p>	<ul style="list-style-type: none"> <li>● Loud Reading by students</li> <li>● Explanation by the teacher</li> <li>● Model Recitation by the teacher</li> <li>● Recitation by the students</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Collaborative Project with science</b>(Snakes)-Types of Snakes-Categorize into venomous and non-venomous</li> <li>● <b>Role Play</b> on the chapter ‘Tiger in the</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Discussion and (HW) writing of Question answers.</li> <li>● Short class test of questions based on the stories</li> </ul>	<ul style="list-style-type: none"> <li>● Do you know when is International Tiger Day celebrated? (<b>A Tiger in the House</b>)</li> </ul>	<p>The following skills of the students shall be enhanced:</p> <ul style="list-style-type: none"> <li>● Reading skills</li> <li>● Speaking skills</li> <li>● Writing skills</li> <li>● Problem solving</li> <li>● Creative writing</li> <li>● Critical thinking</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> </ul>	<p>House' (<b>Art Integration</b>)</p> <ul style="list-style-type: none"> <li>● Imagine a tiger has actually entered your house. What will be your first reaction? When you find out the tiger is like Timothy, and then what will you do? (<b>Experiential Learning</b>)</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>● MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Students would consciously listen to stories/prose/texts in English through interaction and being exposed to print rich environment</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to comprehend English stories/text/prose.</li> </ul>
<p>7.Voice(Active &amp; Passive) 8.Short Story Writing 9.Conjunctions</p>	<ul style="list-style-type: none"> <li>● <b>Computer Aided Teaching</b> (using Extra marks)</li> <li>● Explanation by the teacher</li> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk, board, duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=nBm0OkI3AYE">https://www.youtube.com/watch?v=nBm0OkI3AYE</a></li> <li>● <a href="https://www.youtube.com/watch?v=nXNFyY7xe8I">https://www.youtube.com/watch?v=nXNFyY7xe8I</a></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Intra class quiz</b> would be played wherein one team would speak sentences in Active voice and the other team has to convert them into Passive voice and vice-versa (<b>Experiential Learning</b>)</li> <li>● <b>Role Play</b> on FANBOYS (Conjunctions) (<b>Art Integration</b>)</li> <li>● <b>Group Project</b> –</li> </ul>	<ul style="list-style-type: none"> <li>● (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class.</li> <li>● (HW) Children will do exercises in the BBC Compacta (work book)</li> <li>● A Short class test based on the topics</li> <li>● MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ice-Breaking Activity and PK Testing:</b></li> <li>● What do you understand by sentence structure, subject and object? (<b>Voice</b>)</li> <li>● Children would be asked to bring a newspaper and circle the words- and, but, or, because. They</li> </ul>	<p>The students are able to</p> <ul style="list-style-type: none"> <li>● Identify Active and Passive Voice</li> <li>● Change the active voice into passive voice and vice-versa</li> <li>● The writing skills will improve</li> <li>● Use meaningful sentences to describe/ narrate factual/ imaginary situations in story writing.</li> </ul>	

			<p>Relay Story Narration will take place</p> <ul style="list-style-type: none"> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>		<p>would be asked what they know about them.</p> <p><b>(Conjunctions)</b></p> <ul style="list-style-type: none"> <li>● To enable the students to achieve linguistic competency</li> <li>● To enable the students to use grammar as a tool in the comprehension and creation of oral and written language.</li> <li>● To enable the students to use the language efficiently</li> <li>● Students will be able to change the voice of a sentence</li> <li>● Students will be able to use conjunctions appropriately</li> <li>● Students will be able to write factual descriptions.</li> <li>● understand the grammatical</li> </ul>	<ul style="list-style-type: none"> <li>● draft various writing tasks in grammatically correct manner</li> </ul>
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					forms in context/through reading	
<b>NOVEMBER: (Days-11)</b>	Topic: 1. The Story of Cricket(story) 2. An Alien Hand (story)	<ul style="list-style-type: none"> <li>• Loud Reading by students</li> <li>• Explanation by the teacher</li> <li>• <b><u>Computer Aided Teaching</u></b> (using Extramarks)</li> <li>• <b><u>Ppts</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity: Art Integrated Project</b> Children will make a <b>timeline on the various stages of the sport ‘Cricket’</b> and put it up on the class board. This will be a <b>group activity</b>.</li> <li>• <b>Project- PPT</b> making on alternative ways of celebrating Diwali.</li> </ul> <p><b>Experiential Learning-</b> Interaction with the sports teacher:</p> <ul style="list-style-type: none"> <li>• <b>Collaborative Study with Sports</b></li> <li>• <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Discussion and (HW) writing of Question answers.</li> <li>• Short class test of questions based on the stories</li> <li>• MCQ, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice-Breaking Activity and PK Testing:</b></li> <li>• The children would be shown a few clippings which would contain pictures of people playing cricket and they would be asked to identify the game. <b>(The Story of Cricket)</b></li> <li>• The children will be shown pictures of a few astronauts and they will identify them.</li> <li>• The students are able to correlate and comprehend various sports and sports lingo</li> <li>• The students are able to appreciate human’s efforts to reach space.</li> </ul>	The following skills of the students shall be enhanced: <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Creative writing</li> <li>• Critical thinking (Problem solving)</li> <li>• The students are able to comprehend and appreciate sports personalities and contributions towards space voyage.</li> </ul>
	3. Integrated Grammar	<ul style="list-style-type: none"> <li>• <b><u>Computer Aided Teaching</u></b> (using Extra marks)</li> <li>• Explanation by the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning:</b> Intra-class Quiz will be played on integrated</li> </ul>	<ul style="list-style-type: none"> <li>• (CW) Children will do some exercises in BBC Compacta and the same will</li> </ul>	<ul style="list-style-type: none"> <li>• The students are able to watch /listen to English news,serials,educ</li> </ul>	<ul style="list-style-type: none"> <li>• The students are able to engage in English with family, friends and</li> </ul>

		<p>teacher</p> <ul style="list-style-type: none"> <li>● Use of dictionary</li> <li>● BBC Compacta Workbook</li> <li>● Chalk,board,duster</li> <li>● You tube videos</li> <li>● <a href="https://www.youtube.com/watch?v=j1UQ11wxvDU">https://www.youtube.com/watch?v=j1UQ11wxvDU</a></li> </ul>	<p>grammar</p> <ul style="list-style-type: none"> <li>● <b>Project:</b> Children will make power point presentation on integrated grammar.</li> <li>● <b>Skill Assessment</b> – Reading, Writing, Speaking, Critical Thinking, Inter-personal</li> </ul>	<p>be discussed in class.</p> <ul style="list-style-type: none"> <li>● (HW) Children will do exercises in the BBC Compacta (work book)</li> <li>● MCQ,quiz</li> </ul>	<p>ational channels and eminent speakers</p> <ul style="list-style-type: none"> <li>● The students are able to apply their comprehensive knowledge to the integrated grammar exercises</li> </ul>	<p>people from different professions.</p> <ul style="list-style-type: none"> <li>● The students are able to solve integrated grammar exercises</li> </ul>
<p><b>DECEMBER:</b> Total number of working days: 13</p>	<p>Revision and Final Exams</p>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Computer aided Teaching</li> </ul>				

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: VENI NEGI**  
**Class: VII**  
**Session 2023-24**

Month/ No of workin g days	Topic/Sub- topic	Teaching Aids	Projects/ Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQ s /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
फरवरी 4	हम पंछी उन्मुक्त गगन के	<ul style="list-style-type: none"> <li>- 'एक्स्ट्रा मार्क्स' से दृश्य-श्राव्य साधन का प्रयोग</li> <li>- कविता को संगीतमय बना कर पढाना</li> <li>- पी .पी. टी. द्वारा</li> </ul>	<ul style="list-style-type: none"> <li>- छात्रों से यह पूछा गया कि किस-किसके घर में पक्षी को पिंजरे में पाला जा रहा है ?</li> <li>वे कैसे उनकी देखभाल करते हैं?</li> <li>-पिंजरे में बंद पक्षी की तस्वीर बनाकर उस के मन में आने वाले विचार बताओ ।</li> <li>-क्षितिज का अर्थ समझाते हुए प्रकृति में इंगित करना</li> <li>-पक्षी अगर प्राकृतिक वातावरण में न रहें तो उन पर क्या-क्या असर होता होगा विषय पर विचार - विमर्श</li> </ul>	<ul style="list-style-type: none"> <li>- 'एक्स्ट्रा मार्क्स' से दृश्य-श्राव्य साधन का प्रयोग करते हुए कविता पाठ</li> <li>- अभ्यास से प्रश्नोत्तर</li> <li>- बहुविकल्पीय प्रश्नोत्तर</li> <li>-भाषा की शुद्धता हेतु श्रुतलेख का अभ्यास</li> </ul>	<ol style="list-style-type: none"> <li>१. " 'एक्स्ट्रा मार्क्स' से दृश्य-श्राव्य साधन का प्रयोग करते हुए कविता पाठ व व्याख्या की गई</li> <li>२. कविता को सही उच्चारण के साथ संगीतमय बनाकर पढाया गया ।</li> <li>३. सरलार्थ व भावार्थ बताना और संदेह निवारण किए गए ।</li> <li>४. अगर इंसान को पक्षियों की तरह पिंजरे में रहना पड़े तो क्या होगा - जीव-जंतुओं के प्रति सौहार्द की भावना का विकास करने के लिए अपना अपना</li> </ol>	<ol style="list-style-type: none"> <li>1. विद्यार्थियों को काव्य - विधा का ज्ञान हुआ।</li> <li>२. काव्य को गीतमय बनाने का कौशल विकसित हुआ।</li> <li>३. कविता के माध्यम से सभी जीवों के प्रति सौहार्द भावना का विकास किया गया।</li> <li>4. विद्यार्थियों को भली - भांति समझ आ गया कि पक्षियों को पिंजरे में रखकर किस प्रकार उनकी भावनाएँ आहत होती हैं व किन-किन बातों से वे अछूते रह जाते हैं ।</li> </ol>

					पिंजरे में बंद चित्र बनवाया गया और उस पर कुछ पंक्तियाँ लिखने के लिए कहा गया ।	
मार्च 20	दादी माँ	<p>- पाठ की पी. पी. टी</p> <p>- पाठ में लिखी विभिन्न जंगली घासों, फलों और घरेलू दवाओं की तस्वीरें दिखाकर</p> <p>-दादी के बारे में एक संगीतमय वीडियो 'प्यारी माँ, दादी माँ'</p> <p>-दादी माँ पर गीत सुनाकर- 'दादी अम्मा मान जाओ'</p>	<p>- दालें, लोंग, दालचीनी आदि चीज़ें दिखाकर पहचान करवाना</p> <p>-इन्टरनेट के माध्यम से बरसात के समय गावों की स्थिति को दिखाना , जिसमें गावों में पानी भरा हो ।</p> <p>- बाढ़ के समय की स्थिति एवं उससे उत्पन्न चुनौतियों के बारे में विचार - विमर्श</p>	<p>१. पुनरावृत्ति प्रश्न - मौखिक</p> <p>२. अभ्यास के प्रश्नों के उत्तर।</p> <p>३. अपने घर-परिवार या पड़ोस के किसी बुजुर्ग से उनके बचपन की कठिनताओं के अनुभव पूछकर कक्षा में सुनना (साक्षात्कार)</p>	<p>1. कथावाचन द्वारा</p> <p>2. पाठ को पढ़वा कर विद्यार्थियों से व्याख्या पूछी गई तथा शब्दार्थ बताए व लिखवाए गए</p> <p>3. विभिन्न तरह की घासों के नमूने दिखाए गए और पाठ संबंधी सभी संदेहों का निवारण किया गया</p> <p>4. परिवार में बुजुर्गों के महत्व को पहचानने के लिए साक्षात्कार का क्रियाकलाप करवाया</p> <p>5. वर्तनी सुधार के लिए श्रुतलेख दिया गया ।</p> <p>-दोहराई के लिए एक्स्ट्रा मार्क्स द्वारा पाठ पर आधारित वीडियो दिखाई ।</p>	<p>१. विद्यार्थियों को परंपरागत रहन-सहन का ज्ञान करवाया गया। उन्हें एकल व संयुक्त परिवारों में अंतर का ज्ञान ।</p> <p>२. प्राचीन समय में कैसे अस्वस्थता का पता लगाया जाता था , इसका ज्ञान हुआ।</p> <p>३. सामाजिक सौहार्द, रीति-रिवाज़ , परिवार में बड़े बूढ़ों के सानिध्य का पता चला।</p>

हिमालय की बेटियाँ	<p>-इन्टरनेट के माध्यम से नदियों के उद्गम , उनके बाल स्वरूप और मैदानों में स्वरूप को दिखाना ।</p> <p>-हिमालय के हिमखंडों को पिघलता व नदियों के जल में परिवर्तित होता दिखाना</p> <p>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग ।</p>	<p>-मानचित्र के प्रयोग से दिखाना कि कैसे ये विशाल नदियाँ हिमालय से निकलती , जंगलों से भागती हुई अंततः सागर में मिल जाती हैं ।</p> <p>-भौगोलिक स्थिति का वर्णन करते हुए नदियों के प्रकार बताना</p> <p>-हिमालय एवं नदियों के मानवीकरण की लेखक द्वारा की गई सुन्दर व्याख्या को उजागर करना</p>	<p>१. पुनरावृत्ति प्रश्न - मौखिक</p> <p>२. अभ्यास के प्रश्नों के उत्तर।</p> <p>३. हिमालय से तुलना करते हुए एक पिता की भूमिका को समझना।</p>	<p>1. पाठ को पढ़वाकर शब्दार्थ बताना व लिखवाना</p> <p>2. पाठ संबन्धी सभी संदेहों का निवारण</p> <p>3. हिमालय से निकलने वाली मुख्य नदियों के उद्गम व पतन की मानचित्र पर क्रियाकलाप करवाया गया</p> <p>4. विद्यार्थियों को प्रकृति से जोड़ने के लिए प्रकृति में सैर के लिए ले जाया गया ।</p> <p>5. प्रकृति के माँ , बहन व सखारूपों के माध्यम से उनके महत्व को उजागर किया गया ।</p> <p>7. पिघलते हिमखंडों, के वीडियो दिखाए गए -दोहराई के लिए एक्स्ट्रा मार्क्स द्वारा पाठ पर आधारित</p>	<p>-विद्यार्थियों को ज्ञात हुआ कि किस प्रकार नदियाँ हमारे जीवन में विभिन्न सम्बन्धियों की भांति सहयोगी हैं ।</p> <p>-उन्हें नदियों के उद्गम का भी ज्ञान हुआ ।</p> <p>- विद्यार्थियों को हिमालय व नदियों की बात करते हुए कन्याओं के जीवन में एक पिता की भूमिका समझ आई ।</p>	

					वीडिओ दिखाई ।	
कठपुतली	<p>- वास्तविक कठपुतली</p> <p>- 'एक्स्ट्रा मार्क्स' से दृश्य-श्राव्य साधन का प्रयोग</p> <p>- कविता को संगीतमय बना कर पढाना</p> <p>- पी .पी टी. द्वारा</p>	<p>१. अध्यापक स्वयं एक कठपुतली की तरह अभिनय करें ।</p> <p>२ कक्षा में वास्तविक कठपुतली बनवा कर अभिनय करवाना ।</p> <p>३. कठपुतली के धागे निकालकर पुनः विफल अभिनय प्रयास से विद्यार्थियों को वास्तविकता की पहचान करवाना ।</p>	<p>- कपड़े के टुकड़ों की मदद से कठपुतली बनाकर उससे धागे जोड़ना</p> <p>- मौखिक प्रश्नोत्तर द्वारा पुनरावृत्ति</p> <p>- अभ्यास के प्रश्नोत्तर</p> <p>- स्वतन्त्र के साथ किस तरह की ज़िम्मेदारी आप पर आ जाती है? अपने-2 विचार व्यक्त कीजिए - मौखिक</p>	<p>1. विद्यार्थियों को कवि परिचय दिया गया । कविता पाठ करके काव्य - विधा का ज्ञान दिया गया ।</p> <p>२. काव्य को गीतमय बनाने का कौशल के अभ्यास के लिए सभी से पद्य को पढवाया गया और उच्चारण त्रुटियों का निवारण किय गया ।</p> <p>-दोहराई के लिए एक्स्ट्रा मार्क्स द्वारा पाठ पर आधारित वीडिओ दिखाई ।</p> <p>३. .कविता के माध्यम से गुलामी की परिस्थितियों का अहसास करवाया तथा स्वतंत्रता के महत्त्व को समझाने के लिए गुलामी पर आधारित नाटक करवाया गया ।</p> <p>4. कठपुतली नृत्य पर एक वीडिओ दिखाई गई ।</p>	<p>- विद्यार्थियों को काव्य विधा का ज्ञान हुआ</p> <p>- स्वतंत्रता के साथ आने वाली जिम्मेदारियों का अहसास हुआ</p> <p>- वे समझ पाए की स्वतंत्रता के साथ आत्मनिर्भरता आवश्यक है अन्यथा आज़ादी खोने में देर नहीं लगती।</p>	

	व्याकरण भाग :					
भाषा, वर्ण संयोग वर्ण विचार, क्रिया विशेषण, उपसर्ग, प्रत्यय, पत्र	<ul style="list-style-type: none"> <li>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</li> <li>- यू-ट्यूब से वीडियो</li> </ul>	<ul style="list-style-type: none"> <li>- संकेतों द्वारा बातचीत करने का निर्देश देते हुए भाषा की आवश्यकता का अहसास करवाना</li> <li>- अशुद्धवचन करके मानक भाषा के महत्व का अहसास करवाना</li> <li>- क्रिया और उसके प्रकार बताते हुए उदाहरणों द्वारा अंतर स्पष्ट करना</li> <li>- विशेषणों की पहचान व प्रकार बताने के लिए उदाहरणों द्वारा व्याख्या</li> <li>- पत्र लेखन कला के विकास के लिए अभ्यास</li> </ul>	<ul style="list-style-type: none"> <li>- किन्ही 6 भाषाओं के नाम व उनकी लिपियों के नाम लिखें और उन लिपियों में अपना नाम लिखने का प्रयास करें।</li> <li>- वर्ण विच्छेद व वर्ण संयोग के अभ्यास के लिए साहित्य की पुस्तक से कोई पाठ लेकर अभ्यास</li> </ul>	<ul style="list-style-type: none"> <li>- बच्चों को भाषा का इतिहास बताते हुए संकेत में बात करवाई गई और फिर शब्दों में और फिर वाक्यों में।</li> <li>- इससे वे समझ सके की किस तरह भाषा के विकास से मानव विकास पर प्रभाव पड़ा क्यों की ज्ञान एकत्रित करना, बाँटना और समझना आसन हो गया</li> <li>-कैसे वर्णों के संयोजन से शब्द फिर वाक्य और अंतत भाषा बनी। फिर उदाहरण दे कर बताया गया की अशुद्ध भाषा से कैसे भ्रान्ति पैदा हो सकती है।</li> <li>-दोहराई के लिए एक्स्ट्रा मार्क्स द्वारा हर विषय पर आधारित वीडियो</li> </ul>	<ul style="list-style-type: none"> <li>भाषा के शुद्ध रूप व व्याकरण की विभिन्न विधाओं का ज्ञान प्राप्त हुआ।</li> <li>विद्यार्थी समझ पाए कि शुद्ध भाषा किस तरह आसानी से समझी जा सकती है और साहित्य हो चाहे कला, इतिहास हो या विज्ञान या फिर गणित भाषा के बिना किसी भी ज्ञान की समझ या विकास संभव नहीं।</li> <li>-भाषा की बारीकियों/व्यवस्था/ढंग पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे- कविता में लय-तुक, वर्ण-आवृत्ति (छंद) तथा कहानी, निबंध में मुहावरे, लोकोक्ति आदि।</li> </ul>	

					दिखाई । - कार्य पत्रकों द्वारा कक्षा परीक्षा ली गई	
अप्रैल 18	महाभारत : आदिपर्व सभा पर्व वन पर्व विराट पर्व	- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग  - यू-ट्यूब से टी. वी. सीरियल महाभारत के चुने हुए एपिसोड दिखाना	विद्यार्थियों को गौरवमयी इतिहास की जानकारी देना टी. वी. सीरियल महाभारत के कुछ चुने हुए एपिसोड देखने के लिए कहना  -महभारत में विभिन्न घटनाओं जैसे, दुर्योधन द्वारा भीम को ज़हर देना, राजा द्रुपद द्वारा द्रोणाचार्य से मित्रता न निभाना, जैसी घटनाओं पर चर्चा कर नैतिक मूल्यों पर चर्चा, त्याज्य और ग्रहणीय की सीख ।	- पढाये गए अध्याय पर बहुविकल्पीय प्रश्नोत्तरी  - महाभारत में आए प्राचीन स्थानों के नामों की सूची बनाएँ, उनके आधुनिक नाम ढूँढना  -तत्पश्चात ATLAS की सहायता से उन स्थानों की स्थिति ढूँढना ।	- विद्यार्थियों तत्कालीन समाज के विषय में सामाजिक, राजनैतिक और आर्थिक परिस्थितियों जानकारी देते हुए पाठ पढवाया गया ।  उन्हें भारत के ऐतिहासिक स्थलों की भी जानकारी मिली ।  कथा में दिए विवरण के आधार पर विभिन्न स्थानों को ATLAS की मदद से मानचित्रों में ढूँढा गया ।  एक्स्ट्रा मार्क्स से पाठ पर आधारित वीडियो दिखाया गया ।	विद्यार्थियों को गौरवमयी इतिहास की जानकारी मिली ।  - वे आज के मूल्यों से उस समय की तुलना करके अंतर समझ पाए ।  - वे जान पाए कि उस समय के दिव्य अस्त्र आज सचमुच अस्तित्व में हैं। वे युगों के अंतर समझ सके ।
	मिठाईवाला	- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग  - यू-ट्यूब से वीडियो -फेरीवालों की आवाजें दीक्षा App पर	-विद्यार्थियों की सहायता से विभिन्न फेरी वालों की आवाजें निकाल कर उनकी दिनचर्या के बारे में पूछना  - उनकी आर्थिक स्थिति के बारे में जानकारी प्राप्त करने के विद्यार्थियों को आम दुकानदारों और फेरीवालों	- दोहराई के लिए मौखिक बहुविकल्पीय प्रश्नोत्तर  - अभ्यास पुस्तिका के प्रश्नोत्तर  -मिठाईवाले ने अपने परिवार को	- पाठ को पढवाकर शब्दार्थ बताए व लिखवाए गए  - पाठ संबन्धी सभी संदेहों का निवारण किया गया -विद्यार्थियों को फेरीवालों के जीवन पर आधारित एक	-समाज के एक ऐसे वर्ग के बारे में जानकारी मिली जिनके विषय में बहुत से लोग सोचते भी नहीं हैं  -लघु व्यवसायों की जानकारी मिली

			<p>की आय में क्या अंतर हो सकता है विषय पर चर्चा करवाई गई फिर फेरी वालों से जानकारी लेने के लिए कहा गया ।</p>	<p>खो देने की कहानी नहीं सुनाई । उसे अपनी कल्पना से पूरा करें । -लिखित कक्षा परीक्षा</p>	<p>पीपीटी दिखाई गई जिससे उन्हें ज्ञात हुआ कि फेरी वालों की दिनचर्या और कार्यशैली कैसी होती है ।</p> <p>-मिठाईवाला पाठ की वीडियो दिखाई गई</p> <p>-दीक्षा app पर फेरी वालों की आवाजें सुनवाई गई और बच्चों से भी सुनी</p> <p>- कल्पनशीलता बढ़ने के लिए बच्चों से कहानी के नायक के परिवार की मृत्यु कैसे हुई -पर लिखने के लिए कहा गया ।</p>	<p>-विद्यार्थी समझ पाए की हताशा में भी सकारात्मक निर्णय लिए जा सकते हैं ।</p> <p>- असफलता और निराशा मिलने पर भी आशा की किरण खोजें तो कोई न कोई रास्ता निकल आता है । औरों की सेवा से जीने का अच्छा कारण ढूँढा जा सकता है ।</p>
मई 11	<p>रक्त और हमारा शरीर</p>	<p>1. - 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</p> <p>2. विद्यालय के चिकित्सक को कक्षा में बुलाकर विद्यार्थियों की जिज्ञासा का समाधान करना ।</p>	<p>- चिकित्सक की मौजूदगी में खून की कमी पर विचार</p> <p>- विमर्श तथा विद्यार्थियों संदेहों का निवारण</p> <p>- कुपोषित तथा अधिक वजन वाले बच्चों पर जानकारी एकत्रित करवाए गई तथा उनके कारणों पर चर्चा की गई</p>	<p>-दोहराई के लिए मौखिक बहुविकल्पीय प्रश्नोत्तर</p> <p>- कक्षा को समूहों में बांटकर संतुलित आहार का चार्ट बनाने का परियोजना कार्य</p> <p>- अभ्यास के</p>	<p>- पाठ को पढ़वाकर शब्दार्थ बताए व लिखवाए गए</p> <p>- पाठ संबंधी सभी संदेहों का निवारण किया गया</p> <p>-विद्यार्थियों को खून की कमी के लक्षणों और कारणों से अवगत करवाया</p>	<p>-विद्यार्थियों को खून की संरचना और उसके निर्माण की प्रक्रिया के बारे में जानकारी मिली</p> <p>- अनीमिया के लक्षणों, उसके कारणों और बचाव के रास्तों की जानकारी मिली ।</p> <p>- हरेक को अपनी</p>

			<p>- खून की संरचना का चार्ट</p>	<p>प्रश्नोत्तर</p> <p>-पाठ में आए मुहावरों के अर्थ व उनको वाक्यों में प्रयोग करना</p> <p>- अपनी आदतों का विश्लेषण करते हुए बताइए की आप को किन आदतों को बदलने की आवश्यकता है ।</p>	<p>-अनीमिया से बचने के उपायों की जानकारी दी गई</p> <p>-खून की संरचना और संतुलित आहार का चार्ट बनवाया गया ।</p> <p>- विभिन्न खाद्य पदार्थों की सूची देकर उनमें से पौष्टिक आहार में आने वाली चीजों को चुनकर लिखने के लिए कहा गया ।</p>	<p>गलत आदतों पर मनन करने का अवसर मिला ।</p>
	<p>पापा खो गए।</p>	<p>1. - 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</p> <p>2. विद्यार्थियों को पत्रों में विभाजित करके पाठ को नाटक के रूप में पढवाना ।</p>	<p>-मानचित्र बना कर घर से विद्यालय तक का रास्ता बनाना</p> <p>-अकेले होने पर किन बातों का ध्यान रखना चाहिए और कौन सी जानकारी आपके पास होना आवश्यक है ।</p>	<p>-पुनरावृत्ति प्रश्नोत्तर</p> <p>2. अभ्यास कार्य में दिए प्रश्नोत्तर ।</p> <p>3. लिखित कक्षा परीक्षा ।</p>	<p>- पाठ को पढवाकर शब्दार्थ बताए व लिखवाए</p> <p>- पाठ संबधी सभी संदेहों का निवारण किया गया ।</p> <p>- - 'एक्स्ट्रा मार्क्स' के द्वारा पाठ पर आधारित वीडियो दिखाकर दोहराई करवाई गई ।</p> <p>- समझाया गया कि एक नाटक में कैसे निर्जीव को संवादों के माध्यम से सजीव रूप</p>	<p>- विद्यार्थी समझ पाए की अकेले होने पर किस तरह अपनी सुरक्षा की पूरी ज़िम्मेदारी उन पर है ।</p> <p>- उन्हें कौन सी आवश्यक जानकारी पता होनी चाहिए ।</p> <p>- कौन-कौन सी सावधानियां बरतनी चाहिए ।</p> <p>- दूसरों की सहायता</p>

					<p>में प्रस्तुत किया जा सकता है</p> <p>-दूसरों की सहायता की भावना सिखाई गई ।</p> <p>-विद्यार्थियों द्वारा इस पाठ के अंतिम दृश्य की नाट्य प्रस्तुति की गई</p>	
<p>जुलाई 21</p>	<p>शाम एक किसान</p>	<p>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</p> <p>- कविता को संगीतमय बना कर पढाना</p> <p>- पी .पी टी. द्वारा</p>	<p>- विद्यार्थियों को शाम के दृश्य का चित्र बनाने के लिए कहा गया ।</p> <p>- प्रकृति में कौन-कौन से जीव मानव जैसी क्रियाएँ करते हैं -इस विषय पर चर्चा की गई ।</p>	<p>- अभ्यास प्रश्नोत्तर -प्रकृति में सूर्यास्त के समय क्या अंतर आते हैं लिखो ।</p> <p>-बादलों को देखकर उनकी आकृति को कोई सजीव रूप देना</p>	<p>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन के प्रयोग से कविता सुनवाई गई ।</p> <p>-विद्यार्थियों को अर्थ व भावार्थ बता कर कविता पाठ का अभ्यास करवाया गया</p> <p>- विद्यार्थियों में कलात्मक रूप से काल्पनिक भावना का विकास के लिए सांयकाल का चित्र बनाने के लिए दिया गया</p> <p>२. एक थके हुए किसान के संध्याकालीन समय का परिदृश्य प्रस्तुत करता एक अनुच्छेद</p>	<p>- विद्यार्थियों में एक कलाकार के रूप में किसी भी दृश्य को कल्पना करके किसी अन्य रूप में देखने, सोचने की कला की अभिभूति हुई।</p> <p>-</p>

					<p>लिखवाया गया ।</p> <ul style="list-style-type: none"> <li>- पक्षियों की आवाज़ को शब्दों में लिखवाई जैसे : मोर - सुनते हो ?</li> <li>पपीहा - कहाँ हो ?</li> </ul>	
चिड़िया की बच्ची।	<p>“एक्स्ट्रा .मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p> <p>२. अध्यापक द्वारा वाचन।</p>	<p>-पक्षियों के जीवन पर चर्चा</p> <ul style="list-style-type: none"> <li>- विद्यार्थियों द्वारा उनकी दिनचर्या , चुनौतियाँ और घोंसले बनाने के कार्य पर जानकारी साँझा की गई</li> <li>- पक्षी किस तरह उड़ पाते हैं-वैज्ञानिक तथ्यों पर जानकारी</li> <li>-अगर एक जगह पर आपको सभी सुविधाएँ दे कर बंद कर दिया जाए तो आपको कैसा लगेगा? इस पर आधारित एक सुन्दर चित्र बनाइए ।</li> <li>- माँ का चित्र बनाइए और लिखिए कि उनका आपके जीवन में क्या महत्त्व है ?</li> </ul>	<p>१. पुनरावृत्ति प्रश्न।</p> <p>२. अभ्यास से प्रश्नों के उत्तर।</p> <p>३. लिखित कक्षा परीक्षा।</p>	<ul style="list-style-type: none"> <li>- पाठ को पढ़वाकर शब्दार्थ बताए व लिखवाए</li> <li>- पाठ संबधी सभी संदेहों का निवारण किया गया</li> <li>- दोहराई और सही उच्चारण के लिए दीक्षा app की मदद से पाठ की श्रव्य प्रस्तुति सुनवाई गई</li> <li>- बच्चों को क्रियाकलाप करवाया गया कि अगर तुम माधवदास की जगह होते तो क्या करते</li> <li>- माँ का चित्र बना या चिपका कर जीवन में मान का महत्त्व लिखवाया</li> <li>-दोहराई के लिए एक्स्ट्रा मार्क्स द्वारा पाठ पर आधारित वीडियो दिखाई ।</li> </ul>	<p>१.अन्य जीव जन्तुओं के प्रति सौहार्द भावना विकसित करना।</p> <p>२. सम्पन्नता का दुरुपयोग ना करने की शिक्षा।</p>	

<p style="text-align: center;">अगस्त 20</p>	<p>अपूर्व अनुभव</p>	<p>“एक्सट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p> <p>२. अध्यापक द्वारा वाचन।</p>	<p>-मन से झूठ बोलते समय तोतो चन की आँखें नीची क्यों थीं? आप झूठ बोलते समय क्या अपने व्यवहार में कोई अंतत पाते हैं ? सोच कर लिखिए ।</p> <p>- अपने विद्यालय में शारीरिक चुनौतियों वाले बच्चों के लिए जो जो सुविधाएँ हैं उनका वर्णन कीजिए ।</p>	<p>- अभ्यास के प्रश्नोत्तर - -आपके अनुसार सच्ची मित्रता क्या होती है? किसी एक मित्र उदहारण ले कर समझाइए ।</p> <p>-अगर आपको जीवन में कोई रोमांचकारी अनुभव लेना हो तो आप क्या करना चाहेंगे ?</p>	<p>- तोतो चान पुस्तक जिससे यह पाठ लिया गया है , उसके विषय में चर्चा की गई</p> <p>- इस पुस्तक पर आधारित दो कथांशों के वीडियो दिखाए गए</p> <p>- पाठ को पढ़वाकर शब्दार्थ बताए व लिखवाए</p> <p>- पाठ संबंधी सभी संदेहों का निवारण किया गया</p> <p>- तोतो चान पुस्तक जिससे यह पाठ लिया गया है , उसके विषय में चर्चा की गई</p> <p>- जापान के उस विशेष विद्यालय की चर्चा की गई जिस पर कहानी आधारित है</p> <p>-अपने विद्यालय में शारीरिक चुनौतियों वाले बच्चों के लिए जो जो सुविधाएँ हैं उन पर चर्चा की गई और इसे बच्चों की</p>	<ul style="list-style-type: none"> <li>▪ केंद्रीय भाव सच्ची मित्रता, संघर्ष एवं साहस आदि मूल्यों की जानकारी</li> <li>▪ जापान की लोककथा द्वारा वहाँ की संस्कृति का परिचय</li> <li>▪ एक अनोखा विद्यालय दी गई जहाँ रेल के डब्बों में कक्षाएँ लगती थी</li> </ul> <p><u>नीति संबंधी बातों का वर्णन</u></p> <ul style="list-style-type: none"> <li>▪ सच्ची मित्रता</li> <li>▪ परोपकार</li> <li>▪ सहनशीलता</li> <li>▪ आत्मविश्वास</li> </ul>
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					<p>चुनौतियों पर प्रकाश डाला गया ।</p> <p>-जापान के विषय में चर्चा करते हुए हहन हुए परमाणु हमले का 2 मिनट का वीडियो दिखाया गया</p>	
	<p>रहीम के दोहे</p>	<p>. “एक्सट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p> <p>-चार्ट बना कर रहीम जी के जीवन का संक्षिप्त परिचय</p>	<p>- रहीम के दोहों की सस्वर वाचन प्रतियोगिता</p> <p>- आज के दोहों की सार्थकता को ध्यान में रखते हुए कोई स्व अनुभव लिखिए</p>	<p>१. पुनरावृत्ति प्रश्न।</p> <p>२. अभ्यास से प्रश्नों के उत्तर।</p> <p>३. बहुविकल्पीय प्रश्नोत्तर</p> <p>4. दोहों का चार्ट</p>	<p>विद्यार्थियों को रहीम जी के जीवन का परिचय देते हुए उनकी धर्मनिरपेक्षता का उदहारण दिया गया ।</p> <p>- समझाया गया कि धर्मनिरपेक्षता आखिर क्या है</p> <p>-“एक्सट्रा मार्क्स” से दृश्य-श्रव्य साधन द्वारा दोहराई करवाई</p> <p>-विद्यार्थियों को अवधि, ब्रज तथा खड़ी बोलियों के बारे में जानकारी मिली ।</p> <p>-पीपीटी द्वारा दोहों में दिए गए आदर्श व्यवहार की सीख देते हुए दोहों का अर्थ व भावार्थ समझे गए और पढवाए गए</p> <p>- बच्चों ने अन्य याद</p>	<p>- पाठ्य पुस्तक के अतिरिक्त अन्य सृतों से विषय की जानकारी एकत्रित करना</p> <p>-छात्रों को शुद्ध भाषा का ज्ञान</p> <p>- उदाहरण सहित नियमों की जानकारी</p> <p>- छात्रों को दोहों द्वारा व्यावहारिक ज्ञान प्राप्त हुआ जिसे वे जीवन में सफल हों ।</p>

					दोहों पर भी चर्चा की	
संधि समास लोकोक्तियाँ कारक मुहावरे	“एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।  यू-ट्यूब से उपयोगी वीडियो दिखाना  चार्ट	<ul style="list-style-type: none"> <li>- पाठ्य पुस्तक में से पढ़े जा रहे पाठ में कोई संधि व समास युक्त शब्द छांट कर लिखें। उसका संधि विच्छेद करके संधि का नाम भी लिखें।</li> <li>- दिए गए मुहावरों का प्रयोग करते हुए एक कहानी सुनाएँ</li> </ul>	<ul style="list-style-type: none"> <li>- कक्षा परीक्षा</li> <li>- संधि व समास के नियम याद करना</li> <li>- अपने क्षेत्र की कोई 3 लोकोक्तियाँ लिखें।</li> <li>-- सभी विषयों पर कार्यपत्रक</li> </ul>	<ul style="list-style-type: none"> <li>- पीपीटी के प्रयोग द्वारा विद्यार्थियों को संधि, समास, कारक के नियमों की जानकारी दी गई।</li> <li>- “एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन द्वारा दोहराई करवाई</li> <li>- सभी विषयों पर कार्यपत्रकों द्वारा यह देखा गया कि विद्यार्थी कितना विषय को समझ पाए हैं और उनपर आधारित संदेह निवारण किए गए।</li> <li>-- पाठ को पढ़वाकर शब्दार्थ बताए व लिखवाए</li> <li>- पाठ संबंधी सभी संदेहों का निवारण किया गया</li> <li>-- ‘एक्स्ट्रा मार्क्स’ से दृश्य-श्रव्य साधन के प्रयोग से पाठ की</li> </ul>	<ul style="list-style-type: none"> <li>- अब विद्यार्थी पढ़े जाने वाली सामग्री में संधि, समास, कारक समझ और पहचान पाते हैं।</li> <li>- मुहावरों और लोकोक्तियों का प्रभावी ढंग से प्रयोग कर पाते हैं।</li> <li>- बच्चों को गली-मुहल्लों में खेले जाने वाले खेलों की जानकारी मिली और उन्होंने कंचे खेल कर आनन्द उठाया</li> <li>- वे समझ पाए कि बचपन की मासूमियत समय के साथ बदल जाती है। कैसे</li> </ul>	
कंचा	“एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।  - कंचे, स्याही का दवात,	<ul style="list-style-type: none"> <li>- विभिन्न गली मुहल्लों के खेलों की जानकारी</li> <li>- किसी एक खेल की विधि लिखकर बताएँ</li> <li>- कंचों के खेल का आयोजन</li> <li>- जेबखर्च के सदुपयोग पर विचार</li> </ul>	<ul style="list-style-type: none"> <li>- बहुविकल्पीय प्रश्नोत्तर -दोहराई के लिए</li> <li>-अभ्यास के प्रश्नोत्तर</li> <li>-नैतिक मूल्य पर आधारित प्रश्न</li> <li>- हर बच्चे को अपने खाली समय</li> </ul>	<ul style="list-style-type: none"> <li>- पाठ संबंधी सभी संदेहों का निवारण किया गया</li> <li>-- ‘एक्स्ट्रा मार्क्स’ से दृश्य-श्रव्य साधन के प्रयोग से पाठ की</li> </ul>	<ul style="list-style-type: none"> <li>- बच्चों को गली-मुहल्लों में खेले जाने वाले खेलों की जानकारी मिली और उन्होंने कंचे खेल कर आनन्द उठाया</li> <li>- वे समझ पाए कि बचपन की मासूमियत समय के साथ बदल जाती है। कैसे</li> </ul>	

		कलम दिखाना		<p>में किए जाने वाले मनपसंद कार्य पर एक मिनट का आशु भाषण</p>	<p>दोहराई करवाई गई ।</p> <p>-बच्चे यथार्थ से दूर केवल अपने सपनों में खोए रहते हे, उदाहरण सहित चर्चा की गई ।</p> <p>- कंचों से खेले जाने वाले खेल की जानकारी तथा गली मुहल्लों के अन्य खेलों की जानकारी ली और दी गई</p>	<p>बचपन में बच्चे हर चिंता से बेफिक्र रहते हैं ।</p>
एक तिनका	<p>“एक्सट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p> <p>यू-ट्यूब से अहंकार पर आधारित कहानी की वीडियो दिखाना</p>	<p>- घमंड न करने की सीख देती हुई कविता</p> <p>घमंडी का सर नीचा पर आधारित एक कहानी का वाचन</p> <p>-</p>	<p>बहुविकल्पीय प्रश्नोत्तर -दोहराई के लिए -अभ्यास के प्रश्नोत्तर - अहंकारी को किन मुश्किलों का सामना करना पड़ सकता है । अपने विचार लिखिए ।</p>	<p>कविता की व्याख्या करते हुए समझाया गया कि किस तरह घमंडी को सदा नीचा देखना पड़ता है।</p> <p>कबीर जी के दोहे 'कबहूँ न नींदिए' से कविता की तुलनात्मक व्याख्या की गई</p> <p>-आपस में चर्चा करके बच्चों ने अपने अनुभव बताए और बताया कि इससे क्या सीख</p>	<p>बच्चों को घमंड करने के बुरे अंजाम की सीख मिली</p> <p>* समानता और हर वस्तु के अपने महत्त्व होने का संदेश मिला</p> <p>*विद्यार्थियों में समाज में फैली विषमताओं के प्रति जागरूकता जगी और वे समझ गए कि झूठे दंभ से</p>	

					<p>मिलती है</p> <p>-विनम्रता क्या होती है और इसे प्रकट करने के लिए जीवन में कौन से शब्द अपनाने आवश्यक हैं ।</p> <p>- यू-ट्यूब से अहंकार पर आधारित कहानी की वीडियो दिखाई</p>	<p>किस तरह भुलावे में रहकर इंसान अकेला पड़ सकता है और उसमें प्रगति नहीं होती</p>
	<p>पर्यायवाची, विलोम, अनेक शब्दों के लिए एक शब्द, मुहावरे, पत्र, अनुच्छेद</p>	<p>“एकसूत्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p>	<p>- दिए गए वाक्यों में से रेखांकित शब्दों के पर्यायवाची शब्दों का प्रयोग करते हुए वाक्य बोलिए । दूसरा प्रतिभागी उनके विलोम शब्द बोलेगा</p>	<p>चार्ट बनवाकर इन विषयों की जानकारी की स्पष्टता</p> <p>- क्विज़ के रूप में बहुविकल्पीय प्रश्नोत्तर शुद्धता हेतु श्रुतलेख का अभ्यास</p>	<p>भाषा के अत्यंत अनिवार्य पहलू, व्याकरण की विभिन्न विधाओं में छात्रों को पारंगत बनाकर उनके भाषा कौशल को निखारा गया ।</p> <p>“एकसूत्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग कर सभी विषयों की दोहराई की गई ।</p> <p>कार्यपत्रकों द्वारा कक्षा परीक्षा ली गई</p> <p>- दो-दो</p>	<p>छात्रों के शब्द भंडार में वृद्धि हुई ।</p> <p>नए शब्दों को समझने व वाक्य बनाने में निपुणता हासिल हुई</p> <p>-मुख्य बिंदुओं को सरल भाषा का प्रयोग करते हुए प्रश्नों के उत्तर देने की कला का विकास हुआ</p>

					विद्यार्थियों से विपरीतार्थक वाक्य बोलकर अभ्यास करवाया गया	
	महाभारत -शांति पर्व -अनुशासन पर्व	“एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।	-विद्यार्थियों को गौरवमयी इतिहास की जानकारी देना - टी. वी. सीरियल महाभारत के कुछ चुने हुए एपिसोड देखने के लिए कहना	-बहुविकल्पीय प्रश्नोत्तरी का आयोजन - विद्यार्थियों को गौरवमयी इतिहास की जानकारी देना टी. वी. सीरियल महाभारत के कुछ चुने हुए एपिसोड देखने के लिए कहना	- युधिष्ठिर का राजतिलक, भीष्म पितामह का उपदेश, भीष्म पितामह की मुक्ति विषयों पर आधारित पाठ पढवाया गया - कथा में दिए विवरण के आधार पर विभिन्न स्थानों को ATLAS की मदद से मानचित्रों में ढूँढा गया । एक्स्ट्रा मार्क्स से पाठ पर आधारित वीडियो दिखाया गया ।	विद्यार्थियों को गौरवमयी इतिहास की जानकारी मिली। नाटकीय प्रस्तुति से उन्हें तत्कालीन, सामाजिक, सांस्कृतिक, राजनैतिक परिस्थितियों की जानकारी मिली
सितम्बर 14	खानपान की बदलती तसवीर	“एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का	- खाने-पीने की संस्कृति नयी व पुरानी में अंतर बताती हुई तस्वीरों का चार्ट	- बहुविकल्पीय प्रश्नोत्तर - मौखिक एवं लिखित प्रश्नोत्तर	- पाठ को पढवाकर शब्दार्थ बताए व लिखवाए - पाठ संबंधी सभी संदेहों का निवारण किया गया	-विद्यार्थी समझ पाए कि पुरानी और नई संस्कृति में क्या अंतर है । वे जान पाए की नई संस्कृति अपनाते हुए हमें पुराने मूल्यों को

		<p>प्रयोग।</p> <p>अलग-अलग संस्कृतियों के स्थानीय व्यंजनो. की, प्रीतिभोजों में परोस गए भोजनों की तस्वीरों की PPT</p>	<p>- अपने-अपने स्थानीय व्यंजनों की सूची बनाओ</p> <p>- मनपसंद व्यंजन की पाक विधि</p>		<p>-खाने-पीने की पुरानी संस्कृति का परिचय दिया गया</p> <p><b>खाने-पीने की प्रचलित संस्कृति और दोनों.</b> संस्कृतियों में अंतर पर विद्यार्थियों में वार्तालाप हुआ</p> <p>- बदलाव के कारण, लाभ तथा हानियों की चर्चा की गई ।</p> <p>-प्रीतिभोजों में भोजन के आयोजन, उसकी बर्बादी और इस समस्या के निवारण पर भी पर भी चर्चा हुई ।</p> <p>दोहराई के लिए एक्स्ट्रा मार्क्स से पाठ पर आधारित वीडियो दिखाया गया ।</p>	<p>नहीं भूलना चाहिए ।</p>
	नीलकंठ	<p>एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।</p>	<p>-अपने-अपने अपने काल्पनिक या वास्तविक पालतू की तस्वीर लगाकर या बना कर उसका नाम व विशेषताएँ लिखिए ।</p> <p>नील कंठ की नृत्य भंगिमा का चित्र बना कर उसका</p>	<p>- मौखिक एवं लिखित प्रश्नोत्तर</p> <p>- शुद्धता हेतु श्रुतलेख का अभ्यास</p>	<p>- पाठ को पढ़वाकर शब्दार्थ बताए व लिखवाए</p> <p>- पाठ संबंधी सभी संदेहों का निवारण किया गया</p> <p>-एक्स्ट्रा मार्क्स से</p>	<p>विद्यार्थियों में चिंतन मनन की प्रवृत्ति का विकास हुआ ।</p> <p>-विद्यार्थियों को अन्य जीवों की संवेदनाओं की समझ हुई</p>

			शब्द चित्र प्रस्तुत करें	-	पाठ पर आधारित वीडियो दिखाया गया । -पशु- पक्षी प्रेम तथा उनका पालन कैसे किया जाना चाहिए विषय पर चर्चा की गई  -किसी मनपसंद पशु या पक्षी की स्वभावगत विशेषताओं का अध्ययन करके उसकी अगले दिन क्ष में चर्चा करवाई गई ।	- जानवरों के अधिकारों के प्रति संवेदनशीलता का विकास हुआ
समास - कर्मधारय, बहुव्रीहि, तत्पुरुष	एकसूत्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग।	वाक्यों के प्रयोग द्वारा विषयों को स्पष्ट किया गया	-पत्रों के प्रारूप पर चर्चा -पत्र लेखन का अभ्यास व कक्षा	औपचारिक और अनौपचारिक पत्रों का अर्थ -प्रारूप और विषय	विद्यार्थियों की पत्र लिखने की कला का विकास हुआ विभिन्न परिस्थितियों, लोगो, प्रियजनों, ,	

	श्रुतिसम भिन्नार्थक शब्द,  उपसर्ग  प्रत्यय  पत्र	यू-ट्यूब से उपयोगी वीडियो दिखाना	-प्रसिद्ध पत्र संग्रहों पर चर्चा- जैसे पिता के पत्र पुत्री के नाम	परीक्षा	वस्तु पर चर्चा  -अभिनन्दन के लिए प्रयोग किए जाने वाली शब्दावली सिखाई गई  - वाक्य बना कर अंतर स्पष्ट करते हुए श्रुतिसम भिन्नार्थक शब्द करवाए गए	संस्थानों. सरकारी महकमों. को पत्र लिखने का अभ्यास करवाया गया
	<u>महाभारत</u>  अश्वमेध पर्व  आश्रमवासिक पर्व	- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग  - यू-ट्यूब से टी. वी. सीरियल महाभारत के चुने हुए एपिसोड दिखाना	विद्यार्थियों को गौरवमयी इतिहास की जानकारी देना टी. वी. सीरियल महाभारत के कुछ चुने हुए एपिसोड देखने के लिए कहना महाभारत में विभिन्न घटनाओं पर चर्चा कर नैतिक मूल्यों पर चर्चा, त्याज्य और ग्रहणीय की सीख ।	पढाये गए अध्याय पर बहुविकल्पीय प्रश्नोत्तरी  अश्वमेध यज्ञ का उदहारण लेते हुए यज्ञ क्या होते हैं और क्यों किए जाते हैं पर चर्चा	विद्यार्थियों को गौरवमयी इतिहास की जानकारी मिली । उन्हें भारत के ऐतिहासिक स्थलों की भी जानकारी मिली । कथा में दिए विवरण से उस काल की सामाजिक, राजनैतिक और आर्थिक परिस्थितियों के विषय में पता चला ।	- विद्यार्थियों तत्कालीन समाज के विषय में सामाजिक और धार्मिक परिस्थितियों की जानकारी मिली - वे जान पाए कि उस समय यज्ञों के क्या उद्देश्य होते थे । तब और अब के पूजा अर्चना के साधनों में अंतर
अक्तूबर 19	भोर और बरखा	एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग	-भक्तिकाल के कवि और भक्ति रस का परिचय -मीरा बाई के जीवन का संक्षिप्त परिचय  -सस्वर पाठन व गायन छात्रों द्वारा अध्यापिका का अनुसरण करते हुए	-बहुविकल्पीय प्रश्नोत्तरी  -सरलार्थ  - विभिन्न भावों और रसों के नाम -सरलार्थ	- एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग करते हुए कृष्ण की बाल लीलाओं का दृश्य प्रस्तुत करते हुए पाठ की व्याख्या की गई ।	भक्तिकाल के कवियों जैसे तुलसीदास, सूरदास, कबीरदास का परिचय मिला , भक्ति आन्दोलन के बारे में जानकारी मिली, वे मीराबाई की भक्ति के बारे में जान पाए

	<p>वीर कुंवर सिंह</p>	<p>।</p> <p>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</p> <p>-यू-ट्यूब से</p>	<p>पुर्नरावृत्ति</p> <p>आपको पढने के आलावा और किन गतिविधियों में दिलचस्पी है । विवरण दीजिए ।</p> <p>सन १८५७ में अगर आप 12 वर्ष के होते तो स्वतंत्रता संग्राम में क्या योगदान देते ?</p>	<p>-स्वतंत्रता सेनानियों के चित्रों का चार्ट</p> <p>-किसी मनपसंद स्वतंत्रता सेनी पर अध्ययन कर उससे सम्बंधित कोई प्रेरणादायक घटना लिखें</p>	<p>-कृष्ण की बाल लीलाओं पर विद्यार्थियों ने कई कथाएँ सुनाई</p> <p>- विद्यार्थियों को भी कुछ और कृष्ण लीलाओं की जानकारी दी गई</p> <p>-भक्ति आन्दोलन पर जानकारी प्रदान की गई</p> <p>- मीरा और कृष्ण के सम्बन्ध पर जानकारी दी गई</p> <p>- पाठ को पढ़वाकर शब्दार्थ बताए व लिखवाए</p> <p>- पाठ संबधी सभी संदेहों का निवारण किया गया</p> <p>-एक्स्ट्रा मार्क्स से पाठ पर आधारित वीडियो दिखाया गया</p> <p>- स्वतंत्रता संग्राम की जानकारी</p> <p>-स्वतंत्रता सेनानियों</p>	<p>-विद्यार्थियों में स्वदेश प्रेमकी भावना जागृत हुई ।</p> <p>-वीरों के प्रति उनके मन में सम्मान की भावना को बल मिला और वे उनके त्याग और अंग्रेजों के अत्याचारों के बारे में जान पाए । वे आज्ञादी के महत्त्व को समझ पाए ।</p>
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		स्वतंत्रता संग्राम पर आधारित वीडियो दिखाई गई			के संघर्ष और त्याग पर चर्चा -स्वतंत्रता के महत्त्व पर चर्चा करते हुए विचार अभिव्यक्ति के लिए 'सन १८५७ में अगर आप 12 वर्ष के होते तो स्वतंत्रता संग्राम में क्या योगदान देते ' पर 1 मिनट का आशुभाषण अभ्यास करवाया	
संवाद लेखन	अनुच्छेद लेखन	-लघु नाटिका का वीडियो  व्याकरण की पाठ्य पुस्तक से कुछ उदाहरण	-छात्रों को सही उच्चारण और उचित उतार चढ़ाव के साथ संवाद बोलने का अभ्यास  विद्यार्थियों को अनुच्छेद लेखन के नियम समझकर का अभ्यास करवाया गया	-विभिन्न परिस्थितियाँ देकर विद्यार्थियों को कक्षा में संवाद अभ्यास करवाना	'संवाद लेखन कौशल का विकास हुआ  - छात्रों को सही उच्चारण और सस्वर संवाद बोलने का अभ्यास - फिर विद्यार्थियों को दो-दो के समूह में बाँट कर विषय दिए गए और संवाद का अभ्यास करवाया	-वार्ता को विषय पर ही केंद्रित रखने की आवश्यकता समझ आई  -सीमित और स्पष्ट शब्दों में अपनी बात को कहना सीखा गया  -समसामयिक विषयों की जानकारी  -भाषा ज्ञान में वृद्धि

<p>नवम्बर 12</p>	<p>महाभारत स्वर्गरोहण पर्व</p>	<p>- 'एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग</p>	<p>विद्यार्थियों को किसी भी एक पात्र पर जानकारी एकत्र करके एक परियोजना तैयार करने के लिए कहा गया ।</p>		<p>एक्स्ट्रा मार्क्स' से दृश्य -श्रव्य साधन का प्रयोग कर पाठ करवाया गया -नैतिक मूल्यों की प्रेरणा दी गई -विद्यार्थियों को गौरवमयी इतिहास की जानकारी दी गई । -विद्यार्थियों ने महाभारत से एक मनपसंद पात्र चुन कर उसपर जानकारी एकत्र की फिर कक्षा में बारी- बारी उसे कथा वाचन के रूप में सुनाया महाकाव्य महाभारत की जानकारी</p>	<p>-नैतिक मूल्यों की प्रेरणा -विद्यार्थियों को गौरवमयी इतिहास की जानकारी मिली। -महाकाव्य महाभारत की जानकारी \\ - कथावाचन कला का विकास हुआ</p>

	चित्र लेखन	पाठ्य पुस्तक के उदाहरण पढ़े गए	समाचार पत्र में दिए गए किसी चित्र पर आधारित अभ्यास कार्य	चित्र देकर समझे गए नियमों के आधार पर सौ से १२० शब्द लिखने को कहा गया	<p>चार्ट पर निर्देशः</p> <p>-सर्वप्रथम दिए गए चित्र को ध्यान से देखने का निर्देश दिया गया ।</p> <p>(2) सम्पूर्ण चित्र किसका है यह पूछा गया ।</p> <p>(3) पूछा गया कि चित्र में कौन-कौन से क्रियाएँ हो रही हैं?</p> <p>(4) फिर चित्र के माध्यम से कही जा रही बात को अपने शब्दों में समझाने का प्रयास करवाया गया ।</p>	किसी चित्र को देखकर उससे संबंधित मन में उठने वाले भावों को अपनी कल्पनाशक्ति के माध्यम से अभिव्यक्त करने की कला का अभ्यास व विकास हुआ । चित्र-वर्णन से अपने विचारों को एक सूत्र में पिरोकर लिखने की प्रतिभा का विकास होता है।
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<p>संघर्ष के कारण मैं तुनकमिजाज हो गया</p>	<p>एक्स्ट्रा मार्क्स” से दृश्य-श्रव्य साधन का प्रयोग</p>	<p>हाकी जो हमारा राष्ट्रीय खेल है , के विषय में जानकारी  -देश के हाकी के सितारे ध्यानचंद पर चर्चा  -हाकी खेलने की कला पर जानकारी  - सादगी सच्चाई और कर्मठता जैसे मूल्यों पर चर्चा  - साक्षात्कार के अभ्यास द्वारा विद्यार्थियों को समझ आया कि उचित और सीमित शब्दों के प्रयोग से कैसे बातचीत होती है  -</p>	<p>- हाकी के खेल का इतिहास व नियम लिखो  - अभ्यास -प्रश्नोत्तरी  - किसी मित्र या सहपाठी का साक्षात्कार कीजिए और उसकी जीवन कथा संवाद शैली में लिखिए</p>	<p>-राष्ट्रीय खेल हॉकी और मशहूर भारतीय हाकी खिलाड़ियों पर चर्चा की गई ।  -खेल के नियमों और खेल की एक वीडियो दिखाई गई  - धनराज पिल्लै की आत्मकथा पर चर्चा  - संघर्ष से सफलता का सफर कैसे तय किय गया बताते हुए पाठ पढवाया गया ।  - पाठ संबधी सभी संदेहों का निवारण किया गया ।  - प्रधानमंत्री के एक साक्षात्कार का वीडियो दिखाया गया  - दोहराई के लिए एक्स्ट्रा मार्क्स से पाठ पर आधारित वीडियो दिखाया गया ।</p>	<p>-विद्यार्थी हाकी के खेल के इतिहास व ढंग को जान पाए।  -उन्होंने जीवन में कर्मठता और लगन के महत्व को समझा  -वे समझ पाए की आप सफ़र कहीं से भी शुरू करें अगर आपमें मेहनत और समर्पण की भावना है तो आप अवश्य ही सफल होंगे ।  - अभिभावकों की देखभाल का आदर्श सीख पाए ।  - सम्पन्नता में भी शालीनता का सजीव उदहारण समझ पाए ।  - साक्षात्कार की कला का अभ्यास हुआ</p>
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**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: VII**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
FEB (6)	<b>Integers</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Use internet, TV or news paper to know about the temperatures of Delhi, Mumbai, Kolkata and Chennai. Record the temperature of its cities in table. Assume that X and Y are the name of the cities and find the difference of X-Y.</li> <li>• Give one card to each student. Ask them to write any positive or negative integer on the card. Then they will write integer written by their partner below the one written by them. Each pair will then add the integers on their card.</li> <li>• Multiplication of two integers with same and opposite signs.</li> <li>• To built the concept of distributive property of multiplication over addition and subtraction.</li> <li>• To understand multiplication and division of integers in a practical manner.</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion on how to use mathematical operators in case of Integers.</p> <p>Lecture Discussion. Activities</p> <p><b>Video:</b> Integers and its properties</p>	<p>The Students will able to</p> <ol style="list-style-type: none"> <li>1. Distinguish between integers and other numbers.</li> <li>2. Do representation of Integers on Number Line.</li> <li>3. Understand the properties of Integers (Closure, Commutative, Associative, Additive Identity, Multiplicative Inverse and Distributive property.</li> <li>4. Solve the problem of Integers using different mathematical operators.</li> <li>5. Understanding and use of Properties of Addition and subtraction of integers.</li> <li>6. Understanding and use of Multiplication of two integers with same and opposite</li> </ol>

						<p>signs.</p> <p>7. Understanding and use of Properties of Multiplication of integers</p> <p>8. Understanding and use of Division of two integers with same and opposite signs.</p> <p>9. Understanding and use of Properties of Division of integers.</p> <p>10. Word problem solving.</p>
<p>March (20)</p>	<p><b>Fraction and Decimals</b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Activity for subtraction of fractions.</li> <li>• Activity for subtraction of decimal numbers.</li> <li>• Activity for multiplication of fractions.</li> <li>• To build the concept of multiplication of fractions by paper folding.</li> <li>• Activity for multiplication of decimal numbers</li> <li>• There is an association of five major national economies: Brazil, Russia, India, China and South Africa called 'BRICS'. Find the population of each BRICS country. Find the population of each BRICS country as the fraction of total population of BRICS. Find the total population of the BRICS nations as a</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments (CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Activating Prior Knowledge by Random Questioning</li> <li>2. Introducing the topic to be taught after getting the expected response from the students.</li> <li>3.</li> <li>4. Developing hypothesis by Brainstorming</li> <li>5. Discussion on how and where to use Fractions and decimals in day today life.</li> </ol> <p><b>Video:</b> Fractions and use of different operators in it</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify types of fractions</li> <li>2. Compare and contrast different types of fractions</li> <li>3. Represent fractions on a number line</li> <li>4. Identify place value for a decimal number.</li> <li>5. Write decimals in words.</li> <li>6. Write decimals in standard form.</li> <li>7. Write decimals as fractions.</li> <li>8. Write a fraction as a decimal</li> <li>9. Word problems solving related to fractions and decimals</li> </ol>

			<p>fraction of the world's population.</p> <ul style="list-style-type: none"> <li>Find the population of the world, China, India, USA and Brazil. If the population of world is 1, then express the population of the countries like , China, India, USA and Brazil in decimal numbers in comparison to the world.</li> <li>To learn multiplication of fraction using graph paper.</li> <li>To learn multiplication of decimal numbers using a <math>10 \times 10</math> grid by shading.</li> </ul>		Decimals and conversions.	
	<b>Data Handling</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks</li> <li>Power Point Presentations</li> <li>Videos</li> <li>Individual</li> <li>Group work</li> <li>ICT,</li> <li>Mathematics lab activities,</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>To compare the marks obtained by 5 students in two different subjects using a bar graph.</li> <li></li> </ul>	<ol style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments ( CW &amp; HW)</li> <li>Remedial Worksheets</li> <li>Quiz</li> <li>Oral Assessment</li> </ol>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on arrangement of different data in terms of grouped and ungrouped and making tally marks for it.</p> <p>Video : Types of Data and the</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>Know and understand Data</li> <li>Know and understand Types of Data</li> <li>Know Range</li> <li>know and understand Arithmetic Mean or Average</li> <li>know and understand Median</li> <li>know and understand Mode</li> <li>Do Application of Mean, Mode and Median</li> <li>Do Drawing of Graphs.</li> <li>Do Choosing of Scale for graph</li> </ol>

					source from where data is collected.	10. Make Simple Bar Graph 11. Make Double Bar Graph 12. Do Interpretation of Graph 13. Solve Simple problems based on Probability 14. Know and understand Events 15. Know and understand Outcomes 16. Do Application of Formula of probability.
April (18)	<b>Simple Equation</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• To set a simple equation, To solve simple equations and Word problem solving e.g. A ball pen is of length 15 cm and its bottom part is of 7 cm. Form the linear equation by taking the upper part as 'x' cm then find the value of x.</li> <li>• A spoon is of the length 18 cm and its handle part is of length 12 cm. Form the linear equation if the circular part of spoon is 2y.</li> <li>• Rajesh have Rs. 500 in denomination of Rs. 10 and Rs. 50. If the number of Rs. 10 notes is one more than that of Rs. 50 notes, find the number of notes of each denomination. Ask the student to rearrange the Rs. 10 and Rs. 50 notes to get total Rs. 250 in two ways.</li> </ul>	1. Crossword Puzzles 2. MCQ's 3. Assignments ( CW & HW) 4. Remedial Worksheets 5. Quiz 6. Oral Assessment	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 on Solving and making of equations.  Video: Use of simple equations in practical life.	Students will be able to  1. Define equation, variable and expression. 2. Learn to frame an equation. 3. Solve an equation using Trial and error, Systematic and transposing method. 4. Frame equation from the solution. 5. Translate word problems into equations. 6. Set a simple equation. 7. Solve simple equations. 8. Do Word problem solving.

May (11)	<b>Lines and Angles</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Take a cardboard and mark two intersecting lines on it. Label these lines and angles on it. Now cut the cardboard along these lines so that the four angle cut-outs are formed .Measure the angles with the help of protector and calculate their total sum.</li> <li>• To find the relationship between angles made by parallel lines and transversal.</li> <li>• Using activity find if two parallel lines are cut by a transversal, each pair of corresponding angles are equal.</li> <li>• To verify by activity method that if two parallel lines are cut by a transversal, each pair of alternate interior angles are equal.</li> <li>• Verify with the help of activity if a pair of lines are intersected by a transversal and the alternate interior angles are equal then the lines are parallel.</li> <li>• Verify using activity the properties of alternate exterior angles.</li> <li>• Verify using activity the properties of sum of co-interior angles on the same side of the transversal line.</li> <li>• To verify relationship between a pair of vertically opposite angles.</li> </ul>	<ol style="list-style-type: none"> <li>1.Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4.Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion on different types of angles and parallel lines concept.</p> <p>Video: Application of parallel lines in practical life.</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify lines, line segment, rays and angles.</li> <li>2. Classify angles as acute, right, obtuse or straight.</li> <li>3. Identify vertically opposite, adjacent, complementary and supplementary angles.</li> <li>4. Find measure of angles.</li> <li>5. Define parallel line, intersecting lines and transversal.</li> <li>6. Identify the angles made by a transversal and parallel lines.</li> </ol>
July (23)		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Take one matchstick as one unit of length. If we try to use two matchsticks, a</li> </ul>	<ol style="list-style-type: none"> <li>1.Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments</li> </ol>	<p>Activating Prior Knowledge by Random Questioning</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. Know and understand</li> </ol>

	<p><b>The triangle and its Properties</b></p>	<ul style="list-style-type: none"> <li>• Videos</li> </ul>	<p>triangle cannot be formed. If we arrange three matchsticks so that only the ends of the matchsticks meet to form the vertices of a triangle, you can see that this arrangement results in an equilateral triangle. No part of the matchstick can be anywhere but on the perimeter. How many triangles can be made with the given number of matchsticks? Record the findings by completing the table.</p> <ul style="list-style-type: none"> <li>• To verify by activity method that the sum of interior angles of a triangle is <math>180^{\circ}</math>.</li> <li>• Using Activity understand the concept of medians of a triangle.</li> <li>• Using activity understand the concept of altitude of a triangle.</li> <li>• To verify and understand exterior angle property of a triangle.</li> <li>• To verify Pythagoras' theorem for a right angled triangle using a square paper.</li> <li>• Verify the inequality property of triangles using straws of different sizes for each type of triangle and display the working.</li> <li>• To find if the group of given natural numbers is a Pythagorean triplet.</li> </ul>	<p>( CW &amp; HW) 4.Remedial Worksheets 5. Quiz 6. Oral Assessment</p>	<p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion on types of angles formed and Pythagoras Theorem.</p> <p>Video: Application of Pythagoras Theorem in day to day life.</p>	<p>Properties of a Triangle</p> <ol style="list-style-type: none"> <li>2. Know and understand Exterior Angle Property</li> <li>3. Know and understand Angle sum property of a triangle.</li> <li>4. Know and understand Sum of lengths of two sides of a Triangle and a Right Angled Triangle.</li> <li>5. Know and understand Pythagoras Theorem.</li> </ol>
		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Using activity understand SSS congruence criterion of</li> </ul>	<p>1.Crossword Puzzles</p>	<p>Activating Prior Knowledge by</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. Know and</li> </ol>

	<b>Congruence of Triangles</b>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>triangles</li> <li>• Using activity understand SAS congruence criterion of triangles</li> <li>• Using activity understand ASA congruence criterion of triangles</li> <li>• Using activity understand RHS congruence criterion of triangles</li> <li>• Draw two triangles, check if they are congruent. Fold the triangles one by one along the corresponding vertices. Observe if their altitudes, medians and perimeters are also equal.</li> <li>• Many logos are made up of congruent figures, arranged in a symmetrical way. For example Olympic game's logo. Collect at least 5 logos of different organizations or companies from old newspapers and magazines which are made of congruent figures. Draw the basic figure of all collected logos.</li> </ul>	<ol style="list-style-type: none"> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<p>Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion on types of congruency of triangles.</p> <p>Video: Congruency around us i.e. in practical life where we can see it.</p>	<p>understand the Concept of Congruence</p> <ol style="list-style-type: none"> <li>2. Know and understand Congruence of <ul style="list-style-type: none"> <li>i). Plane Figure</li> <li>ii). Line Segments</li> <li>iii). Angles</li> <li>iv). Triangles</li> </ul> </li> <li>3. Know and understand Criteria of <ul style="list-style-type: none"> <li>a). SSS</li> <li>b). SAS</li> <li>c). ASA</li> <li>d). RHS</li> </ul> </li> <li>4. Know and understand the application of these criteria's.</li> </ol>
August (20)	<b>Comparing Quantities</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Money transaction game (Dummy Currencies)</li> <li>• Group work</li> <li>• ICT,</li> <li>• Dummy market</li> <li>• Class activity</li> <li>• Buyer Seller</li> <li>• Borrower-Depositor</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the students to collect the following information: a) total monthly expenditure of the family on electricity bill, house rent and food. b) Find the ratio of house rent: total expenditure and electricity bill : total expenditure.</li> <li>• To find the total when a part and its percentage is given and express it in words.</li> <li>• Find the per kg cost of five vegetables and record them. Again find the per kg cost of same vegetables next week.</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<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 on Simple Interest,</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. Know and understand the Concept of Ratio and their types and its application.</li> <li>2. Know and understand the Concept of Percentage and its application.</li> <li>3. Know and understand the Conversion of</li> </ol>

			<p>Calculate the percentage increase or decreases in the cost of vegetables in a week.</p> <ul style="list-style-type: none"> <li>• Students with the help of elders find the rate of interest given by banks to holder of saving accounts. Calculate how much minimum money should they save each year so that there would have a minimum of Rs 1,00,000 in saving account at the end of Class 12. Make a table of findings.</li> <li>• To calculate that the amount earned as simple interest remains same in case interest is earned annually or semi-annually.</li> <li>• To find the percentage of the given quantity using graph paper.</li> </ul>		<p>Profit, Loss , C.P. and S.P. How to calculate them using formula and without formula.</p> <p>Video: Use s and application of Simple Interest, Profit and Loss in our day today life.</p>	<p>Ration into Percentage.</p> <ol style="list-style-type: none"> <li>4. Know and understand the Concept of Increase of Decrease as Percent.</li> <li>5. Know and understand the Profit and Loss concept.</li> <li>6. Know and understand Simple Interest.</li> <li>7. Solve question based on the above concepts.</li> </ol>
	<b>Rational Numbers</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Make pairs and ask them to select a pair of different rational numbers. Set timer for 10 min and ask each pair to find the rational number between the numbers selected. The one who find maximum number of rational numbers will be the winner.</li> <li>• Write some rational numbers and perform all the four basic operations on them and write the result.</li> <li>• To understand subtraction of rational numbers using a number line.</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<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 on how to represent the rational numbers on number line and their representations in lowest form. Also how to use</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. Know and understand the concept of Rational Numbers.</li> <li>2. Know and understand the concept of addition, subtraction, multiplication and division of rational numbers.</li> <li>3. Know and understand the concept of application of distributive properties.</li> </ol>

					<p>different mathematical operators in case of Rational Numbers.</p> <p>Video: Rational Numbers and use of Mathematical operators</p>	
	<b>Practical Geometry</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Individual</li> <li>• Group work</li> <li>• Geo board activity</li> <li>• Demonstration</li> <li>• Mathematics lab activities</li> </ul>	<ul style="list-style-type: none"> <li>• Construct beautiful patterns by folding paper strips into triangles and arranging them in a sequential manner.</li> <li>• Construct the floor map of house using geometrical tools.</li> <li>• To find the other specifications required for constructing a right triangle under different criterion, if the measure of a side and n angle are given.</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<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 on how to draw a triangle when three sides or one side and two angles or two sides or one angle is given.</p> <p>Video: How to construct parallel lines using compass and scale.</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. Know, understand and construct parallel line to a given line through a given point not on line.</li> <li>2. Know, understand and construct Triangle <ul style="list-style-type: none"> <li>a) When three sides are given.</li> <li>b) one side and two angles given</li> <li>c) Two sides and one angle given.</li> <li>d) The hypotenuse and one side in case of right angle triangle.</li> </ul> </li> </ol>
September (14)		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Individual</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• To verify the formula of area of a circle y paper cutting and pasting activity.</li> <li>• Cut different cards of circular shape from a card board make a point on the edge of the card. Place the card on a table with</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> </ol>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the</p>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>1. Know and understand Area &amp; Perimeter of: Square.</li> <li>2. Know and understand Area &amp;</li> </ol>

	<b>Perimeter and Area</b>	<ul style="list-style-type: none"> <li>• ICT,</li> <li>• Mathematics lab activities</li> <li>• Demonstration</li> </ul>	<p>marked point of the card touching the table. Mark the position of the point on the table. Measure the distance between the point a along a straight line till the marked point of the card again touches the table. Measure the distance between the points along a line by a ruler. This distance is the circumference of the circular card.</p> <ul style="list-style-type: none"> <li>• Draw 10 circles of different radii and measure their radius and circumference by a string. Then, find the ratio of their circumference to their diameters. Record your findings in the form of a table.</li> </ul>	<p>5. Quiz 6. Oral Assessment</p>	<p>expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion on calculation of Area and Perimeter of a square, rectangle, triangle and parallelogram. Also calculations of Circumference and area of a circle. Along with this calculation of Path around and inside a figure.</p> <p>Video: How to calculate the height of a Triangle and a parallelogram if area is given.</p>	<p>Perimeter of: Rectangle</p> <p>3. Know and understand Area &amp; Perimeter of: Parallelogram</p> <p>4. Know and understand Area &amp; Perimeter of: Triangle</p> <p>5. Know and understand Area &amp; Perimeter of: Circle.</p>
October (21)	<b>Algebraic Expressions</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> <li>• Individual work</li> <li>• Group work</li> <li>• Mathematics lab activities</li> <li>• Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• To add algebraic expression using like terms e.g. Number of pens with Aditi is equal to 4 times the pens with Shenna. What is the total number of pens both have together?</li> <li>• To subtract algebraic expression using like terms e.g. Aditya and Ajay went to a store. Aditya bought 7 books and Ajay bought 2 books. All the books are of same cost. How much money did Aditya spend more than Ajay?</li> <li>• To write an algebraic expressions for a given pattern</li> </ul>	<p>1. Crossword Puzzles 2. MCQ's 3. Assignments ( CW &amp; HW) 4. Remedial Worksheets 5. Quiz 6. Oral Assessment</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 on the tree type representation of factors of an</p>	<p>Student will be able to know and understand</p> <p>1. Terms of an Expression</p> <p>a). Types</p> <p>b). Factors</p> <p>c). Coefficient</p> <p>2. Addition and Subtraction of Algebraic Expression</p> <p>3. How to find the value of an expression</p>

			using grid paper.		expression and solving of algebraic expressions.  Video: Like and unlike expressions and their addition and subtraction.	
	<b>Exponents and Powers</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• To find the value of exponential notation of (2 and 3) number by paper folding activity.</li> <li>• To find value of an exponential expression <math>3^4</math> using paper.</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	<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 on application of laws of exponents in questions.</p> <p>Video: Laws of Exponents and their use.</p>	<p>Student will be able to know and understand</p> <ol style="list-style-type: none"> <li>1. Law of Exponents and its Application.</li> <li>2. Decimal Number System.</li> <li>3. Expressing Large Numbers in the Standard form &amp; Standard form to Usual form</li> </ol>
		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the concept of rotational symmetry in different shapes.</li> <li>• Draw any simple design on paper. Draw the vertically or horizontally reflected image of the design. Colour the whole design and cut it out from the</li> </ul>	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> </ol>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response</p>	<p>Student will be able to know and understand</p> <ol style="list-style-type: none"> <li>1. Line Symmetry for a Regular Polygon.</li> <li>2. Rotational Symmetry             <ol style="list-style-type: none"> <li>a). Centre of Rotation</li> </ol> </li> </ol>

	<b>Symmetry</b>		<p>paper. Draw the replica of the coloured design.</p> <ul style="list-style-type: none"> <li>To find the angle of rotation and order of rotational symmetry of a regular polygon.</li> </ul>	6. Oral Assessment	<p>from the students.</p> <p>Developing hypothesis by Brainstorming Discussion on rotational symmetry and order of symmetry.</p> <p>Video: Concept of Symmetry applicable to things around us.</p>	<p>b). Angle of Rotation</p> <p>c). Order of Rotation</p>
November (4)	<b>Visualising Solid Shapes</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks</li> <li>Power Point Presentations</li> <li>Videos</li> <li>Visualising different views of objects.</li> <li>.Faces, Edges and Vertices</li> </ul>	<ul style="list-style-type: none"> <li>To draw Oblique and Isometric sketches of a cube.</li> <li>To draw Oblique and Isometric sketches of a cuboids.</li> <li>Take a source of light and few solid shapes for the activity. Observe the type of Shadow formed.</li> <li>To draw a cube of dimensions 3 unit 3 unit 3 unit on an isometric paper and oblique paper.</li> </ul>	<ol style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments ( CW &amp; HW)</li> <li>Remedial Worksheets</li> <li>Quiz</li> <li>Oral Assessment</li> </ol>	<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 on 2-D and 3-D shapes and identifying their faces, edges and vertex.</p> <p>Video: 3-D shapes and explain the concept of Faces, vertices and edges.</p>	<p>Student will be able to know, understand and identify</p> <ol style="list-style-type: none"> <li>Two and three dimensional shapes.</li> <li>Faces, vertices and edges of three dimensional shapes.</li> <li>Build nets for 3D shapes.</li> <li>Draw solids on a flat surface.</li> <li>View different section of a solid.</li> </ol>

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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practicals/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>Month:</b> <b>Feb/</b> <b>March</b></p> <p><b>No. of</b> <b>Periods:9</b></p>	<p>Topic/Chapter: NUTRITION IN PLANTS</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Diagram on photosynthesis, stomata, pitcher plant, plant cell and animal cell.</p> <p>Activity: To detect the presence of starch in leaves.</p>	<p>Oral test were 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>Discussion on the modes of nutrition with the example of Lichen and pitcher plant.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Lecture Discussion. Activities</p> <p><b>Video:</b> Different modes of nutrition. Photosynthesis Plant and animal cell</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>-Understand the concept of photosynthesis, different types of nutrition in plants, how nutrients are replenished in the plants, plant and animal cell.</li> <li>Comprehend the concept of condition necessary for photosynthesis and importance of photosynthesis.</li> <li>-Differentiate between autotrophs and heterotrophs.</li> <li>-Differentiate between saprophytes and parasites</li> <li>- Represent the plant and animal cell diagrammatically.</li> </ul>

						-Draw the inference from a given diagram
<p><b>Month:</b> March</p> <p><b>No. of Periods:</b> 9</p>	<p>Topic/Chapter: NUTRITION IN ANIMALS</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 were 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 : Brainstorming</p> <p>Lecture Discussion.</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>The students will be able to Understand the concept of how different animals take in food, human digestive system, structure and function of different types of teeth, tooth decay, digestion in grass eating animals.</p> <p>Comprehend the concept of digestion in Human Beings and ruminants.</p>
<p><b>Month:</b> March</p> <p><b>No. of Periods:</b>8</p>	<p>Topic/Chapter: FIBRE TO FABRIC</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Diagram on Life cycle of silk moth</p> <p>Flowchart on how to obtain wool from sheep.</p> <p>Activity: Burning test of wool, silk, nylon etc.</p>	<p>Oral test were 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 :</p>	<p>The students will be able to Understand the concept of characteristics of silk and wool, selective breeding, extraction of wool from sheep, life cycle of silk moth, processing and production of silk.</p>

					<p>Brainstorming</p> <p>Lecture Discussion.</p> <p>Video: Production of wool from sheep. Life cycle of silk moth. Production of silk</p>	<p>Comprehend the concept of Selective breeding to get superior variety.</p> <p>Differentiate between silk and wool</p> <p>Represent the life cycle of silk moth diagrammatically.</p> <p>Draw the inference from a given diagram</p>
<p><b>Month:</b> <b>March/</b> <b>April</b></p> <p><b>No. of</b> <b>Periods:9</b></p>	<p><b>Topic/Chapter: HEAT</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Diagram on different types of thermometer, land breeze and sea breeze</p> <p>Practical: Transfer of heat by conduction, convection and radiation</p>	<p>Oral test were 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 : Brainstorming</p> <p>Lecture Discussion.</p> <p>Video: Different thermometers Ways of transferring heat Conduction Convection Radiation</p>	<p>The students will be able to understand the concept of heat and temperature, different types of thermometer, transfer of heat by conduction, convection and radiation, uses of good and poor conductors of heat, land and sea breeze, absorbers and emitters of heat.</p> <p>Comprehend the concept of heat and temperature and 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 temperatue in K and <sup>0</sup></p>

						C. Draw the inference from a given diagram
<b>Month:</b> <b>April</b>	<b>Topic/Chapter:</b> <b>ACIDS, BASES and SALTS</b>	PPT, Videos, Charts, Extra marks, board and chalk	Practical: Uses of indicators to determine that given substance is acidic or basic in nature.  Neutralization reaction  To find out different acids and bases in a given substances.	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: Acids, bases and salts Indicators Neutralization reaction	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.  Comprehend the concept of indicators used to determine acid and base  Differentiate between acids and bases.  Differentiate between Acidic, basic and neutral salts.  Determine whether given substance is acid or base.
<b>No. of Periods:9</b>						

<p><b>Month:</b> <b>April</b></p> <p><b>No. of Periods:9</b></p>	<p>Topic/Chapter: <b>PHYSICAL AND CHEMICAL CHANGES</b></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 baking soda and vinegar</p> <p>Reaction between copper sulphate solution and iron</p> <p>Activity: Rusting of iron</p> <p>Process of crystallisation</p>	<p>Oral test were 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 : Brainstorming</p> <p>Lecture Discussion.</p> <p>Video: Physical and chemical changes. Rusting of iron. Crystallization process to obtain pure crystals of <math>\text{CuSO}_4</math></p>	<p>The students will be able to understand the concept of Physical and chemical change, importance of chemical change, rusting of iron, methods to prevent rusting, crystallization.</p> <p>Comprehend the concept of physical and chemical change.</p> <p>Differentiate between physical and chemical change.</p> <p>Chemical reactions and activities</p> <p>Condition and measures to prevent rusting</p> <p>Draw the inference from a given table</p>
<p><b>MONTH - APRIL</b></p> <p><b>No. of Periods:9</b></p>	<p>Topic/Chapter: <b>WEATHER, CLIMATE and ADAPTATIONS OF ANIMALS TO CLIMATE</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect the data on minimum and maximum temperature of different places. Graphical Representation of Weather</p> <p>Collect information on migratory birds of India.</p>	<p>Oral test were 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 : Brainstorming</p>	<p>Understand the concept of Weather and climate</p> <p>To study the weather report</p> <p>Comprehend the concept of factors which affect climate</p> <p>Differentiate weather and climate</p>

					<p><b>Video</b> : Weather and climate</p> <p>Adaptations in animals found in tropical rainforest</p>	<p>Understanding how adaptations are related to climate</p> <p>Understanding the concept of adaptations in polar bears and Penguins.</p> <p>Imparting knowledge about migratory birds</p> <p>Comprehend the concept related to animals found in the tropical rain forest i. e. elephants, Red eyed frog, Touchan, Monkey and Lion Tailed Macaque</p> <p>Draw the inference from a given adaptations</p>
<p><b>MONTH - MAY</b></p> <p><b>No. of Periods:9</b></p>	<p>Topic/Chapter: <b>WINDS, STORMS and CYCLONES</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect information in dormant and active volcano in the world.</p> <p>Activity: Different properties of air.</p> <p>Art Integrated: Draw diagram on the cyclone</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>MCQs testing and Quizzes</p>	<p>Discussion on the state of rest or motion with the example of travelling by train.</p> <p>Developing hypothesis by: Brainstorming Lecture Discussion.</p>	<p>Understand the concept of winds, storms and cyclones</p> <p>Comprehend the concept of on different properties of air.</p> <p>Understanding on how wind is produced</p> <p>Imparting knowledge on as to what is thunderstorm and</p>

					<p><b>Video :</b> Wind Cyclone Thunderstorm tornado</p>	<p>precautions to be taken during thunderstorm</p> <p>Comprehend the concept on cyclone, how is it formed and destruction caused by cyclone</p> <p>Understanding the concept on tornado, destruction caused by tornadoes and protection from tornado.</p> <p>Differentiate between wind and thunderstorm</p> <p>Differentiate between cyclone and tornado</p>
<p><b>MONTH - JULY</b></p> <p><b>No. of Periods: 9</b></p>	<p>Topic/Chapter: SOIL</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: Collect the sample of soil from different areas.</p> <p>Collect information on how pollution is harmful for plants and animals.</p> <p>Collect information on what causes soil pollution and what are the causes of soil pollution.</p> <p>Art Integrated: Draw soil profile</p>	<p>Oral test were 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 : Brainstorming</p> <p><b>Video :</b></p>	<p>Understand the concept of soil and soil profile,</p> <p>Comprehend the concept of composition of soil.</p> <p>Differentiate between top soil and sub soil</p> <p>Differentiate between different types of soil.</p> <p>Concept clarity on seepage of water into soil</p>

			<p>Activity: To find the percentage of water absorbed by a soil.</p> <p>To measure the percolation rate of water in soil.</p>		<p>Soil Soil profile Composition of soil Types of soil Soil erosion Soil pollution</p>	<p>Calculate the water content in the given sample of soil.</p> <p>Calculate the percolation of water in the sandy clayey and loamy soil.</p> <p>Understanding the concept of soil erosion, its cause, effect and ways to prevent it.</p> <p>Concept clarity on soil pollution and different methods to prevent it</p>
<p>MONTH - JULY</p> <p>No of Periods: 9</p>	<p>Topic/Chapter: RESPIRATION IN ORGANISMS</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</p>	<p>Oral test were 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 : Brainstorming</p> <p><b>Video :</b> Aerobic and</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>

			respiration in other animals.		anaerobic respiration Mechanism of respiration The human respiratory system Breathing and respiration in other animals. Respiration in plants.	Respiration in plants through root, stem and leaves
MONTH – JULY / AUGUST  No of Periods:9	Topic/Chapter: TRANSPORT IN ANIMALS AND PLANTS	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 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>Oral test were 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 Brain storming.</p> <p>Video: Animations on heart structure and function. Blood vessels Video on working of excretory system. Dialysis Transport in plants.</p>	<p>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> <p>Imparting knowledge on as to what is thunderstorm and precautions to be taken during thunderstorm</p> <p>Comprehend the concept on cyclone, how is it formed and destruction caused by cyclone</p> <p>Understanding the concept on tornado, destruction caused by</p>

						<p>tornadoes and protection from tornado.</p> <p>Differentiate between wind and thunderstorm</p> <p>Differentiate between cyclone and tornado</p>
<p>MONTH – AUGUST</p> <p>No of Periods: 9</p>	<p>Topic/Chapter: REPRODUCTION IN PLANTS</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Flowchart on different method of reproduction</p> <p>Art Integration- draw different methods of vegetative propagation and asexual reproduction</p> <p>Draw structure of a flower</p> <p>Diagrammatically explain cross and self pollination</p> <p>Diagram of fertilization.</p> <p>Activity: Germination and dispersal of seeds</p>	<p>Oral test were 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 : Brainstorming</p> <p>Spell check</p> <p>Demonstration of flower</p> <p>Flip teaching</p> <p>Video: Asexual and sexual reproduction</p> <p>Different methods of multiplication/ vegetative propagation</p> <p>Structure of flower</p> <p>Pollination and</p>	<p>Understand the concept of reproduction, types and its role.</p> <p>Comprehend the concept of vegetative propagation</p> <p>Understanding the concept of asexual reproduction by enlisting examples</p> <p>Imparting knowledge on reproduction in flower with reference to pollination and fertilization</p> <p>Comprehend the concept on seed dispersal, different ways of dispersal of seeds.</p> <p>Understanding the concept of germination and formation of fruits</p> <p>Differentiate between</p>

					fertilization Different ways of seed dispersal	asexual and sexual reproduction Differentiate between pollination and fertilization
MONTH – AUGUST  No of Periods: 9	Topic/Chapter: MOTION AND TIME	PPT, Videos, Charts, Extra marks, board and chalk	Graphically explain uniform and non uniform motion  Draw a pie chart and bar graph  Draw sand clock  Draw simple pendulum  Discussion on motion and time and how pendulum works  Experiments: pendulum  Practical : How to calculate speed	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.  Debate on motion and rest.  Developing hypothesis by : Brainstorming  Spell check Demonstration of uniform and non uniform motion Flip teaching  Video: Motion and time Speed Uniform and non uniform motion Simple pendulum and its working	Understand the concept of electric circuit – open and close.  Comprehend the concept of effects of heating effect of electric circuit.  Understanding the concept and working of electric appliances.  Imparting knowledge on fuse and miniature circuit breaker.  Comprehend the concept of short circuit and overloading  Understanding the concept of magnetic effect of electric current, electromagnets and its uses.  Comprehend the concept of structure and function of electric bell.

						Differentiate between fuse and MCB
MONTH –SEPTEMBER  No of Periods: 9	Topic/Chapter: ELECTRIC CURRENT AND ITS EFFECT	PPT, Videos, Charts, Extra marks, board and chalk	<p>Draw symbols for electrical components</p> <p>Draw open and close circuit.</p> <p>Debate on applications of heating effect of electric current</p> <p>Draw an electric fuse</p> <p>Project: Explain magnetic effect of electric current.</p> <p>Project: explain heating effect of electric current.</p> <p>Activity: To make an electromagnet</p> <p>Art integrated: Draw electric bell</p>	<p>Oral test were 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 heating effect of electric current</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check</p> <p>Demonstration of Overloading and short circuiting</p> <p>Flip teaching</p> <p>Discussion on symbols used in electric circuit..</p> <p>Lecture method.</p> <p>Video: Open circuit and closed circuit. Application of heating effect of electric current. Short circuit and overloading.</p>	<p>Understand the concept of reproduction, types and its role.</p> <p>Comprehend the concept of vegetative propagation</p> <p>Understanding the concept of asexual reproduction by enlisting examples</p> <p>Imparting knowledge on reproduction in flower with reference to pollination and fertilization</p> <p>Comprehend the concept on seed dispersal, different ways of dispersal of seeds. Understanding the concept of germination and formation of fruits</p> <p>Differentiate between asexual and sexual reproduction</p> <p>Differentiate between pollination and fertilization</p>

					Fuses and MCB. Magnetic effect of electric current. Electromagnets and its uses Structure and working of electric bell	
MONTH –SEPTEMBER  No of schools: 9	Topic/Chapter: LIGHT	PPT, Videos, Charts, Extra marks, board and chalk	<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>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>Oral test were 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 images formed by lenses and spherical mirrors.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check</p> <p>Demonstration of lenses and spherical mirrors</p> <p>Flip teaching</p> <p>Video: Reflection of light</p> <p>Real and virtual image</p> <p>Characteristics of image formed by a plane mirror</p>	<p>Understand the concept of reflection of light.</p> <p>Comprehend the concept of real and virtual image.</p> <p>Understanding the concept of image formed by a plane mirror</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>Spherical mirrors and image formed by them.</p> <p>Lenses and image formed by them</p> <p>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>MONTH – SEPTEMBER</p> <p>No of Periods: 8</p>	<p>Topic/Chapter: WATER A PRECIOUS RESOURCES</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Flowchart on depletion of water</p> <p>Diagram to show water table, groundwater and aquifer.</p> <p>Project work on distribution of water on the earth surface.</p> <p>Discussion on proper management of water</p> <p>Debate on how human being is depleting the underground water</p> <p>Diagram on rainwater harvesting</p>	<p>Oral test were 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 how human being is leading to depletion of water</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check</p> <p>Demonstration of different states of water</p> <p>Flip teaching</p> <p>Video: Importance of water</p> <p>Different forms of</p>	<p>Understand the concept water: A precious resources</p> <p>Comprehend the concept of different states of water</p> <p>Understanding the concept of scarcity of water and its adverse effect.</p> <p>Imparting knowledge on groundwater as an important source of water.</p> <p>Comprehend the concept of depletion of water table.</p> <p>Understanding the concept of distribution of water and its proper management.</p> <p>Understanding the role to human being in</p>

					<p>water Groundwater Depletion of water table Proper management on water Rainwater harvesting</p>	<p>minimizing waste of water.</p> <p>Differentiate between three states of water</p> <p>Differentiate between drought and flood</p>
<p>MONTH – OCTOBE R</p> <p>No of Periods: 8</p>	<p>Topic/Chapter: FORESTS: OUR LIFELINE</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Flowchart on components of forest</p> <p>Diagram on how minerals are returned back to the soil.</p> <p>Flowchart on food 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 effecting the climatic condition of the entire world</p>	<p>Oral test were conducted</p> <p>Written test</p> <p>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</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</p>	<p>Understanding the importance of forest</p> <p>Comprehend the concept of components of a forest</p> <p>Imparting knowledge on 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 role of decomposers in a forest.</p> <p>Understanding the concept of importance of forests and adverse effect of deforestation.</p>

					<p>forest</p> <p>Importance of forests</p> <p>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 – NOVEMBER</p> <p>No of Periods: 9</p>	<p>Topic/Chapter: WASTEWATER STORY</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 recycle of water.</p> <p>Project: Find out different methods of minimizing the wastage of water.</p> <p>Project on sanitation and diseases</p>	<p>Oral test were 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: Brainstorming</p> <p>Video: Animations on waste water treatment plant, sewer and sewage system, sanitation and diseases, different types of tanks, sanitation at public places</p>	<p>Understand what is sewage and its composition</p> <p>Comprehend the concept of the sewerage system</p> <p>Understanding the importance of waste water treatment plant</p> <p>Imparting knowledge on different kinds of tanks used in WWTP</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, chemical toilets, vermin composting</p>

						<p>toilets and toilets in airplane.</p> <p>Differentiate between sludge and sewage</p> <p>Differentiate between sewers and sewage system</p>
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**Session 2023-24**

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 (6 Days)	<b>Chapter Civics Chapter 1 Equality No. of Periods:04</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Equal Pay- an experiment on monkeys</li> <li>• Video on Equality <a href="https://www.youtube.com/watch?v=iurhMy1I7EU">https://www.youtube.com/watch?v=iurhMy1I7EU</a></li> <li>• Various types of equality using animations of Smart Class</li> <li>• Video on summary of chapter <a href="https://www.youtube.com/watch?v=MIXZyNtaoDM">https://www.youtube.com/watch?v=MIXZyNtaoDM</a></li> <li>• Mind maps</li> <li>• Wall map of the world</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiential learning</b> 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.</li> <li>• <b>Skill assessment</b> <b>Reading skills</b> (Loud reading of the chapter) <b>Writing skills</b> (Assignments, Question answers &amp; test) <b>Critical Thinking</b> (Students will observe positive and negative behavior in scenarios that are common to their lives)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b>  Examining Prior Knowledge about the fundamental rights of the citizens</li> <li>• <b>Ice Breaking Activity:</b> 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.</li> <li>• <b>General discussions.</b> Connecting real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• The Students will be understanding the concept of Universal adult Franchise and Dignity</li> <li>• To familiarize students with the clauses of the constitution about equality</li> <li>• To acquaint students with the issue of inequality in so called developed democracies of the world</li> <li>• Students will be able to reason why despite equal rights provided by the constitution inequality still exists in society</li> <li>• They will appreciate the efforts of government in bringing out equality through certain initiatives like Mid- day meals</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Art Integration</b> Students will prepare posters on equality.</li> </ul>		<ul style="list-style-type: none"> <li>• Introduction of the chapter by discussions and interactions</li> <li>• Video on summary of chapter</li> </ul>	<ul style="list-style-type: none"> <li>• They will develop an understanding about the challenges democratic countries are facing. <b>Practical Outcome:</b></li> <li>• Students will be able to implement the knowledge gained through chapter in their real life by treating everyone with respect and dignity irrespective of their financial status, religion, caste, gender.</li> <li>• <b>Value based Outcome:</b>  To develop equity, dignity and respect.</li> </ul>
<b>March (26 Days)</b>	<b>Chapter Geography Chapter 1 Environment No. of Periods:05</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Globe</li> <li>• Wall map of the world</li> <li>• Flow Charts</li> <li>• Video: on Environment <a href="https://www.youtube.com/watch?v=x3Dqco-">https://www.youtube.com/watch?v=x3Dqco-</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art integration:</b> Drawing of domains of the environment</li> <li>• <b>FLIP LEARNING</b> 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</li> <li>• <b>Skill assessment Reading skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b> The session would begin with pre knowledge testing as they have studied the concept in previous classes.</li> <li>• <b>Ice Breaking Activity:</b> Challenge your students to make the classroom more environmentally friendly – what</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Enlist the components of environment.</li> <li>• Differentiate between natural – man made components.</li> <li>• Classify the natural environment and describe each component.</li> <li>• To Critically analyze the need to preserve the ecosystem.</li> <li>• <b>Practical Outcome:</b></li> </ul>

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		<p><u>NEGk</u></p> <ul style="list-style-type: none"> <li>• Black board for diagram of ecosystem</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>(Loud reading of the chapter)  <b>Writing skills</b>                      (Assignments, Question answers &amp; test)</p>		<p>would they change?                      Encourage the children to reuse old carrier bags, recycle their paper, turn the lights off.                      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> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Students will develop gratitude towards the components of environment and ecosystem surrounding them and will try to protect the environment.</p> <ul style="list-style-type: none"> <li>• <b>Value based Outcome:</b>                      To develop sense of sustainable development and concerned for environment.</li> </ul>

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					Science) <ul style="list-style-type: none"> <li>Introduction of the chapter by discussions and interactions</li> </ul>	
March	<b>Chapter History 1 Tracing Changes Through a Thousand Years No. of Periods:06</b>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video: on Our past history</li> <li>Wall map of the India</li> <li>Black board for flow charts top show chronology of events</li> <li>E-Book</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Practical Students were told to compare map 1 and map 2 and find out similarities and differences between two maps</li> <li><b>Art Integration</b> Presentation by students on comparison of map 1 and map 2 similarities and differences.</li> <li><b>Skill assessment</b> <b>Reading skills</b> (Loud reading of the chapter) <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on question answers</li> <li>Written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice Breaking Activity:</b> Asking students to 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)</li> <li><b>Developing knowledge of</b></li> </ul>	<ul style="list-style-type: none"> <li>Students would be able to understand</li> <li>The significance of periodization in the studying history and about the major sources of information regarding the medieval period of Indian history.</li> <li>The major sources of information regarding the medieval period of Indian history.</li> <li>Power struggles among Rajput's, Pala's, Pratiharas, Rashtrakutas and Cholas.</li> <li>Calligraphy and Cartography developed during medieval period.</li> </ul>

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					<p><b>concept by:</b> Examining Prior Knowledge about Indian History ancient period (which they have studied in class VI) by asking Random Questions.</p> <ul style="list-style-type: none"> <li>Introducing The topic after getting the expected response from the students by connecting this information to the medieval period.</li> <li>Interactions/Discussions</li> </ul>	<ul style="list-style-type: none"> <li>New social and political groups emerged such as Rajputs, Sikhs. Jats.</li> <li>Changes in Hinduism, worshipping of new deities, the construction of temples, and growing importance of Brahmins</li> <li><b>Practical Outcome:</b> The students will understand the importance of unity and harmony especially in today world where the tensions among countries are growing.</li> <li><b>Value based Outcome:</b> Respect for the nation and integrity.</li> </ul>
March	<b>Chapter 2 Geography Inside Our Earth</b>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video: On Rocks</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary linkage.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice Breaking Activity:</b></li> </ul>	<ul style="list-style-type: none"> <li>After going through this unit, the students would be able to:</li> </ul>

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**Session 2023-24**

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	<p><b>No. of Periods:05</b></p>	<p>and Minerals</p> <ul style="list-style-type: none"> <li>• <b>Video on Inside our Earth</b> <a href="https://www.youtube.com/watch?v=pbfi0FDJnoQ">https://www.youtube.com/watch?v=pbfi0FDJnoQ</a></li> <li>• Wall map of the India</li> <li>• Use of Globe</li> <li>• Black board for diagram of interior structure of earth and rock cycle</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>The chapter will be connected with History to explain how Taj Mahal and Red Fort are built with different types of rocks</p> <p>With Science to explain the composition of rocks</p> <ul style="list-style-type: none"> <li>• Art integration: Drawing of interior structure of the earth and rock cycle</li> <li>• <b>Skill assessment Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p><b>(Agree or Disagree FUN GAME)</b></p> <ul style="list-style-type: none"> <li>➤ One rock can change into another type of rock.</li> <li>➤ Humans have a right to mine the Earth for things like oil, minerals, etc.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b></li> <li>• Checking their previous knowledge about earth by random questioning about types of rocks (which they have already studied in Science) Video on Inside our Earth</li> <li>• Introduction of the chapter by discussions and interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the layered structure of the Earth.</li> <li>• Differentiate between types of rocks by referring to their properties and methods of formation</li> <li>• Differentiate between the different types of rocks and understand the way in which they must have been formed</li> <li>• The phenomena of rock cycle</li> <li>• <b>Practical Outcome:</b> 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.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						They will develop an attitude of sustainable development.
March	<b>Chapter 2 History New Kings and Kingdoms No. of Periods:06</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Temple of Gangaikondacholapuram  <a href="https://www.youtube.com/watch?v=i5Kw0fAIy8E">https://www.youtube.com/watch?v=i5Kw0fAIy8E</a></li> <li>• Video on GST by Pallavi Joshi</li> <li>• Video on Prashastis and land grants</li> <li>• Wall map of the India</li> <li>• Black board for making flow charts to explain chronology of events</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Map Activity Show major kingdoms on the political map of India.</li> <li>• <b>Art integration:</b> Colouring the map</li> <li>• <b>Skill assessment</b></li> <li>• <b>Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity:</b> 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.</li> <li>• <b>Developing knowledge of concept by:</b></li> <li>• Checking their previous knowledge about Kings and their Kingdoms by random questioning.</li> <li>• Introduction of the chapter by</li> </ul>	<ul style="list-style-type: none"> <li>• Students would be able to understand:</li> <li>• Emergence of new dynasties for seventeenth century and the importance of kannuj and tripartite struggle.</li> <li>• The three kingdoms – Gurjaras, Palas and Rashtrakutas and their constant struggle to acquire control over Kannuj, termed as Tripartite Struggle.</li> <li>• Mahmud of Ghazni</li> <li>• The emergence of Cholas as the most powerful kingdoms</li> <li>• The role of Ur, Sabha and Nagaram in Cholas village administration</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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					<p>discussions and interactions</p> <ul style="list-style-type: none"> <li>Video: Temple of Gangaikondacholapuram (for Virtual visit)</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical Outcome:</b> 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.</li> <li><b>Value based Outcome:</b> Students will learn how to respect Law and order.</li> </ul>
March	<p><b>Chapter 2 Civics</b> <b>Role of the Government in Health</b> <b>No. of Periods:04</b></p>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video: Costa Rican approach <a href="https://www.youtube.com/results?search_query=Costa+Rican+approach">https://www.youtube.com/results?search_query=Costa+Rican+approach</a></li> <li>Video on Kerala health Status <a href="https://www.youtube.com/watch?v=rUm6r-pDTmk">https://www.youtube.com/watch?v=rUm6r-pDTmk</a></li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li><b>Art integration:</b> Debate (Students will express their views on the given topic)</li> <li><b>Skill assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on question answers</li> <li>Written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice Breaking Activity:</b></li> <li><b>Brainstorming:</b> Students aided by open ended questions to draw comparisons between public and private health care service</li> <li><b>Developing knowledge of concept by:</b> Interactive dialogue connecting real</li> </ul>	<ul style="list-style-type: none"> <li>To familiarize the students with the concept of health</li> <li>To acquaint the students with the status of public health system in India</li> <li>To apprise the students about Costa Rican approach and Efforts of Indian government to improve the health status in India through case study of Kerala.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>Wall map of world to show Costa Rica</li> <li>Wall map of India to show Kerala</li> <li>E-Book</li> <li>Chalk and Board</li> </ul>	<p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>		<p>life situations.</p> <ul style="list-style-type: none"> <li>Introduction of the chapter by discussions and interactions</li> <li>Video: Costa Rican approach <b>(for Virtual visit)</b></li> <li>Video on Kerala health Status <b>(for Virtual visit)</b></li> </ul>	<ul style="list-style-type: none"> <li>They will be able to distinguish between private and public health services.</li> <li><b>Practical Outcome:</b> Through debates critical thinking of the students will be developed.</li> <li><b>Value based Outcome:</b> Students will be sensitized towards the problems faced by poor people because of lack of proper health facilities in India.</li> </ul>
<b>April (22 Days)</b>	<b>Chapter 3 History The Delhi Sultans No. of Periods:07</b>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video: Delhi Sultans <a href="https://www.youtube.com/watch?v=L4E6tT85JWU">https://www.youtube.com/watch?v=L4E6tT85JWU</a></li> <li>Video on Circle of justice</li> </ul>	<ul style="list-style-type: none"> <li>Activity A map to show Alauddin Khalji's campaign into South India was taken up.</li> <li><b>Skill assessment</b></li> <li><b>Reading skills</b> (Loud reading of the chapter)</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on question answers</li> <li>Written assignment</li> <li>Weekly conceptual test (MCQ based)</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice Breaking Activity: (Discuss and Debate)</b> ➤ The Architecture of Today v/s The Architecture of the Sultanate</li> <li>Introduction of the chapter with</li> </ul>	<ul style="list-style-type: none"> <li>Students would be able to understand about Delhi Sultan how they set up their rule in Indian sub-continent.</li> <li>Learn about important dynasties of Delhi Sultans were Slave dynasty, Khalji</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Wall map of India Political</li> <li>• Black board to explain chronology of the events</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p><b>Writing skills</b>                      (Assignments, Question answers &amp; test)                      Critical Thinking                      (Discuss and Debate Activity)</p>	<ul style="list-style-type: none"> <li>• Pen paper test</li> </ul>	<p>the help of interactions and discussions</p> <ul style="list-style-type: none"> <li>• Video on Delhi Sultanate <b>(for Virtual visit)</b></li> <li>• Real life examples and stories of Sultans</li> </ul>	<p>dynasty, Tughlaq dynasty, Sayyid dynasty and Lodi dynasty.</p> <ul style="list-style-type: none"> <li>• Iqta System</li> <li>• Learn about Muhammad Tughlaq, Alluddin Khilji and comparisons between the polices adopted by both</li> <li>• Learn about currency of that time.</li> <li>• <b>Practical Outcome:</b>                      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</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						was criticised for his wrong policies. • <b>Value based Outcome:</b> Through the character of Alauddin Khilji students will learn the values like assertiveness , maturity and commitment.
April	<b>Chapter 3                      Geography Our                      Changing Earth                      No. of Periods:06</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Volcano</li> <li>• <a href="https://www.youtube.com/watch?v=VNGUdObDoLk">https://www.youtube.com/watch?v=VNGUdObDoLk</a></li> <li>• Video on Earthquake</li> <li>• Video for work of Sea, river, sea waves, ice and sand</li> <li>• Wall map of India Political</li> </ul>	<ul style="list-style-type: none"> <li>• Art integration: A coloured diagram of volcano o be drawn by the students</li> <li>• <b>Skill assessment</b>  <b>Reading skills</b> (Loud reading of the chapter) <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (CURIOSITY BASEDQUESTION)</b> <ul style="list-style-type: none"> <li>➤ Have you ever seen a volcano? Answer-Yes/no</li> <li>➤ What could have caused a volcano to erupt? Answer- They may tell about the endogenic forces/ lava inside the earth</li> </ul> </li> <li>• <b>Developing knowledge of concept by:</b></li> </ul>	<ul style="list-style-type: none"> <li>• To Familiarize with the basics of Lithospheric plates and plate tectonics</li> <li>• Differentiate and understand between Endogenic Forces and exogenic forces</li> <li>• Identify the structure and cause of Volcanoes and Earthquakes</li> <li>• Identify the landforms caused by the agents of denudation like, river, sea waves, glacier and wind.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
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**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Black board to explain flow chart of Endogenic and Exogenic resources and drawing diagram of volcano and work of sea, river, ice and sand</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>			<ul style="list-style-type: none"> <li>• Introduction of the chapter with the help of interactions and discussions</li> <li>• Video on Volcanic eruption <b>(for Virtual Experience)</b></li> <li>• Real life examples of earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>• They would be able to reason why Earthquakes happen.</li> <li>• <b>Practical Outcome</b> Children will experience the intensity of the volcano through real video shoot and will be able to differentiate it with the visualization, which they might have visualized while going through animations of volcano.</li> </ul>
April	<b>Chapter 4 History</b> <b>The Mughal Empire</b> <b>No. of Periods:07</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Mughal succession</li> </ul> <p><a href="https://www.youtube.com/watch?v=rap7egq3Xd0">https://www.youtube.com/watch?v=rap7egq3Xd0</a></p>	<ul style="list-style-type: none"> <li>• Project: Students will be asked to make a small project on any of the Mughal Emperor</li> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b></p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME)</b></li> <li>➤ Akbar was the first Mughal emperor of India.</li> </ul>	<ul style="list-style-type: none"> <li>• Students would be able to Understand who Mughals were and how the Mughal rule started in the Indian subcontinent and appreciate the efficient</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Video on Muhammad Tughlaq's policies</li> <li>• Video on Razia Sultana</li> <li>• Black board to make flow chart to show sequence of events</li> <li>• Wall map of India Political</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	(Loud reading of the chapter) <b>Writing skills</b> (Assignments, Question answers & test)	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Mughals did not believe in democracy.</li> <li>• Checking their previous knowledge about Mughal rulers by random Questioning</li> <li>• Introduction of the chapter with the help of interactions and discussions</li> <li>• Video: Mughal succession <b>(for Virtual Experience)</b></li> </ul>	<ul style="list-style-type: none"> <li>administration of Akbar.</li> <li>• Learn about Trace the impact of the imperial administration at the local and regional levels.</li> <li>• Learn about new administrative measures like Mansabdari system and Jagirdari system.</li> <li>• Understand Akbar's secular religious policy and advanced the concept of Sulh-i-kul or Universal peace</li> <li>• Know about emergence of new regional powers under Aurangzeb</li> <li>• <b>Practical Outcome:</b> Through the story of Razia Sultana they will come to know</li> </ul>

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**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						<p>status of women in Mughal period. Students will compare Razia with present women leaders to know whether women leaders are accepted readily today.</p> <ul style="list-style-type: none"> <li>• <b>Value based Outcome:</b> Gender sensitivity and respect for the women will be developed among the students.</li> </ul>
April	Chapter 4 Geography Air No. of Periods:04	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Layers of the atmosphere  <a href="https://www.youtube.com/watch?v=DftEDVzGnMg">https://www.youtube.com/watch?v=DftEDVzGnMg</a></li> <li>• Video on experiment of ball and feather</li> </ul>	<p>Art integration: A coloured diagram of pressure belts and types of rainfalls to be drawn by the students</p> <p>Interdisciplinary Science Composition of atmosphere, humidity</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (Discuss and Debate)</b> <ul style="list-style-type: none"> <li>➤ Pollution the major cause of Global Warming.</li> <li>➤ Ways to cope up with the Natural Disasters.</li> </ul> </li> <li>• Introduced the chapter with</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Outline the characteristics of the</li> </ul>

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**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Video on Razia Sultana</li> <li>• Videos on types of rainfalls</li> <li>• Black board to make diagrams of structure of atmosphere, pressure belts and types of rainfalls</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skill assessment</b></li> <li>    <b>Reading skills</b> (Loud reading of the chapter)</li> <li>    <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>		Interactive session on air <ul style="list-style-type: none"> <li>• Discussion on the meaning of various layers of atmosphere with the help of acronyms and mnemonics (Trust Surely Me in The Exams)</li> <li>• Video: Layers of the atmosphere <b>(for Virtual Experience)</b></li> </ul>	layers of atmosphere. <ul style="list-style-type: none"> <li>• Differentiate between the terms weather and climate.</li> <li>• Identify the elements determining the weather i.e. temperature, air pressure, winds and rainfall.</li> <li>• Diagrammatically explain the pressure belts, planetary winds and types of rainfall</li> <li>• Comprehend the factors affecting atmospheric temperature and pressure in relation to altitude, temperature and water vapour.</li> <li>• <b>Practical Outcome:</b> Besides students would be sensitized towards environment after knowing the importance of different layers of atmosphere.</li> </ul>

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**Class: VII (SOCIAL SCIENCE)**

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May (18 Days)	<b>Chapter 5 History Rulers and Buildings</b>  <b>No. of Periods:06</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Brihdeswar temple <a href="https://www.youtube.com/watch?v=D3yBuyu_FOA">https://www.youtube.com/watch?v=D3yBuyu_FOA</a></li> <li>• Video Sun temple <a href="https://www.youtube.com/watch?v=9ZVndhJCiG8">https://www.youtube.com/watch?v=9ZVndhJCiG8</a></li> <li>• Video on Rulers and the monuments they constructed</li> </ul> <p>Black board to draw different styles of techniques used in the construction like Corbelled, true arch</p> <ul style="list-style-type: none"> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Students in groups of five to be told to gather information about any great monument constructed in the modern period like Statue of Unity and the information so gathered with all the students</li> <li>• <b>Skill assessment</b></li> <li>• <b>Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (CURIOSITY BASEDQUESTION)</b> <ul style="list-style-type: none"> <li>➤ How many of you have seen Brihdeswar temple?</li> <li>➤ Do you know the reason, why Brihdeswar temple, being so old and so high is not tilting like ‘Leaning Tower of Pisa’ and ‘Big Ben of London’?</li> </ul> </li> <li>• Video Sun temple <b>(for Virtual Visit)</b></li> <li>• Introduction of the chapter with the help of interactions and discussions.</li> </ul>	<p>Students would be able to:</p> <ul style="list-style-type: none"> <li>• Familiarize about the medieval period and illustrate the features of different forms of art and architecture</li> <li>• Students will critically think about the medieval period</li> <li>• Enhance their creativity, focusing on a distinct style of architecture developed which was marked by red sandstone, marble and double domed structures under the Mughals</li> <li>• <b>Value based Outcome:</b> Students would learn to appreciate</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
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**Class: VII (SOCIAL SCIENCE)**

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					<ul style="list-style-type: none"> <li>Video: Brihadeshwar temple <b>(for Virtual Visit)</b></li> </ul>	the rich cultural heritage of India after knowing the Peculiar features, Science and advanced techniques behind these structures.
May	<b>Chapter 5 Geography Water No. of Periods:05</b>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video: Tsunami</li> <li>Video Spring tides and Neap tides</li> <li><a href="https://www.youtube.com/watch?v=Hdl_PyMFNro">https://www.youtube.com/watch?v=Hdl_PyMFNro</a></li> <li>Video on Ocean currents</li> <li>Wall world map</li> <li>Black board for making diagrams of</li> </ul>	<ul style="list-style-type: none"> <li>Activity: Physical map of the world showing continents and oceans to be done by students.</li> <li>Diagrams of water cycle, spring tides and neap tides</li> <li><b>Art integration:</b> Food for thought fun game</li> <li><b>Skill assessment</b></li> <li><b>Reading skills</b> (Loud reading of the chapter)</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on question answers</li> <li>Written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li><b>Ice Breaking Activity: (Food for Thought FUN GAME)</b> <ul style="list-style-type: none"> <li>➤ If flora (plants) and fauna (animals) were brother and sister, their parents would be called...</li> <li>➤ All eating and killing of all animals should be banned, otherwise...</li> <li>➤ shortages, because...</li> <li>➤ The best cities in the world have a</li> </ul> </li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand the water cycle and how it is caused</li> <li>Understand the formation of waves</li> <li>Understand the cause and effect of Tides</li> <li>Understand the cause and effect of ocean currents</li> <li>Tsunami with the help of case study.</li> <li><b>Value based Outcome:</b></li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		water cycle, spring tides and neap tides  • E-Book • Chalk and Board	<b>Writing skills</b> (Assignments, Question answers & test)		lot of common- property resources such as parks and community centres, because...  • Discussed water cycle in class as introduction to the chapter • Video Spring tides and Neap tides <b>(for Virtual Experience)</b>  • Explained and discussed the major difference between Waves and tides. Tsunami was explained through real life case study.	They will be sensitized towards the water scarcity, the biggest problem of the world today.
May	<b>Chapter 3 Civics</b> <b>How the State</b> <b>Government Works</b> <b>No. of Periods:06</b>	• PPT  • Video: Scene of State assembly	• Practical: The class to be divided into constituencies. Mock elections to be held. Students contest	• MCQ (daily)  • Oral discussions on question answers  • Written assignment	• <b>Ice Breaking Activity: (Virtual Experience)</b> • Chapter to be introduced after	• To enable students to gain a sense of the nature of decision- making within State government.

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=3mxmtYrFbyc">https://www.youtube.com/watch?v=3mxmtYrFbyc</a></li> <li>• Wall map of India political to explain constituency</li> <li>• Black board for helping in practical for depicting constituency, calculating majority, selection of ministers etc.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>elections representing themselves different parties/ individual contestants. The government to be formed. Ministers to be chosen and allocated portfolios and a topic to be debated in the mock assembly.</p> <ul style="list-style-type: none"> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p>showing the scene of state assembly through video.</p> <ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b> (<b>Example of</b> MUN was given to relate the concept)</li> <li>• Lectures and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the students the domain of power and authority exercised by the state government over people's lives.</li> <li>• To familiarize the students with the functioning of legislative assembly</li> <li>• An understanding of the formation and functioning of government</li> <li>• To develop understanding to distinguish between an MLA and a minister.</li> <li>• <b>Practical Outcome:</b> Through Inter House MUN (Model United Nation), they will get an idea how topics are debated, and resolutions are passed in the assembly.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						<ul style="list-style-type: none"> <li>• <b>Value based Outcome:</b> Students will develop a civic sense and will come to know how actually a democratic set up works.</li> </ul>
May	<b>Chapter 4 Civics Growing Up as Boys and Girls No. of Periods:05</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Girls toys Vs Boys toys <a href="https://www.youtube.com/watch?v=QKgKaQzil1A">https://www.youtube.com/watch?v=QKgKaQzil1A</a></li> <li>• Video: Unequal wages for same work on the basis of gender</li> <li>• Wall map of India to show the sex ratio and status of women in different states of India</li> <li>• E-Book</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Students in a group of five to be enacting a role play to show growing up as boys and girls</li> <li>• <b>Art integration:</b> Role play</li> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (CURIOSITY BASED QUESTION)</b> <ul style="list-style-type: none"> <li>➤ Do you have sibling of opposite sex?</li> <li>➤ Do your parents treat you and your sibling of opposite sex equally?</li> <li>➤ Video: Girls Vs Boys</li> </ul> </li> <li>• <b>(for Virtual Experience)</b></li> </ul>	<p>The students will be able:</p> <ul style="list-style-type: none"> <li>• To familiarize the students with the issue of gender discrimination in our society through two contrast case studies of growing up in Samoa in the 1920s and growing up in Madhya Pradesh in the 1960s.</li> <li>• To understand gender as a social construct, not determined by biological difference.</li> <li>• To understand the role of government in reducing the inequality on the basis</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>Chalk and Board</li> </ul>			<ul style="list-style-type: none"> <li>Interactive dialogue Connecting real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>of gender by taking certain initiatives like anganwadis etc.</li> <li>To apprise them with the pitiable condition of domestic helpers</li> <li><b>Practical Outcome:</b> Students will learn to value the work done by their mothers.</li> <li><b>Value based Outcome:</b> They will develop empathetic attitude towards domestic helpers and will learn to give respect to their helpers</li> </ul>
<b>June (4 Days)</b>	<b>Activities Term 1 No. of Periods:05</b>	<ul style="list-style-type: none"> <li>Wall Map of India</li> <li>New political boundary Map of India on the projector</li> </ul>	<ul style="list-style-type: none"> <li>Practical: A Map Activity will be done in the class to show all states, union territories and their capitals in their</li> </ul>	<ul style="list-style-type: none"> <li>Written test of location of states and union territories and their capitals</li> </ul>	<ul style="list-style-type: none"> <li>Students will be shown the Wall political map of India.</li> <li>They will be shown the latest</li> </ul>	<ul style="list-style-type: none"> <li>To familiarize the students with the Indian States and Union Territories of India</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p style="text-align: center;">notebooks.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• <b>Skill assessment</b></li> </ul> <p style="text-align: center;"><b>Reading skills</b> (Loud reading of the chapter)</p> <p style="text-align: center;"><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>		<p>political map of India (after revoking section 377) on the projector</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the students with the capitals of States and Union territories of India]</li> <li>• <b>Practical Outcome:</b>  Students will come to know how political boundaries within India has changed after revoking 370</li> </ul>
<p style="text-align: center;"><b>July (23 Days)</b></p>	<p><b>Chapter 6 History Town Traders and Craft persons No. of Periods:06</b></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: temple towns</li> <li>• Video: Case study of Surat, Hampi and Masulipatnam</li> </ul>	<p>Activity: Students will show two pilgrim centers, one administrative center, two port cities and two temple towns on the India Political map</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (Real life examples)</b></li> <li>• Chapter to be introduced after discussing about present port cities,</li> </ul>	<p>Students would be able to:</p> <ul style="list-style-type: none"> <li>• To examine the differences between founded towns and those that grows as a result of trade.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<p><a href="https://www.youtube.com/watch?v=ChchmDc_OhI">https://www.youtube.com/watch?v=ChchmDc_OhI</a></p> <ul style="list-style-type: none"> <li>• Wall map of India to show important trade centres, port cities and temple towns</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skill assessment</b></li> <li>• <b>Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p>like Chennai, Mumbai etc. and pilgrim centers like Hardwar, Mathura etc.</p> <ul style="list-style-type: none"> <li>• <b>Developing knowledge of concept by:</b> Lecture and discussion method</li> <li>• Video on Hampi <b>(for Virtual Experience)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To trace the origins and histories of towns, many of which survive today</li> <li>• To understand the growth of towns as the result of trade</li> <li>• Know about the temples, which were often central to the economy and society.</li> <li>• Association of traders</li> <li>• Case study of Surat, Masulipatnam and Hampi</li> <li>• <b>Practical Outcome:</b> Students will understand how present day's pilgrim centers like Haridwar and Mathura etc. could have converted into towns in the past.</li> </ul>
July	<b>Chapter 6 Geography Natural Vegetation and Wildlife</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Evergreen forest</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Students will be doing wallpaper activity. They will</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (Food for Thought FUN GAME)</b></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• To familiarize the students with the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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	<p><b>No. of Periods:06</b></p>	<p><a href="https://www.youtube.com/watch?v=DM8GVVbWOQU">https://www.youtube.com/watch?v=DM8GVVbWOQU</a></p> <ul style="list-style-type: none"> <li>• Video: Deciduous vegetation</li> <li>• Video: Deciduous forest</li> <li>• Video: Coniferous Forests</li> <li>• Video: Desert Vegetation</li> <li>• Wall map of India to show important trade centers, port cities and temple towns</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>collect information/ pictures of various types of vegetations. They will be allowed to use their creativity in making charts on natural vegetation.</p> <ul style="list-style-type: none"> <li>• <b>Art integration:</b> Food for thought : Fun Game</li> <li>• A Map Activity will be done in the class to show different types of vegetations on the world map</li> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>➤ The destruction of Earth's tropical rainforests results in the death and extinction of many birds and animals, because...</li> <li>➤ Wasting paper results in cutting down of more forests, because...</li> <li>• During winters, many migratory birds travel long distances across the world in search of warmer climates.</li> <li>• <b>Developing knowledge of concept by:</b> Chapter to be introduced by asking few questions from the students about the type of vegetation grown in the area, they belong to.</li> </ul>	<p>factors those, influence the natural vegetation of a place.</p> <ul style="list-style-type: none"> <li>• To acquaint the students with the locations where different types of natural vegetation flourish</li> <li>• Students will be able to compare various types of natural vegetation and wildlife living in different types of forests, grasslands and shrubs.</li> <li>• <b>Practical Outcome:</b> They will develop environment sensitivity through the activity of tree plantation as this is monsoon season so students will be involved in the activity of tree plantation.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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			<ul style="list-style-type: none"> <li>• <b>Collaborative Learning</b> with English (Desert)</li> </ul>		<ul style="list-style-type: none"> <li>• Video: Evergreen forest <b>(for Virtual Experience)</b></li> <li>• General discussions and lecture method</li> <li>• <b>Collaborative Learning with English (Desert)</b> – Write a story on Once I went on a Safari trip.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Value based Outcome:</b> Through tree planting activity students will develop sense of responsibility accountability and love for community.</li> </ul>
July	<b>Chapter 5 Civics</b> <b>Women Change the World</b> <b>No. of Periods:06</b>	<ul style="list-style-type: none"> <li>• PPT to revise the whole chapter at the end</li> <li>• Video on Tessy Thomas, Project director of Agni IV and Agni V projects</li> <li>• Video on women empowerment</li> </ul> <p><a href="https://www.youtube.com/watch?v=1rs24NPbmdI">https://www.youtube.com/watch?v=1rs24NPbmdI</a></p>	<ul style="list-style-type: none"> <li>• <b>FLIP LEARNING</b> Students to be given a small portion of chapter independently to prepare and explain to the class. They are free to cite examples from the real life, use blackboard for making flow charts and present data as teaching aid.</li> <li>• <b>Art integration:</b> Flip Teaching (students will give</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Ice Breaking Activity: (Discuss and Debate)</b></li> <li>➤ Men and Women have equal rights. It is necessary to educate men in order to empower women.</li> <li>➤ Women are less privileged than men.</li> <li>• <b>Developing knowledge of concept by:</b></li> </ul>	<p>Students would be able to:</p> <ul style="list-style-type: none"> <li>• To familiarize the students with the concept of stereotype</li> <li>• To acquaint the students with the struggle done by women in India to break the stereotype about their capabilities</li> <li>• To apprise them about the various methods adopted by women to fight against</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>E-Book</li> <li>Chalk and Board</li> </ul>	presentation on the given topics) <ul style="list-style-type: none"> <li><b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>		FLIP LEARNING <ul style="list-style-type: none"> <li>➤ Students can use Flow charts. Statistical data, discussion method, question answer method</li> <li>➤ Video on women empowerment <b>(for Virtual Experience)</b></li> </ul>	discrimination <ul style="list-style-type: none"> <li><b>Value based Outcome:</b> Students will be sensitized towards the problems of women in India. They will be able to comprehend the role of various movements started by women.</li> </ul>
July	<b>Chapter 7 History Tribes, Nomads and Settlement Communities</b> <b>No. of Periods:07</b>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video: Ahom society</li> <li>Video: Gonds Society <a href="https://www.youtube.com/watch?v=kbocArx3EWY">https://www.youtube.com/watch?v=kbocArx3EWY</a></li> <li>Wall map of India to show location of important Indian tribes</li> </ul>	Activity: They will show location of different tribal societies on the political map off India <ul style="list-style-type: none"> <li><b>Art integration:</b> Debate (Students will express their views on the given topic)</li> <li><b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b></p>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on question answers</li> <li>Written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Ice Breaking Activity: (Discuss and Debate)</b></li> <li>➤ Hunting and Gathering v/s Agriculture</li> <li>➤ Nomadic life v/s Settled life</li> <li><b>Developing knowledge of concept by:</b></li> <li>• Checking their previous knowledge about Tribes by random Questioning</li> <li>• Introduction of the</li> </ul>	Students would be able to <ul style="list-style-type: none"> <li>• Examine considerable social changes took place in the subcontinent during this period.</li> <li>• Learn about the interaction caused both (Varna –based society and tribal society) kind of societies to adapt and change.</li> <li>• Build citizenship as they will be able to identify the areas in</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	(Assignments, Question answers & test)		chapter with the help of interactions and discussions and giving real life examples of tribal people.  <ul style="list-style-type: none"> <li>• Video on Gond society <b>(for Virtual Experience)</b></li> </ul>	which tribal people may have lived. <ul style="list-style-type: none"> <li>• A case study of Ahoms and Gonds</li> <li>• <b>Practical Outcome:</b> Students will be sensitized towards the problems of tribal societies and will be able to understand why government has made special provisions for these societies like reservation in jobs and educational institutions.</li> </ul>
<b>July</b>	<b>Chapter 6 Civics Understanding Media No. of Periods:04</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: relationship between media and business houses</li> </ul>	Practical: Students will be divided into groups and told to compare the two newspapers on the coverage of any latest topic and write down	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity:</b></li> <li>• <b>(Brainstorming)</b> Students aided by open ended questions brainstorm and</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with the various forms of media</li> <li>• To elucidate the role of media in a democracy</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<p><a href="https://www.youtube.com/watch?v=rKti_jMCqmvM">https://www.youtube.com/watch?v=rKti_jMCqmvM</a></p> <ul style="list-style-type: none"> <li>• Video: Media and democracy</li> <li>• Video: Advertisement of Comfort Fabric Conditioner</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>similarities and differences in their report and analyse the reasons for the differences</p> <ul style="list-style-type: none"> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p>find out the what TV does to us and what can we do with TV.</p> <ul style="list-style-type: none"> <li>• PK Testing Interactive dialogue connecting real life situations.</li> <li>• <b>Collaborative Project with English</b> on “Media” – Children will prepare questionnaire from the HRD Minister on the given topic.</li> <li>• Video: How to use social media for business <b>(for Virtual Experience)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To illustrate the importance of setting agendas and its impact on people’s lives and choices</li> <li>• Students will be able to reason why in spite of democratic structure of India and freedom of press, they do get biased reports.</li> <li>• The students will develop an understanding of role of the media in facilitating interaction between the government and citizens.</li> <li>• They will be able to understand the importance of a balanced report</li> <li>• They will be able to comprehend the link between information and power</li> <li>• <b>Practical Outcome:</b></li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						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.
<b>August (20 Days)</b>	<b>Chapter 8 History Devotional Paths to the Divine No. of Periods:07</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Bhajan of Mirabai</li> <li>• Video: Sufism</li> <li>• Video: Story based on preaching of Guru Nanak Dev ji</li> <li>• Mind Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Project: Children will make a project on the major religious beliefs prevailing in India and will write the similarities in all the religions.</li> <li>• <b>Art integration:</b> Agree and disagree fun game</li> <li>• <b>Skill assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME)</b></li> <li>➤ People who pray are healthier than those who don't.</li> <li>➤ Shiv, Vishnu, and Durga are different names of the same power.</li> <li>• <b>Developing</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students would be able to examine the difference between the history of followers of Baba</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>		<p><b>knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Introduction of topic by asking them to speak few lines from various Sufi songs, Shabad of Gurbani and couplets of Rahim</li> <li>• Interactive session and discussions</li> </ul>	<p>Guru Nanak and the history of the followers of the other religious figures of the Medieval centuries</p> <ul style="list-style-type: none"> <li>• To understand how saints challenged the formal traditions.</li> <li>• <b>Value Based Outcome:</b> 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 religions</li> </ul>
August	<p><b>Chapter 7 Human Environment – Settlement, Transport and Communication</b></p> <p><b>No. of Periods:07</b></p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Fastest train of the world  <a href="https://www.youtube.com/watch?v=Dw4zn-qw1oM">https://www.youtube.com/watch?v=Dw4zn-qw1oM</a></li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning: Solving imaginary case studies to choose the mode of communication and transportation as per situation.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (Food for Thought FUN GAME)</b> ➤ India has the largest network of railways in the world, because...</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with the dwellings and their types</li> <li>• To acquaint the students with the different modes of transportation and</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Video: 5G technology</li> <li>• Wall map of World Political to show location of busiest seaports and airports</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• A Map Activity will be done in the class to show five busiest airports and five busiest seaports of the world in the world map</li> <li>• <b>Art integration:</b> Food for thought : Fun game</li> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>➤ We should walk or use a bicycle to travel short distances, because...</li> <li>➤ New technologies and software like Whatsapp, Skype, etc. have made the world a smaller place, because...</li> <li>• Discussions on the topic “Changes in the style of human settlement over years”</li> <li>• Lecturing method</li> <li>• Video: Fastest train of the world <b>(for Virtual Experience)</b></li> </ul>	<ul style="list-style-type: none"> <li>• their importance</li> <li>• To apprise the students about the development taking place in the field of transportation and communication</li> <li>• Students will be able to identify what kind of transportation and communication facilities required in different situations and in different times</li> <li>• <b>Practical Outcome:</b> Through solving imaginary case studies to choose the mode of communication and transportation as per situation, students will get an insight into reality. It will help them in problem solving in future</li> </ul>
August		<ul style="list-style-type: none"> <li>• PPT</li> </ul>	A Map Activity will be done in the class to	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity:</b></li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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	<p><b>Chapter 8 Geography Human Environment Interactions- The Tropical and the Subtropical Region</b></p> <p><b>No. of Periods:06</b></p>	<ul style="list-style-type: none"> <li>• Video: Life in the Amazon Basin <a href="https://www.youtube.com/watch?v=mfgCM6d69Do">https://www.youtube.com/watch?v=mfgCM6d69Do</a></li> <li>• Video: Life in the Ganga Brahmaputra Basin <a href="https://www.youtube.com/watch?v=_AqP0IINvvg">https://www.youtube.com/watch?v=_AqP0IINvvg</a></li> <li>• Wall map of World Political to show location Amazon Basin and Ganga Brahmaputra Basin</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>show Amazon Basin and Ganga Brahmaputra Basin on the world map</p> <ul style="list-style-type: none"> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<p><b>(Virtual Experience and Discussion)</b></p> <p>The chapter would be 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> <ul style="list-style-type: none"> <li>• Lecture method</li> </ul>	<p>diversity in world through examples of Amazon Basin and Ganga Brahmaputra Basin.</p> <ul style="list-style-type: none"> <li>• To acquaint the students with the features of tropical and subtropical regions</li> <li>• 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</li> <li>• <b>Value Based Outcome:</b>  Students will acknowledge the importance of flora and fauna for any place which will ultimately sensitize them towards environment and they</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						would make effort to protect flora and fauna.
August	<b>Chapter 7 Civics Markets Around Us</b>  <b>No. of Periods:04</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Shani Bazaar'a short documentary on weekly market</li> <li>• Video: Chain of markets</li> <li>• Flow Charts</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Children will be given a question to discuss in the class." Do you think shopping in Malls is more efficient than shopping in local market" Group discussion will be conducted in the class.</li> <li>• <b>Art integration:</b> Food for thought fun game</li> <li>• <b>Skill assessment</b></li> </ul> <p style="text-align: center;"><b>Reading skills</b> (Loud reading of the chapter)  <b>Writing skills</b> (Assignments, Question answers &amp;</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (Food for Thought FUN GAME)</b> <ul style="list-style-type: none"> <li>➤ According to me, internet shopping is...</li> <li>➤ My favorite shop is...</li> <li>➤ Online shopping can be done by...</li> </ul> </li> </ul> <p>Weekly markets are not daily markets because...                      The chapter will be introduced by asking them about the types of shops they visit and what difference they found in various types of markets.</p>	<ul style="list-style-type: none"> <li>• To familiarize the students with the concept of market and its various types</li> <li>• To acquaint students with the chain of market from the producer to the final consumer</li> <li>• To apprise the students about the problems faced by buyers and sellers</li> <li>• Students will be able to differentiate between weekly markets from permanent market.</li> <li>• <b>Value Based Outcome:</b> Besides through this the value 'Simple living and high</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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
			test)			thinking will be promoted and chapter an effort will be made to reduce 'Brand Consciousness' from the minds of the new generation. This coming generation is too much obsessed with brands; thus, by explaining them the importance of small shops, they will be encouraged to buy all kinds of products irrespective of brands.
Septemb er (27 Days)	<b>Chapter 8 Civics</b> <b>A Shirt in the Market</b>  <b>No. of Periods:04</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: on Life cycle of T Shirt</li> <li>• Video: Chain of markets</li> <li>• Flow Charts</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• <b>Skill assessment</b></li> <li> </li> <li>• <b>Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity:</b> <b>(Learning by doing)</b></li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with the unequal markets' opportunities</li> <li>• To acquaint the students with concept of putting Out System and Sharing resources</li> <li>• Students will appreciate the role of cooperative marketing in suggesting viable avenues for equitable distributions</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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			(Assignments, Question answers & test)		consumer; each one of them earning their margin of profit. • <b>Developing                      knowledge of                      concept by:</b> Lecture and discussion method	• <b>Value Based                      Outcome:</b> 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 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.
Septemb er	<b>Chapter 9 History</b> <b>The making of</b> <b>regional cultures</b> <b>No. of Periods:07</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Jagannath Yatra</li> <li>• Video: Different styles of paintings</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity:</b> (Corelating concept with the famous movie Padmavat)</li> </ul>	<ul style="list-style-type: none"> <li>• Students would be able to understand the making of regional cultures</li> <li>• Students will be able to understand the connection between language and region,</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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		<ul style="list-style-type: none"> <li>• Wall map of India to show the places of origin of Kathak, Odissi, Kuchipudi, Kathakali, Bharatnatyam and Manipuri</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>reside. The would be encouraged to share their knowledge with their friends.</p> <ul style="list-style-type: none"> <li>• <b>Art integration:</b> Corelating concept with the famous movie Padmavat</li> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• The chapter will be introduced with correlating the chapter with the <i>Johar</i> scene of movie Padmavat.</li> <li>• <b>Developing knowledge of concept by:</b> Lecture and discussion method</li> </ul>	<p>connection between religious traditions and region, cultural tradition and regions, growth of regional languages as well as food habits are generally based on locally available items of food.</p> <ul style="list-style-type: none"> <li>• Students will analyse the change in the course of painting and themes. Students will differentiate the Kangra school of painting with Basohli.</li> <li>• <b>Value Based Outcome:</b> 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.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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Septemb er	<b>Chapter 9 Civics Struggles for Equality No. of Periods:05</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video on Apartheid Movement  <a href="https://www.youtube.com/watch?v=Byo2w4Ck9n0">https://www.youtube.com/watch?v=Byo2w4Ck9n0</a></li> <li>• Video: Civil Right Movement</li> <li>• Wall map of India to show the origin of movement by Tawa Matsya Sangh</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Children will be given a question to discuss in the class “Why there is so much disparity in the lives of people in India?” Group discussion will be conducted in the class</li> <li>• <b>Skill assessment</b></li> <li>• <b>Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (Inter-chapter linkage and Virtual Experience)</b></li> <li>• The chapter to be introduced linking with the first chapter” Equality”</li> <li>• Video on Apartheid Movement <b>(for Virtual Experience)</b></li> <li>• <b>Developing knowledge of concept by:</b></li> <li>• Discussion and interactive session</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with the significance of constitution in peoples struggle for equality</li> <li>• To acquaint the students with the various ways in which people have struggled against inequality</li> <li>• To apprise the students that India’s constitution is a living document</li> <li>• Students will develop an empathetic attitude towards the people who face inequality through case study of Tawa Matsya Sangh</li> <li>• <b>Value Based Outcome:</b>  Students will develop an understanding of the plight of the people displaced in the name of</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

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						development or faced any injustice. They will appreciate the struggles of different people who have come together to fight against inequality for the issues of justice.
October (21 Days)	<b>Chapter 10 History Eighteenth Century Political Formations No. of Periods:06</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video on formation of Khalsa  <a href="https://www.youtube.com/watch?v=yBDhEon1d_U">https://www.youtube.com/watch?v=yBDhEon1d_U</a></li> <li>• Video: Emergence of Hyderabad, Awadh and Bengal</li> <li>• Wall map of India to show political formations in eighteenth century</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	Activity: Map showing political formations in eighteenth century <ul style="list-style-type: none"> <li>• <b>Art integration:</b> Agree or Disagree : Fun Game</li> <li>• <b>Skill assessment</b></li> </ul> <p><b>Reading skills</b> (Loud reading of the chapter)</p> <p><b>Writing skills</b> (Assignments, Question answers &amp; test)</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME)</b> <ul style="list-style-type: none"> <li>➤ No Indian king or zamindar/landlord challenged the authority of Mughal emperors.</li> <li>➤ Aurangzeb was the last powerful Mughal emperor.</li> </ul> </li> <li>• Chapter to be introduced with the interesting and inspiring story of emergence of Khalsa</li> </ul>	<ul style="list-style-type: none"> <li>• Students would be able to emergence of new political gr subcontinent during the first h century</li> <li>• Describe the changes initia Khan after Bengal broke away control.</li> <li>• Describe the three common features found amongst Hyderabad, Awadh and Bengal during Later Mughals period.</li> <li>• Describe the reasons responsible for the decline of the Mughal Empire</li> <li>• <b>Value Based Outcome:</b></li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Video on formation of Khalsa <b>(for Virtual Experience)</b></li> <li>• Lecture and Discussion method</li> </ul>	Through the case study of 'French Revolution' the students will understand the concept of liberty, equality, fraternity and nation.
October	<b>Chapter 9 Geography Life in the Deserts No. of Periods:05</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video on Hot Desert Sahara  <a href="https://www.youtube.com/watch?v=mjaVm0vs2HY">https://www.youtube.com/watch?v=mjaVm0vs2HY</a></li> <li>• Video: Cold Desert Ladakh</li> <li>• Wall map of World Political to show the location of Sahara and Ladakh</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Map Activity will be done in the class to show Sahara Desert and Ladakh on the world map</li> <li>• <b>Skill assessment</b></li> <li>• <b>Reading skills</b> (Loud reading of the chapter)</li> <li>• <b>Writing skills</b> (Assignments, Question answers &amp; test)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on question answers</li> <li>• Written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice Breaking Activity:</b> (Inter-chapter linkage and Virtual Experience)</li> </ul> The chapter to be introduced linking with chapter 6 natural vegetation and wildlife and through previous knowledge testing trying to know about flora and fauna of desert vegetation.	<ul style="list-style-type: none"> <li>• To familiarize the students with the geographical location of the Sahara Desert and Ladakh Cold Desert on the map</li> <li>• To acquaint the students with the features of the Desert Vegetation</li> <li>• <b>Practical Outcome:</b> Students will be able to compare the aspects of climate, natural vegetation, wildlife and life of the people in two regions.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan**  
**Class: VII (SOCIAL SCIENCE)**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• Video on Hot Desert and Cold Desert <b>(for Virtual Experience)</b></li> <li>• <b>Developing knowledge of concept by:</b> Lecture and discussion method</li> </ul>	
<b>Novemb er/ Decemb er</b>	<b>Revisions, Exams and assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No.630065 ; School Code: 43054  
**Annual Pedagogy Plan: ENGLISH**  
**Class: VIII**

<b>Month/ No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>Month: Feb</b>	Breaking The Ice Introduction, testing previous knowledge, collecting holiday homework	Digital Content Charts	<p><b>Inter disciplinary Linkages:</b> The theme of the book relates to different fields.</p> <p><b>Art Integration:</b> Charts to decorate the new class</p> <p><b>Activity:</b> Extempore</p> <p><b>Project:</b> Book review</p>	Introduction and narration of the story read during the holidays.	<p>The students will warm up to the new academic session through the following process:</p> <p>Interactive session to build the connect 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 chart, writing a Book Review and speaking about the holidays.</p>	<p><b>Experiential learning</b> takes place as the child shares his or her experience. Learns social skills. Develops communication skills</p>

<p><b>Month: March</b></p>	<p><b>The Best Christmas Present in the World</b></p>	<p>PPT and Digital Content would be shared (war related videos)</p>	<p><b>Project (Art Integration):</b> Drawing on the theme Values of love , peace &amp; importance of family.</p>	<p><b>HW:</b> Reading the story, finding the meanings of new words and framing sentences. Writing a Diary Entry</p> <p>A written test with short questions based on the story. MCQ Test.(Writing application, Diary entry, Determiners, Modals ,Short Story , Present Tense, Integrated Grammar Practice) Reading Comprehension.</p>	<p>The students will enhance their knowledge about the author and his writing style, develop feelings of empathy and learn various skills through the following process:</p> <p><b>Brain Storming</b> –The class would start with a discussion on importance of faith and hope. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) 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: <b>Group Discussion</b></p>	<p><b>KNOWLEDGE-</b> Students understand the author’s style of writing, the theme of the lesson –Importance of keeping faith and hope. They understand the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES</b> Students are able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> is accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. Skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> They are able to demonstrate planning skills for answering questions locate, access, select, organize and</p>
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					<p><b>Questioning</b> <b>Think Pair Share</b></p>	<p>integrate relevant data, use a variety of sentence types and sentences of different lengths and structures appropriately.,  <b>Speaking skill.</b>  They are able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking  <b>Competencies</b>  They are able to critically analyze the fact that death is inevitable.  Understand the importance of values in life working in collaborative manner and communicating ideas with each other.</p> <p><b>ATTITUDE:</b> They are able to critically examine the choices offered by life, developing strong character traits and citizenship by understanding the importance of Peace,honesty and integrity in life.</p>
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	<p><b>The Ant and The Cricket</b></p>	<p>PPT and Digital Content would be shared ( video, Disney)</p>	<p><b>Project:</b> writing a poem based On a Fable.  <b>Experiential Learning:</b> Asking a few students to teach the poem before explaining.</p>	<p><b>HW:</b> Reading the poem, finding the meanings of new words. Framing sentences.</p> <p>A written test with questions related to the poem. MCQ Test.</p>	<p>In addition to literary skills, the students will understand the value of hard work and planning through the following process:</p> <p><b>Brain Storming</b>  –The class would start with a discussion on importance of hard work.  They would also be told – about the author  -the significance of the topic that they would be studying.  (Collaborative, Communication, Critical thinking)  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:  <b>Group Discussion Questioning</b></p>	<p><b>KNOWLEDGE:</b>  Students know and understand the value of hard work and careful planning.</p> <p><b>SKILLS:</b>  <b>Reading skill</b> is accomplish ambiguity and complexity and emotional values in the main ideas scan text for specific  <b>Writing skill</b> Students are able to write a poem.  <b>Listening skill</b> follow instructions and directions. make inferences and judgments  <b>Speaking skill.</b> They are able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>ATTITUDE:</b> They are able to critically examine the hard workers and lazy beings and take initiative towards being proactive.</p>
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	<p><b>How The Camel Got His Humph</b></p>	<p>PPT and Digital Content would be shared</p>	<p><b>Experiential Learning:</b> Flip teaching by the students</p>	<p><b>HW:</b> Reading the story finding the meanings of new words. Writing an Article.</p> <p>A written test with questions related to the story. MCQ Test.</p>	<p><b>Think Pair Share</b></p> <p>The students will know and understand - the author's style of writing, the theme of the lesson- importance of hard work through the following process:</p> <p><b>Brain Storming</b>          –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told – about the author -the significance of the topic that they would be studying.          (Collaborative, Communication,</p>	<p><b>Competencies</b>          They are able to critically analyze the fact that hard work is required , Understand the importance of values in life working in collaborative manner and communicating ideas with each other.</p> <p><b>KNOWLEDGE-</b>          Students understand - the author's style of writing, the theme of the lesson- importance of hard work the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b>          Students would be able to develop -  <b>Listening skill</b>          follow instructions and directions. make inferences and judgments  <b>Reading skill</b>          become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas</p>
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					<p>Critical thinking) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Q uestions/answers to be discussed in the classroom.</p> <p>Techniques to be used: <b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p>	<p>scan text for specific supporting details. <b>Writing skill</b> They are able to demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data, use a variety of sentence types and sentences of different lengths and structuresappropriately., <b>Speaking skill.</b> They are able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> They are able to critically analyze the fact that hardwork is a must. Understand the importance of values in life working in collaborative manner and communicating ideas with each other. <b>ATTITUDE:</b> They are able to critically examine the hard workers and lazy beings and take initiative towards being proactive.</p>
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	<p><b>Children At Work</b></p>	<p>Award winning video on Child Labour will be shared. PPT and other Digital Content would also be used</p>	<p>Art Integration : Poster making and writing Slogans</p>	<p><b>HW:</b> Reading the story finding the meanings of new words. Writing a letter based on the theme of the lesson .</p> <p>A written test with questions related to the story. MCQ Test</p>	<p>The students will know and understand - the author’s style of writing and the theme of the lesson- importance of education and recycling waste through the following process:</p> <p>Video on child labour will be shown. Discussion on Child Labour. The students would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) 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: <b>Group Discussion</b></p>	<p><b>KNOWLEDGE-</b> Students understand the author’s style of writing and the theme of the lesson- importance of recycling and Education</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop -</p> <p><b>Listening skill</b> follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b> They are able to demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data, use a variety of sentence types and sentences of different lengths and structures appropriately.,</p> <p><b>Speaking skill.</b> They are able to prepare, organize and deliver an</p>
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					<p><b>Questioning</b> <b>Think Pair Share</b></p>	<p>engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b> They are able to critically analyze the fact that Education is a must and importance of recycling waste. Understand the importance of values in life working in collaborative manner and communicating ideas with each other.</p> <p><b>ATTITUDE:</b> They are able to critically examine the choices offered by life, developing strong character traits and citizenship by understanding the importance of hard work in life.</p>
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<p><b>Month: April</b></p>	<p><b>The Tsunami</b></p>	<p>A video by BBC of Tsunami would be shown</p> <p>Digital Content and PPT will be shared</p>	<p><b>Experiential Learning:</b> Research Project on Tsunami</p>	<p><b>HW:</b> Short questions to be answered by the students</p> <p>A written test with short question based on the story. MCQ test (Letter Writing (Editor), Subject Verb Agreement, Preposition, Past Tense, Short Story)</p>	<p>The students will be able to understand - the author's style of writing and the theme of the lesson</p> <p>–Importance of conserving nature through the following process:</p> <p><b>Brain Storming</b> –The class would start with a discussion on conservation of nature. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared( a video clip of the real incident from BBC news)</p> <p>Guided practice followed by Independent Practice –</p> <p>Questions/answers will be discussed in the classroom.</p>	<p><b>KNOWLEDGE-</b> Students understand the author's style of writing the theme of the lesson</p> <p>–Importance of conserving nature the text locally and globally</p> <p>infer meaning from the context to develop</p> <p><b>SKILLS and COMPETENCIES-</b></p> <p><b>Listening skill</b> follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity</p> <p>respond critically to the aesthetic, cultural and emotional values in the text.</p> <p>skim the reading text to identify main ideas</p> <p>scan text for specific supporting details.</p> <p><b>Writing skill</b> demonstrate planning skills for answering questions</p> <p>locate, access, select, organize and integrate relevant data</p> <p>use a variety of sentence types and sentences of different lengths and structures appropriately.,</p>
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	<p><b>Geography Lesson</b></p>	<p>Digital Content and PPT will be shared</p>	<p><b>Project: (Art Integration)</b> Art work on the theme of the poem.</p>	<p><b>HW:</b> Reading the story, finding the meanings of new words. Short questions to be answered by the students</p> <p>A written test of letter writing. MCQ Test.</p>	<p><b>Techniques to be used:</b> <b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p> <p>The students will understand the author’s style of writing and the theme of the poem - beauty of nature through the following process:</p> <p><b>Brain Storming</b> –The class would</p>	<p><b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies:</b> Critically analyze the fact that death is inevitable. Understand the importance of values in life working in collaborative manner and communicating ideas with each other.</p> <p><b>ATTITUDE:</b> Critically examining the choices offered by life, developing strong character traits and citizenship by understanding the importance of courage in adversity</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing the theme of the poem - beauty of nature , tolerance and peace. the text locally and globally infer meaning from the context</p>
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					<p>start with a discussion on</p> <p>nature and human behaviour</p> <p>They would also be told – about the poet</p> <p>-the significance of the topic that they would be studying.</p> <p>(Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> <p>Guided practice followed by Independent Practice – Q</p> <p>uestions/answers to be discussed in the classroom.</p> <p>Techniques to be used:</p> <p><b>Group Discussion</b></p> <p><b>Questioning</b></p> <p><b>Think Pair Share</b></p>	<p><b>SKILLS and COMPETENCIES-</b></p> <p>Students would be able to develop -</p> <p><b>Listening skill</b></p> <p>follow instructions and directions.</p> <p>make inferences and judgments</p> <p><b>Reading skill</b></p> <p>become accomplished and active readers who appreciate ambiguity and complexity</p> <p>respond critically to the aesthetic, cultural and emotional values in the text.</p> <p>skim the reading text to identify main ideas</p> <p>scan text for specific supporting details.</p> <p><b>Writing skill</b></p> <p>demonstrate planning skills for answering questions</p> <p>locate, access, select, organize and integrate relevant data</p> <p>use a variety of sentence types and sentences of different lengths and structures appropriately.,</p> <p><b>Speaking skill.</b></p> <p>be able to prepare, organize and deliver an engaging oral presentation.</p> <p>use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact</p>
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	<p><b>GLIMPSES OF THE PAST</b></p>	<p>Digital Content and PPT will be shared</p>	<p><b>Project: (Art Integration)</b> Creating a comic strip based on theme of the lesson.</p>	<p><b>HW:</b> Worksheet based on Articles and Modals.  Unseen passage for comprehension, MCQ Test</p>	<p>The students will know and understand - the author's style of writing and the theme of the lesson – 'We should appreciate our past' through the following process: <b>Brain Storming</b> –The class would start with a discussion on their major experiences in past. They would also be told – about the</p>	<p>while speaking</p> <p><b>Competencies</b> Critically analyze the fact that both land and water are necessary. Understand the importance of nature working in collaborative manner and communicating ideas with each other. <b>ATTITUDE:</b> Critically examining the plight of nature and developing strong character traits of citizenship by conserving nature and its resources and imbibing the values of tolerance and peace.</p> <p><b>KNOWLEDGE-</b> Students understand the author's style of writing and the theme of the lesson – 'We should appreciate our past.'</p> <p><b>SKILLS and COMPETENCIES-</b> The students are able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished</p>
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					<p>author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – <i>Q</i> uestions/answers to be discussed in the classroom. Techniques to be used: <b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p>	<p>and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately., <b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> Critically analyze the importance of education in combating social evils like child marriage, untouchability etc. Understand the importance of education in combating social evils working in collaborative manner and</p>
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	<p><b>MACAVITY</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the poem , finding the meanings of new words</p> <p>Written test based on theme and characters. MCQ Test</p>	<p>The students will understand the poet’s style of writing and the theme of the poem - how the mind of a master criminal works through the following process:</p> <p><b>Brain Storming</b> –The class would start with a discussion about how the mind of a master criminal works. They would also be told – about the poet</p> <p>-the significance of the topic that</p>	<p>communicating ideas with each other. Discussion of the sequence of incidents of the story creatively. (collaborative, <i>creative, critical competencies</i>)</p> <p><b>ATTITUDE:</b> Developing strong character traits and citizenship by understanding the importance of education in life and respecting the sacrifices made by the freedom fighters</p> <p><b>KNOWLEDGE-</b> Students understand the poet’s style of writing.</p> <p><b>SKILLS and COMPETENCIES-</b> Students are able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the</p> <p>aesthetic and emotional values in the text.</p>
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					<p>they would be studying. (Collaborative, Communication, Critical thinking) 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: <b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p>	<p>skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately. <b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> Critically analyze the life of a master criminal. Understand the life of a master criminal working in collaborative manner and communicating ideas with each other. Discussion of the sequence of incidents of the poem creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Developing strong character traits and</p>
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						citizenship by recognizing evil in life and respecting the nobler values.
<b>Month: May</b>	<b>The Selfish Giant</b>	Digital Content and PPT will be shared		<p><b>HW:</b> Reading the story, finding the meanings of new words</p> <p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will know and understand the author's style of writing and the theme of the lesson through the following process:</p> <p><b>Brain Storming</b> –The class would start with a discussion on the virtues of selflessness and kindness. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the author's style of writing the theme of the lesson- not being selfish understanding the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p>

					<p>Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used:  <b>Group Discussion</b>  <b>Questioning</b>  <b>Think Pair Share</b></p>	<p><b>Writing skill</b>  demonstrate planning skills for answering questions  locate, access, select, organize and integrate relevant data  use a variety of sentence types and sentences of different lengths and structures appropriately.</p> <p><b>Speaking skill.</b>  be able to prepare, organize and deliver an engaging oral presentation.  use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b>  Critically analyze the consequences of being selfish  Understand the importance of being kind and philanthropic working collaboratively in groups sharing ideas with each other.  Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the consequences of being selfish and inculcate character traits of good citizenship by helping</p>
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						each other
<b>Month: July</b>	Bepin Choudhury's Lapse of Memory	Digital Content and PPT will be shared	<b>Experiential learning:</b> Oral Presentation regarding a place that was visited	<p><b>HW:</b> Reading the story, finding the meanings of new words . Writing a story with a different ending.</p> <p>A written test based on the theme, character etc. MCQ Test.( Article Writing, Conjunctions, Future Tense, Short Story, Active and Passive Voice, Adjective)</p>	<p>The students will know and understand the author's style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner-</p> <p><b>Brain Storming</b> – The class would start with a discussion on their bond with their friends. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> <p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the author's style of writing the theme of the lesson - always help a friend in need, the text locally and globally, infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop -</p> <p><b>Listening skill</b> follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate</p>

					<p>Techniques to be used:  <b>Group Discussion</b>  <b>Questioning</b>  <b>Think Pair Share</b></p>	<p>relevant data  use a variety of sentence types and sentences of different lengths and structures appropriately.,  <b>Speaking skill.</b>  be able to prepare, organize and deliver an engaging oral presentation.  use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b>  Critically analyze the importance of helping a friend in need.  Understand the importance of being true to your friend working in collaborative manner and communicating ideas with each other.  Discussion of the sequence of incidents of the story creatively.  (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b>  Developing strong character traits and citizenship by understanding the importance of helping a friend in need.</p>
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	<p><b>THE LAST BARGAIN</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words. Framing the story after reading the poem.</p> <p>A written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:</p> <p><b>Brain Storming –</b> The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told – about the poet -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) 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:</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the poet’s style of writing the theme of the poem – material things cannot buy us happiness; innocence and simplicity are the key to happiness, the text locally and globally, infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence</p>
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	<p><b>THE TREASURE WITHIN</b></p>	<p>Digital Content and PPT will be shared</p>	<p><b>Experiential Learning</b> by the children- Discussion and explanation by the students.</p>	<p><b>HW</b> : Finding meanings of New words, Farming answers Written class test of short questions, Summary. MCQ Test</p>	<p><b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p> <p>The students will know and understand the author's style of writing and the theme of the</p>	<p>types and sentences of different lengths and structures appropriately.</p> <p><b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b> Critically analyze the key to happiness in life. Understand the key to happiness in life working in collaborative manner and communicating ideas with each other. Discussion of the sequence of incidents of the poem creatively. (collaborative, creative, critical competencies)</p> <p><b>Attitude:</b> Developing strong character traits and citizenship by understanding the importance of innocence and simplicity are the keys to happiness.</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author's style of writing the theme of the lesson-</p>
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			<p><b>Research Project:</b> on a child prodigy/Architect</p>		<p>lesson through the following process:</p> <p>Transaction would proceed in the following manner- (CRITICAL THINKING) SKILL: the Facilitator will introduce the author and theme of self-respect Students will read the story silently and have a group discussion Introduction of the topic- PPT and</p> <p>Digital Content would be shared (COLLABORATION)</p> <p><b>Brain Storming</b> – The class would start with a discussion on what is secret of success? They would also be told – about the author -the significance of the topic that they would be studying (CRITICAL, COMMUNICATION AND COLLABORATION) Skill: Writing and</p>	<p>importance of recognizing potential , the text locally and globally infer meaning from the context</p> <p><b>SKILLS-</b> Students would be able to develop –</p> <p><b>Listening skill</b> follow instructions and directions. make inferences and judgments (Critical Thinking)</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text.(CITIZENSHIP) skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately.(CREATIVITY)</p> <p><b>Speaking skill.</b> be able to prepare,</p>
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					<p>Reading</p> <p>a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the story (5-7 min)</p> <p>b. Directed Reading- Thinking Activity (25 min)</p> <p>Techniques to be used:</p> <p><b>Group Discussion Questioning MCQ</b></p>	<p>organize and deliver an engaging oral presentation.</p> <p>use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b></p> <p>Critically analyze the theme – to recognize potential, Working in collaborative manner and communicating ideas with each other, the students will understand the qualities that played a major role in the author's journey of becoming a successful architect. Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the theme - recognizing potential, thereby developing strong character traits and citizenship trait by understanding the difficulties experienced in becoming a successful person.</p>
	<p><b>THE SUMMIT WITHIN by H.P.S. AHLUWALIA</b></p>	<p>Digital Content and PPT will be shared</p>	<p><b>Art Integration Project</b> – A drawing of the mountain range being scaled by the</p>	<p><b>HW:</b> Finding meanings of New words, Framing sentences ,Question answers in the notebook.</p>	<p>The students will know and understand the author’s style of writing and the</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing</p>

			<p>mountaineers. Also the lyrics of a song on the beauty of mountains.</p>	<p>Written class test of short questions. MCQ Test.</p>	<p>theme of the lesson through the following process:</p> <p><b>Brain Storming –</b> The class would start with a discussion on the strategies to be successful in life. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) 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 Peer Assessment</p>	<p>the theme of the lesson - inspiration to face life's ordeals with determination , the text locally and globally infer meaning from the context <b>SKILLS and COMPETENCIES-</b> Students would be able to develop - Listening skill follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data</p> <p>use a variety of sentence types and sentences of different lengths and structures appropriately., <b>Speaking skill.</b></p>
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						<p>be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b> Critically analyze the theme - inspiration to face life's ordeals with determination, Working in collaborative manner and communicating ideas with each other, the students will understand the three qualities that played a major role in the author's climb which were endurance, persistence and will power Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the theme - inspiration to face life's ordeals with determination., thereby developing strong character traits and citizenship trait by understanding the difficulties and overcoming them.</p>
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	<p><b>THE SCHOOL BOY</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b>Reading Articles from magazines and newspapers. Concept map to organize thoughts. Using dictionary to find the meanings of new words. Reading short stories and writing.</p> <p>Written class test of short questions. MCQ Test.</p>	<p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner-</p> <p><b>Brain Storming</b> –The class would start with a discussion on what is the best part of school. They would also be told – about the poet -the significance of the topic that they would be studying.</p> <p>(Collaborative, Communication, Critical thinking) 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:</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the poet’s style of writing, the theme of the poem , the text locally and globally , infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop -</p> <p><b>Listening skill</b> follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately. Will be able to</p>
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	<p><b>Princess September</b></p>	<p>Digital Content and PPT will be shared</p>	<p><b>Flip Teaching</b> by students. They will Be made the presenters.</p>	<p><b>HW:</b> Reading the story, finding the meanings of new words and framing answers</p>	<p>Group Discussion Questioning Think Pair Share Peer Assessment</p> <p>The students will understand the author’s style of writing and the</p>	<p>understand Conjunctions and Adjectives and their correct usage. <b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> Critically analyze the content, Understand the key to happiness in life, working in collaborative manner and communicating ideas with each other. Discussion of the sequence of incidents of the poem creatively. (collaborative, creative, critical competencies)</p> <p><b>Attitude:</b> Critically examining the theme , Innocence and simplicity are the keys to happiness . thereby developing strong character traits and citizenship trait by understanding the virtues required to stay happy.</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing</p>
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				<p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>theme of the lesson through the following process:</p> <p>Day 1- <b>CRITICAL THINKING</b>  <b>SKILL:</b>  Reading  a. Will provide the thematically contrasting pictures related to the choices  b. Students will be asked to observe, arrange and justify the arrangement of the pictures.  c. Facilitator will introduce the chapter and theme of importance of freedom.  d. Students will read silently and will rearrange the pictures if necessary.</p> <p>Day 2&amp;3- <b>CRITICAL THINKING</b>  <b>COLLABORATION</b>  Skill: Writing and Reading</p>	<p>the theme of the lesson – to understand the relationship between animals and human</p> <p><b>THINKING</b>  text locally and globally, infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b>  Students would be able to develop -  Listening skill  follow instructions and directions.  make inferences and judgments  <b>Reading skill</b>  become accomplished independent readers.  appreciate ambiguity and complexity  of texts.  <b>COMMUNICATION</b>  emotional values in the text.  skim the reading text to identify main ideas  scan text for specific supporting details.  <b>Writing skill</b>  demonstrate planning skills for answering questions  locate, access, select, organize and integrate relevant data, use a variety of sentence types and sentences of different lengths and structures  appropriately  <b>Speaking skill.</b></p>
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<p><b>Month: August</b></p>	<p><b>This is Jody's Fawn by Marjorie Kinan</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words. Writing a letter based on the theme</p>	<p>The students will know and understand the author's style of</p>	<p>To be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> Critically analyze the theme – relationship of animals and human beings, Working in collaborative manner and communicating ideas with each other, the students will understand qualities such as empathy. Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the theme - the love for the wildlife, thereby developing strong character traits and citizenship trait by understanding the plight of animals.</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author's style of writing ,the theme of the lesson , the text locally</p>
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				<p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner-</p> <p>Brain Storming</p> <p>–The class would start with a discussion on pets. They would also be told – about the author</p> <p>-the significance of the topic that they would be studying.</p> <p>(Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> <p>Guided practice followed by Independent Practice –</p> <p>Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used:</p> <p><b>Group Discussion</b></p> <p><b>Questioning</b></p> <p><b>Think Pair Share</b></p>	<p>and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b></p> <p>Students would be able to develop -</p> <p><b>Listening skill</b></p> <p>follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b></p> <p>become accomplished and active readers who appreciate ambiguity and complexity</p> <p>respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b></p> <p>demonstrate planning skills for answering questions , locate, access, select, organize and integrate relevant data</p> <p>use a variety of sentence types and sentences of different lengths</p> <p><b>Speaking skill.</b></p> <p>To be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary,</p>
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	<p><b>A Visit To Cambridge</b></p>	<p>Digital Content and PPT will be shared</p>	<p><b>Activity</b> – Group Discussion by the students.</p>	<p><b>HW:</b> Reading the story, finding the meanings of new words .Framing answers</p> <p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:</p> <p><b>Brain Storming</b> – The class would start with a</p>	<p>tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b> Critically analyze the theme – relationship of animals and human beings, Working in collaborative manner and communicating ideas with each other, the students will understand qualities such as empathy. Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the love for animals, developing strong character traits and citizenship by understanding the plight of animals.</p> <p><b>KNOWLEDGE-</b> Students will know and understand the author’s style of writing and the theme of the lesson ‘have faith in ourselves’ the text locally and globally , infer meaning from the context</p> <p><b>SKILLS and COMPETEN</b> <b>Listening skill</b> follow instructions and directions.</p>
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					<p>discussion on lives and difficulties faced by people with special needs. They would also be told – about the author</p> <p>-the significance of the topic that they would be studying.</p> <p>(Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> <p>Guided practice followed by Independent Practice –</p> <p>Questions/answers to be discussed in the classroom.</p> <p>Techniques to be used:</p> <p><b>Group Discussion</b></p> <p><b>Questioning</b></p> <p><b>Think Pair Share</b></p>	<p>make inferences and judgments</p> <p><b>Reading skill</b></p> <p>become accomplished and active readers who appreciate and respond critically to the aesthetic qualities of texts</p> <p>skim the reading text to identify main ideas and supporting details.</p> <p><b>Writing skill</b></p> <p>demonstrate planning skills for answering questions</p> <p>locate, access, select, organize and integrate relevant data</p> <p><b>Speaking skill.</b></p> <p>To be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b></p> <p>Critically analyze the theme – to have faith in oneself, Working in collaborative manner and communicating ideas with each other, the students will understand qualities such as empathy.</p> <p>Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p>
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	<p><b>WHEN I SET OUT FOR LYONNESSE</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words. Framing answers.</p> <p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will know and understand the author's style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner-</p> <p><b>Brain Storming</b>          –The class would start with a discussion on the writing style of the poet.          They would also be told – about the poet          -the significance of the topic that they would be studying.          (Collaborative, Communication, Critical thinking)          Introduction of the</p> <p>topic- PPT and Digital Content would be shared</p>	<p><b>ATTITUDE:</b> Critically examining difficulties faced by differently abled people and developing strong character traits and citizenship by understanding them.</p> <p><b>KNOWLEDGE-</b>          Students will know and understand -          the poet's style of writing , the theme of the poem          the text locally and globally , infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b>          Students would be able to develop -</p> <p><b>Listening skill</b>          follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b>          become accomplished and active readers who appreciate ambiguity and complexity          respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b>          demonstrate planning skills for answering</p>
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					<p>Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used:  <b>Group Discussion</b>  <b>Questioning</b>  <b>Think Pair Share</b></p> <p>The students will know and understand the author’s style of</p>	<p>questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately.  <b>Speaking skill.</b> To be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b>  Critically analyze the theme – Beauty of Nature, Working in collaborative manner and communicating ideas with each other, the students will understand qualities such as empathy.  Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining Nature and developing strong character traits and citizenship by understanding it .</p>
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<p><b>Month: September</b></p>	<p><b>THE FIGHT</b></p>	<p>Digital Content and PPT will be shared</p>		<p>Written test, based on the theme, character etc. MCQ Test.</p> <p><b>HW:</b> Reading the story, finding the meanings of new words . Writing a Diary entry.</p>	<p>writing and the theme of the lesson through the following process:</p> <p>Brain Storming –The class would start with a discussion on the importance of peace. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) 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</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing the theme of the lesson – peace is more powerful than violence, the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop -</p> <p><b>Listening skill</b> follow instructions and directions, make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of</p>
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					<p>different lengths and structures appropriately.</p> <p><b>Speaking skill.</b> To be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b> Critically analyze the theme – peace is more powerful than violence, Working in collaborative manner and communicating ideas with each other, the students will understand qualities such as empathy. Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the importance of peace and developing strong character traits and citizenship by understanding it .</p>
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	<p><b>The Open Window</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words. Framing answers.</p> <p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will understand the author’s style of writing and the theme of the lesson through the following process:</p> <p><b>Brain Storming –</b></p> <p>The class would start with a discussion regarding the art of storytelling. They would also be told – about the author -the significance of the topic that they would be studying. Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> <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</p>	<p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing the theme of the lesson – St the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETEN</b> <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished and active readers who appr respond critically to the aesthetic, cultural and emotional values in the text. skim the reading scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills locate, access, select, organ use a variety of sentence typ structures appropriately., <b>Speaking skill.</b> To be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pa speaking</p>
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<p><b>Month:</b> <b>October</b></p>	<p><b>Jalebis</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words . Framing long answers</p> <p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will understand the author’s style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner  <b>Brain Storming</b> – The class would start with a discussion on being honest and loyal. They would also be told – about the author -the significance of the topic that they would be studying</p>	<p><b>Competencies</b>  Critically analyze the Theme – creativity, communicating ideas with each other, the students will understand qualities such as empathy. Discussion of the sequence of incidents of the story creatively. (collaborative, creative,</p> <p><b>ATTITUDE:</b>  Critically examining the importance of creativity and developing strong character traits and citizenship by understanding it.</p> <p><b>KNOWLEDGE-</b>  Students will know and understand - the author’s style of writing the theme of the lesson  ‘is the best policy.’ the text locally and globally , infer meaning from the context</p> <p><b>SKILLS and COMPETENCE</b>  <b>Listening skill</b>  follow instructions and directions. make inferences and judgments  <b>Reading skill</b>  Collaborative, Communication</p>
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					<p>Introduction of the topic- PPT and Digital Content would be shared</p> <p>Guided practice followed by Independent Practice – Questions/asking the reading used in the</p> <p>Techniques to be used:</p> <p><b>Group Discussion</b></p> <p><b>Questioning</b></p> <p><b>Think Pair Share</b></p>	<p>accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text.</p> <p>identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b></p> <p>demonstrate planning skills for answering questions</p> <p>locate, access, select, organize and integrate relevant data</p> <p><b>Speaking skill.</b></p> <p>To be able to prepare, organize and deliver an engaging oral presentation.</p> <p>use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b></p> <p>Critically analyze the Theme – Honesty is the best policy.’ communicating ideas with each other, the students will</p>
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	<p><b>A Short Monsoon Diary</b></p>	<p>Digital Content and PPT will be shared</p>		<p>Written test, based on the theme, character etc. MCQ Test.</p> <p><b>HW:</b> Reading the story, finding the meanings of new words. Framing answers</p>	<p>The students will know and understand the author's style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner-</p> <p><b>Brain Storming</b> – The class would start with a discussion on monsoon and hence they will express their views on it. They would also be told – about the author -the significance of the topic that they would be</p>	<p>understand qualities such as empathy. Discussion of the sequence of incidents of the story creatively. (collaborative, creative,</p> <p><b>ATTITUDE:</b> Critically examining the importance of honesty and developing strong character traits by understanding it</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author's style of writing the theme of the lesson – ‘ Different shades of Nature’ the text locally and globally , infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop</p> <p><b>Listening skill</b> follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and</p>
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					<p>studying. (Collaborative, Communication, Critical thinking) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent</p> <p>Practice – Questions/answers to be discussed in the classroom. Techniques to be used: <b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p>	<p>emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately., <b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> Critically analyze the changing phases of monsoon Understand the importance of materialism, acceptance, kindness and security in life working in collaborative manner and communicating ideas with each other. Discussion of the sequence of incidents of the diary creatively.</p>
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	<p><b>ON THE GRASSHOPPER AND CRICKET</b></p>	<p>Digital Content and PPT will be shared</p>		<p>Written test, based on the theme, character etc. MCQ Test.</p> <p><b>HW:</b> Reading the story, finding the meanings of new words. Framing answers</p>	<p>The students will know and understand the author's style of writing and the theme of the lesson through the following process:</p> <p>Brain Storming          –The class would start with a discussion on the characters of the grasshopper and cricket. They would also be told – about the poet          -the significance of the topic that they would be studying.          (Collaborative, Communication,</p>	<p>(collaborative, creative, critical competencies)  <b>ATTITUDE:</b> Critically examining the changing phases of monsoon developing strong character traits and citizenship by understanding the importance of the changes at different levels in life.</p> <p><b>KNOWLEDGE-</b>          Students will know and understand -          the poet's style of writing the theme of the poem – 'hard work is the key to success.'          the text locally and globally, infer meaning from the context  <b>SKILLS and COMPETENCIES-</b>          Students would be able to develop -  <b>Listening skill</b>          follow instructions and directions.          make inferences and judgments  <b>Reading skill</b>          become accomplished and active readers who appreciate ambiguity and complexity          respond critically to the aesthetic, cultural and emotional values in the</p>
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					<p>Critical thinking) 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</p>	<p>text. skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately., <b>Speaking skill.</b> be able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <b>Competencies</b> Critically analyze the qualities of the grasshopper and the cricket ,Understand the importance of materialism, acceptance, kindness and security in life working in collaborative manner and communicating ideas with each other. Discussion of the sequence of incidents of the story creatively. (collaborative, creative,</p>
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	<p><b>Comet – 1</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words. Writing a Diary entry based on the theme.</p> <p>Written test, based on the theme, character etc. MCQ Test.</p>	<p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on Comets and hence they will express their views on it. They would also be told – about the author -the significance of the topic that they would be</p>	<p>critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the difference between the voices of the grasshopper &amp; the cricket developing strong character traits and citizenship by understanding the importance of proper behaviour in life.</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing the theme of the lesson the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop - Listening skill follow instructions and directions. make inferences and judgments</p> <p><b>Reading skill</b> become accomplished and active readers who appr respond critically to the aes skim the reading text to ider scan text for specific supporting details.</p> <p><b>Writing skill</b></p>
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					<p>studying.  Techniques to be used:  Group Discussion  Questioning  Think Pair Share</p>	<p>demonstrate planning skills for answering questions  locate, access, select, organize and integrate relevant data  use a variety of sentence types and sentences of different lengths and structures appropriately.,  <b>Speaking skill.</b>  be able to prepare, organize and deliver an engaging oral presentation.  use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking  <b>Competencies</b>  Critically analyze the Superstitions  Understand the importance of knowing about our world , Discussion of the sequence of incidents creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the importance of science and developing strong character traits and citizenship by understanding it</p>
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	<p><b>The Comet – 2</b></p>	<p>Digital Content and PPT will be shared</p>		<p>Written test, based on the theme, character etc. MCQ Test.</p> <p><b>HW:</b> Reading the story, finding the meanings of new words. Framing answers</p>	<p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner- Brain Storming –The class would start with a discussion on</p> <p>Comets and hence they will express their views on it. They would also</p> <p>be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) 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><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing, the theme of the lesson the text locally and globally infer meaning from the context</p> <p><b>SKILLS and COMPETENCIES-</b> Students would be able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> become accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. skim the reading text to identify main ideas scan text for specific supporting details. <b>Writing skill</b> demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data use a variety of sentence types and sentences of different lengths and structures appropriately.,</p>
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					<p>Techniques to be used:  <b>Group Discussion</b>  <b>Questioning</b>  <b>Think Pair Share</b></p>	<p><b>Speaking skill.</b>  be able to prepare, organize and deliver an engaging oral presentation.  use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking  <b>Competencies</b>  Critically analyze the Superstitions  Understand the importance of knowing about our world , Discussion of the sequence of incidents creatively. (collaborative, creative, critical competencies)    <b>ATTITUDE:</b> Critically examining the importance of science and developing strong character traits and citizenship by understanding it .</p>
<p><b>Month:</b>  <b>November</b></p>	<p><b>The Great Stone Face – I</b></p>	<p>Digital Content and PPT will be shared</p>		<p><b>HW:</b> Reading the story, finding the meanings of new words and framing questions.</p> <p>Written test, based on the</p>	<p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:    Transaction would</p>	<p><b>KNOWLEDGE-</b>  Students will know and understand -  the author’s style of writing  the theme of the lesson the text locally and globally  infer meaning from the context</p>

				<p>theme, character etc. MCQ Test (Reported Speech, Clauses, Integrated Grammar Practice )</p>	<p>proceed in the following manner-  <b>Brain Storming</b>  –The class would start with a discussion on hills and mountains and the shapes they represent.</p> <p>They would also be told – about the author</p> <p>Techniques to be used:  Group Discussion  Questioning  Think Pair Share</p> <p>The students will know and understand the author’s style of writing and the theme of the lesson through the following process:</p> <p>Transaction would proceed in the following manner-  <b>Brain Storming</b>  –The class would start with a discussion on Hills and mountains and the shapes they represent.</p> <p>They would also</p>	<p><b>SKILLS and COMPETENCIES-</b>  Students would be able to develop -</p> <p><b>Listening skill</b>  follow instructions and directions.  make inferences and judgments</p> <p><b>Reading skill</b>  become accomplished and active readers who appreciate ambiguity and complexity  respond critically to the aesthetic, cultural and emotional values in the text.  skim the reading text to identify main ideas  scan text for specific supporting details.</p> <p><b>Writing skill</b>  demonstrate planning skills for answering questions  locate, access, select, organize and integrate relevant data  use a variety of sentence types and sentences of different lengths and structures appropriately.,</p> <p><b>Speaking skill.</b>  be able to prepare, organize and deliver an engaging oral presentation.  use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact</p>
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	<p><b>The Great Stone Face – II</b></p>	<p>Digital Content and PPT will be shared</p>		<p>Written test, based on the theme, character etc. MCQ Test.</p> <p><b>HW:</b> Reading the story, finding the meanings of new words. Writing answers based on theme and character sketches.</p>	<p>be told – about the author Techniques to be used: <b>Group Discussion</b> <b>Questioning</b> <b>Think Pair Share</b></p> <p>The students will understand the theme through following process:</p> <p>Transaction would proceed in the following manner- <b>Brain Storming</b> –The class would start with a discussion about values in the first part. They would identify -the significance</p>	<p>while speaking</p> <p><b>Competencies</b> Critically analyze the power of imagination and visualization, Understand the importance of knowing about our world , Discussion of the sequence of incidents creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the power of imagination and visualization and developing strong character traits and citizenship by understanding it .</p> <p><b>KNOWLEDGE-</b> Students will know and understand - the author’s style of writing, the theme of the lesson ,the text locally and globally ,infer meaning from the context .</p> <p><b>SKILLS and COMPETENCIES</b> Students are able to develop - <b>Listening skill</b> follow instructions and</p>
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					<p>of the topic that they would be studying.  (Collaborative, Communication, Critical thinking)  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:  <b>Group Discussion</b>  <b>Questioning</b>  <b>Think Pair Share</b></p>	<p>directions. make inferences and judgments  <b>Reading skill</b> is accomplished and active readers who appreciate ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. Skim the reading text to identify main ideas scan text for specific supporting details.  <b>Writing skill</b> They are able to demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data, use a variety of sentence types and sentences of different lengths and structures appropriately.,  <b>Speaking skill.</b> They are able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking  <b>Competencies</b>  Critically analyze the power of imagination and visualization,</p>
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	<p><b>Ancient Education System of India</b></p>	<p>Digital Content and PPT will be shared</p>		<p>Written test, based on the theme, character etc.</p> <p><b>HW:</b> Reading the story, finding the meanings of new words. Writing long answers</p>	<p>Understand the importance of knowing about our world , Discussion of the sequence of incidents creatively. (collaborative, creative, critical competencies)</p> <p><b>ATTITUDE:</b> Critically examining the power of imagination and visualization and developing strong character traits and citizenship by understanding it .</p> <p><b>KNOWLEDGE:</b> Students understand the difference between ancient and modern education system of India, develop the skills of making oral presentations in a collaborative manner and communicating ideas with each other</p> <p><b>SKILLS and COMPETENCIES</b> Students are able to develop - <b>Listening skill</b> follow instructions and directions. make inferences and judgments <b>Reading skill</b> is accomplished and active readers who appreciate</p>
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						<p>ambiguity and complexity respond critically to the aesthetic, cultural and emotional values in the text. Skim the reading text to identify main ideas scan text for specific supporting details.</p> <p><b>Writing skill</b> They are able to demonstrate planning skills for answering questions locate, access, select, organize and integrate relevant data, use a variety of sentence types and sentences of different lengths and structures appropriately.,</p> <p><b>Speaking skill.</b> They are able to prepare, organize and deliver an engaging oral presentation. use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</p> <p><b>Competencies</b> They are able to critically analyze the facts about Education System. Understand the importance of</p>
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<p><b>Month:</b> <b>December</b></p>					<p><b>Revision</b> commences for the Final exam</p>	<p>Education in life working in collaborative manner and communicating ideas with each other. <b>ATTITUDE:</b> They are able to critically examine the choices offered by life, developing strong character traits and citizenship by understanding the importance of Education.</p>
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**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: हिंदी**  
**Class: आठवीं**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ArtIntegratio n/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
फरवरी मार्च	वसंत भाग 3 ध्वनि (पद्य भाग)	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।	प्रकृति में होने वाले बदलावों पर विचार विमर्श	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	ध्वनि कविता के बारे में बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा कविता की जानकारी दी जाएगी ।	विद्यार्थी कविता का सार प्रस्तुत करने में सक्षम होंगे -पुस्तक के अभ्यास के उत्तर देने योग्य बनाया जाएगा ।
मार्च	लाख की चूड़ियाँ	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।	लघु उद्योगों पर चर्चा, आजीविका के विभिन्न साधनों के विषय में चर्चा लघु उद्योगों पर परियोजना कार्य प्रस्तुत करने में सक्षम	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	लाख की चूड़ियाँ पाठ बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी जाएगी ।	ग्रामीण जीवन से परिचय, -मशीनी युग के लघु उद्योगों पर सकारात्मक- नकारात्मक प्रभावों का पूर्ण ज्ञान दिया जाएगा । -पाठ का सार प्रस्तुत करने में सक्षम बनाया जाएगा । विपरीत परिस्थितियों में हार न मानने के जज्बे की जानकारी बच्चों को दी जाएगी ।
मार्च	व्याकरण पर्यायवाची शब्द, लिंग, विलोम शब्द, पत्र लेखन, अनुच्छेद, चित्र लेखन	पाठ का व्याकरण से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की	व्याकरण से बच्चों को औपचारिक और अनौपचारिक पत्रों पर विचार विमर्श	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	व्याकरण को पढकर, वीडियो और पी पी टी, द्वारा जानकारी दी जाएगी ।	विलोम, लिंग , वचन रूप को छाँटेंगे -लेखन तथा वाचन कौशल प्रस्तुत करने में सक्षम होंगे ।

		जानकारी दी ।				
मार्च	बुद्ध चरित	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	बुद्ध चरित पाठ से महात्मा बुद्ध की आरंभिक जीवन की गाथा समझाई गई ।	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	बुद्ध चरित पाठ का उच्चारण , वीडियो और पी पी टी, द्वारा बच्चों जानकारी दी जाएगी ।	विद्यार्थी अपना कार्य एवं सार लिखने में सक्षम होंगे । महात्मा बुद्ध की जीवनी का पूर्ण ज्ञान दिया जाएगा ।
अप्रैल	बस की यात्रा गद्य) (भाग	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	सरकारी बसों की खस्ता हालत से अवगत कराना, -बसों तथा अन्य वाहनों की यात्रा में अंतर करना, -शब्दावली का विकास करना, -पाठ का सार प्रस्तुत करना	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	बस की यात्रा पाठ की जानकारी वीडियो और पी पी टी, द्वारा दी जाएगी ।	विभिन्न प्रकार के वाहनों में यात्रा के अनुभव में अंतर, -शब्दावली का विकास करवाया जाएगा । -पाठ का सार प्रस्तुत करने में सक्षम होंगे । -पुस्तक के अभ्यास के उत्तर देने योग्य बनाया जाएगा ।
अप्रैल	दीवानों की हस्ती पद्य) (भाग व्याकरण पर्यायवाची शब्द, लिंग, विलोम शब्द, पत्र लेखन, अनुच्छेद, चित्र लेखन	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	दीवानों की हस्ती कविता का रसास्वादन करना दीवानों का मतवालापत्र	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	दीवानों की हस्ती पद्य) (भाग बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा कविता की जानकारी दी जाएगी ।	निम्न बिंदुओं को समझने योग्य होंगे- -बंधन मुक्त जीवन के भाव से अवगत करवाया जाएगा । -दीवाने शब्द का अर्थ बताया जाएगा । -कविता का सार प्रस्तुत किया जाएगा ।
अप्रैल	चिट्ठियों की अनूठी दुनिया (भाग गद्य) कोरोना महामारी के कारण मई में पढाया गया ।	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	विद्यार्थियों को -संदेश भेजने के विभिन्न तरीकों से अवगत कराना, -पत्र भेजने के सही तरीके से अवगत	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	चिट्ठियों की अनूठी दुनिया (भाग गद्य) बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा पाठ की	-संदेश भेजने के विभिन्न तरीकों से अवगत करवाया जाएगा । -संदेश भेजने के नए तथा पुराने तरीकों में अंतर बताया जाएगा ।

			कराना, -पत्रों की उपयोगिता बताना, -पिन कोड का अर्थ समझाना, पाठ का सार प्रस्तुत करना		जानकारी दी जाएगी ।	-महान् व्यक्तियों के पत्रों की जानकारी दी जाएगी । -पुस्तक के अभ्यास के उत्तर देने योग्य बनाया जाएगा ।
मई	भगवान् के डाकिए (भाग पद्य) व्याकरण पर्यायवाची शब्द, लिंग, विलोम शब्द, वचन, उपसर्ग, प्रत्यय शब्द, पत्र लेखन, अनुच्छेद, चित्र लेखन	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	विद्यार्थियों में -कविता के प्रति रूचि उत्पन्न करना, -कविता को लयात्मक भाव से उच्चारित करना, कविता के माध्यम से -देने के भाव से अवगत कराना,	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	भगवान् के डाकिए (भाग पद्य) बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा कविता की जानकारी दी जाएगी ।	निम्न बिंदुओं को समझने योग्य होंगे- -बंधन मुक्त जीवन के भाव से अवगत करवाया जाएगा । -कविता का सार प्रस्तुत किया जाएगा । -पुस्तक के अभ्यास के उत्तर देने योग्य बनाया जाएगा ।
मई	अभिनिष्क्रमण ( बुद्ध चरित (	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	-सिद्धार्थ की शिक्षा- दीक्षा से अवगत कराना, -सिद्धार्थ के सांसारिक जीवन की व्याख्या करना, -सिद्धार्थ की संवेग उत्पत्ति के कारणों के बारे में विचार करना,	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	बुद्ध चरित पाठ का उच्चारण , वीडियो और पी पी टी, द्वारा बच्चों को जानकारी दी जाएगी । ।	विद्यार्थी अपना कार्य एवं सार लिखने में सक्षम होंगे । महात्मा बुद्ध की जीवनी का पूर्ण ज्ञान दिया जाएगा और विद्यार्थी प्रश्नों के उत्तर देने में सक्षम होंगे ।
मई	क्या निराश हुआ जाए (गद्य) भाग 3	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	निःस्वार्थ भाव से मदद की सीख देना, दूसरों में केवल दोष न ढूँढ़ कर गुणों को भी महत्त्व देने की सीख देना, - -दोषों का पर्दाफाश	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	क्या निराश हुआ जाए पाठ का उच्चारण , वीडियो और पी पी टी, द्वारा बच्चों को जानकारी दी जाएगी ।	-विपरीत परिस्थितियों में भी सकारात्मक बने रहने की भावना का विकास करवाया जाएगा । नकारात्मक परिस्थितियों में भी ईमानदार और सत्यवादी बने रहने के लिए प्रेरित

			करने में समाचार पत्रों की भूमिका का वर्णन, -ईमानदार और सत्यवादी बनने की सीख देना, -नई शब्दावली का विकास			किए जाएंगे और विद्यार्थी प्रश्नों के उत्तर देने में सक्षम होंगे ।
जून	करवाए गए पाठ्यक्रम से द्वितीय इकाई परीक्षा और ग्रीष्मावकाश	द्वितीय इकाई परीक्षा और ग्रीष्मावकाश	द्वितीय इकाई परीक्षा और ग्रीष्मावकाश	द्वितीय इकाई परीक्षा और ग्रीष्मावकाश	द्वितीय इकाई परीक्षा और ग्रीष्मावकाश	द्वितीय इकाई परीक्षा और ग्रीष्मावकाश
जुलाई	यह सबसे कठिन समय नहीं (काव्य) क्या निराश हुआ जाए(गद्य) भाग 3 कोरोना महामारी के कारण जुलाई में पढाया गया ।	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	विद्यार्थियों में -कविता के प्रति रूचि उत्पन्न करना, -कभी हार न मानने के भाव की सीख देना, धैर्यपूर्वक कठिनाइयों का सामना करने की प्रेरणा देना	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	यह सबसे कठिन समय नहीं (काव्य) बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा कविता की जानकारी दी जाएगी । क्या निराश हुआ जाए पाठ का उच्चारण , वीडियो और पी पी	निम्न बिंदुओं को समझने योग्य बनाया जाएगा । विद्यार्थी कविता का सार प्रस्तुत करने में सक्षम होंगे -पुस्तक में से अभ्यास के उत्तर देने योग्य बनाया जाएगा । विपरीत परिस्थितियों में भी सकारात्मक बने रहने की भावना का विकास करवाया जाएगा ।
जुलाई	बुद्ध चरित (अभिनिष्क्रमण) व्याकरण पर्यायवाची शब्द, लिंग, विलोम शब्द, कारक, पत्र लेखन, अनुच्छेद, चित्र लेखन, संवाद लेखन	पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी	पाठ का पुस्तक से पठन बुद्ध के जीवन पर चलचित्र दिखाना व्याकरण का कार्य समझाया गया	मौखिक परीक्षा लिखित परीक्षा बहुविकल्पी परीक्षण	बुद्ध चरित (अभिनिष्क्रमण) अध्याय बच्चों को समझाया जाएगा । वीडियो और पी पी टी, द्वारा कविता की जानकारी दी जाएगी । बुद्ध चरित (अभिनिष्क्रमण) अध्याय बच्चों को समझाया जाएगा । वीडियो	निम्न बिंदुओं को समझने योग्य बनाया जाएगा । -बुद्ध के गृह त्याग के कारण से अवगत होंगे -बुद्ध के जीवन में घटने वाली विभिन्न घटनाओं से परिचित करवाया जाएगा । व्याकरण को समझाने में बच्चे सक्षम बनाये जाएँगे ।

<p>जुलाई</p>	<p>कबीर की साखियाँ (काव्य) ज्ञान प्राप्ति, बुद्ध चरित से व्याकरण से प्रत्यय, उपसर्ग, विलोम, मुहावरे, संधि और समास</p> <p>अर्थ के आधार पर वाक्यों के भेद, अनेक शब्दों के लिए एक शब्द पत्र (औपचारिक व अनौपचारिक) व अनुच्छेद</p> <p>कामचोर (गद्य)</p>	<p>पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी</p> <p>विद्यार्थियों में -सस्वर पठन की क्षमता विकसित करना, -अपना कार्य स्वयम् करने के लिए प्रेरित करना,</p> <p>पाठ का पुस्तक से पठन पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी । श्यामपट पर लिखकर, वीडियो और पी पी</p>	<p>काव्य के एक अन्य रूप दोहों के प्रति रूचि उत्पन्न करना, -बाह्य आडम्बरो के स्थान पर ज्ञान को महत्त्व देने की मीठी वाणी के प्रयोग के लिए प्रेरित करना, -अहंकार तथा आत्मविश्वास में अंतर करना,</p> <p>विद्यार्थी किस प्रकार काम से जी कराते है चुराते हैं, उन्हें काम करने के लिए प्रेरित करना ।</p>	<p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p>	<p>और पी पी टी, द्वारा कविता की जानकारी दी जाएगी ।</p> <p>व्याकरण के वारी में</p>	<p>बाह्य आडम्बरो के स्थान पर ज्ञान को महत्त्व देने की भावना का विकास करवाया जाएगा । -सदैव मीठी वाणी बोलने के लिए प्रेरित किया जाएगा ।</p> <p>निम्न बिंदुओं को समझने योग्य बनाया जाएगा ।</p> <p>संधि के नियमों से परिचित होंगे । व्याकरण से प्रत्यय, उपसर्ग विलोम, मुहावरे, संधि और समास को करने में विद्यार्थी सक्षम होंगे ।</p> <p>अर्थ के आधार पर वाक्यों के भेद समझाए जायेंगे । अनेक शब्दों के लिए एक शब्द को करने में विद्यार्थी सक्षम होंगे ।</p> <p>विद्यार्थी अपना कार्य स्वयम् करने में सक्षम होंगे ।</p>
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<p>अगस्त</p>	<p>व्याकरण पर्यायवाची शब्द, लिंग, विलोम शब्द, कारक, पत्र लेखन, अनुच्छेद, चित्र लेखन, संवाद लेखन, समास, संधि,</p> <p>जब सिनेमा ने बोलना सीखा,</p> <p>सुदामा चरित</p>	<p>टी, द्वारा व्याकरण की जानकारी दी विद्यार्थियों को -प्राचीन तथा नवीन फिल्म निर्माण तकनीकों के विषय में जानकारी देना, -मूक तथा सवाक् फिल्मों में अंतर करना, -पुराने समय की फिल्म निर्माण की समस्याओं तथा कठिनाइयों से अवगत करना, -पहली सवाक् फिल्म का इतिहास जानना। इस गद्य को वीडियो और पी पी टी, द्वारा समझाया गया</p> <p>पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।</p>	<p>व्याकरण के प्रति बच्चों की रुचि उत्पन्न करना ।</p> <p>आलम आरा पर वीडियो दिखाना</p> <p>विषय पर चर्चा आलम आरा पर वीडियो दिखाना</p> <p>विद्यार्थियों को - सच्ची मित्रता से परिचित कराना-श्री कृष्ण व सुदामा के चरित्र की विशेषताओं की व्याख्या करना,- सच्ची मित्रता में कोई बंधन नहीं होता को समझाना,-निर्धनता के बाद मिलने वाली संपन्नता के भाव से परिचित करना, -श्री कृष्ण व सुदामा की मित्रता तथा द्रुपद-द्रोणाचार्य की मित्रता में अंतर करना । जहाँ पहिया है पाठ का अवधारणीय नक्शा</p>	<p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p> <p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p>	<p>जानकारी बच्चों को वीडियो और पी पी टी, द्वारा दी जाएगी ।</p> <p>बच्चों को गद्य भाग वीडियो और पी पी टी, द्वारा करवाया जाएगा ।</p> <p>वीडियो और पी पी टी, द्वारा पद्य भाग की जानकारी दी जाएगी ।</p> <p>बच्चों को पाठ समझाया जाएगा । वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी जाएगी ।</p> <p>जीवन में विभिन्न रोचक किस्सों को कक्षा में साँझा किया जाएगा ।</p>	<p>विद्यार्थी व्याकरण का कार्य अपने आप करने में सक्षम होंगे ।</p> <p>अनुच्छेद, चित्र लेखन, संवाद लेखन लिखने में सक्षम होंगे ।</p> <p>विद्यार्थी अपना कार्य एवं पाठ का सार व प्रश्नों के उत्तर अपने आप लिखने में सक्षम होंगे ।</p> <p>-सच्ची मित्रता में कोई बंधन नहीं होता, कहानी को समझाया जाएगा । -निर्धनता के बाद मिलने वाली संपन्नता के भाव से परिचित होंगे -श्री कृष्ण व सुदामा की मित्रता का ज्ञान दिया जाएगा ।</p>
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<p>अगस्त</p>	<p>जहाँ पहिया है गद्य भाग</p> <p>अकबरी लोटा</p> <p>बुद्ध चरित</p> <p>धर्म चक्र प्रवर्तन</p>	<p>विद्यार्थियों को प्राचीन तथा नवीन लोटा के बारे में बताना ।</p> <p>अकबरी लोटा का महत्त्व</p> <p>पाठ का पुस्तक से पठन श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।</p> <p>श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।</p> <p>श्यामपट, वीडियो</p>	<p>विद्यार्थियों को</p> <p>-बुद्ध की तपस्या के संबंध में ज्ञान कराना</p> <p>-बुद्ध को ज्ञानप्राप्ति से रोकने के लिए किए जाने वाले प्रयासों से अवगत कराना</p> <p>-बुद्ध तत्व को समझना</p> <p>धर्मचक्र प्रवर्तन का ज्ञान प्राप्त कराना</p> <p>पाठ का पुस्तक से पठन विद्यार्थियों का</p> <p>-महापरिनिर्वाण के दिन बुद्ध पूर्णिमा मनाने के कारण को जानना</p> <p>-भगवान बुद्ध के उपदेशों का प्रभाव को समझना</p> <p>-समाधि लेते समय प्रकृति में हलचल होने के कारण को समझना</p> <p>काव्य के नौ रसों , विशेषतः वात्सल्य रस की कविताओं से</p>	<p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p> <p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p> <p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p>	<p>छात्रों को समूहों में बाँट कर नाटक के रूप में प्रस्तुत किया जाएगा ।</p> <p>बच्चों को पाठ बुद्ध चरित का पाठ समझाया जाएगा । वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी जाएगी ।</p> <p>बच्चों को पाठ बुद्ध चरित का पाठ समझाया जाएगा । वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी जाएगी ।</p>	<p>संवेदनशीलता की भावना का निर्माण करने हेतु बनाया जाएगा ।</p> <p>-नारी जीवन की विशेषताओं व मुश्किलों को समझाया जाएगा ।</p> <p>निम्न बिंदुओं को समझने योग्य बनाया जाएगा ।</p> <p>-वाक्पटुता के महत्त्व से परिचित करवाया जाएगा ।</p> <p>मित्र की सहायता करने से मिलने वाली खुशी का अनुभव करवाया जाएगा ।</p> <p>सीधी सी बात को रोचक तरीके से कहने की योग्यता का विकास करवाया जायेगा ।</p> <p>निम्न बिंदुओं को समझने योग्य बनाया जायेगा ।</p> <p>-बुद्ध की तपस्या के संबंध में ज्ञान दिया जाएगा ।</p> <p>-बुद्ध को ज्ञानप्राप्ति से रोकने के लिए किए जाने वाले प्रयासों से अवगत करवाया जाएगा ।</p> <p>-बुद्ध तत्व को समझाया जाएगा ।</p>
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<p>अगस्त सितंबर</p>	<p>बुद्ध चरित महापरिनिर्वाण</p> <p>सूरदास के पद( काव्य</p>	<p>और पी पी टी, द्वारा कविता (सूरदास के दोहों की जानकारी की जानकारी दी ।</p> <p>श्यामपट, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।</p> <p>श्यामपट पर, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।</p>	<p>परिचित कराना -कृष्ण के पर्यायवाची शब्दों से परिचित कराना -श्रीकृष्ण की बाललीलाओं से अवगत कराना</p> <p>विद्यार्थियों को पानी की उत्पत्ति की जानकारी देना -धरती के निर्माण को समझाना, जलचक्र को समझाना, विज्ञान तथा हिन्दी विषय में समानता समझाना शब्दावली का विकास</p> <p>व्याकरण से संवाद लेखन, अपठित गद्यांश, चित्र लेखन समझकर उनको प्रेरित करना ।</p>	<p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p> <p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p>	<p>वीडियो और पी पी टी, द्वारा कविता की जानकारी दी जाएगी ।</p> <p>वच्चों को पाठ की जानकारी समझाकर, वीडियो और पी पी टी, द्वारा दी जाएगी ।</p> <p>वच्चों को व्याकरण की जानकारी समझाकर, वीडियो और पी पी टी, द्वारा दी जाएगी ।</p>	<p>-धर्मचक्र प्रवर्तन का ज्ञान दिया जाएगा । बुद्ध के उपदेशों का प्रभाव को समझाया जाएगा । -समाधि लेते समय प्रकृति में हलचल होने के कारण को समझाया जाएगा । वच्चे बुद्ध चरित के पाठ का सारांश स्वयं लिखने में सक्षम होंगे ।</p> <p>-श्रीकृष्ण की बाललीलाओं से अवगत होंगे ।</p> <p>निम्न बिंदुओं को समझने योग्य बनाया जाएगा । -ब्रज भाषा का ज्ञान दिया जाएगा ।</p>
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सितंबर	<p>पानी की कहानी (गद्य)</p> <p>व्याकरण से पत्र लेखन, अनुच्छेद, चित्र लेखन, संवाद लेखन, समास, संधि, अपठित गद्यांश, मुहावरे</p> <p>तृतीय इकाई परीक्षा</p>	<p>तृतीय इकाई परीक्षा</p> <p>श्यामपट पर, वीडियो और पी पी टी, द्वारा पाठ की जानकारी दी ।</p> <p>श्यामपट पर, वीडियो</p>	<p>तृतीय इकाई परीक्षा</p> <p>दृढ़ इच्छाशक्ति के - अपनी स्वाभाविक परिस्थितियों में संतुष्ट रहने हेतु प्रेरित करना -वास्तविकता को भूल दूरों की बातों से प्रभावित होने के - दुष्परिणामों से अवगत कराना</p> <p>मुआवज़ा देने हेतु प्रेरित कराना -सकारात्मक दृष्टिकोण का विकास -इच्छापूर्ति के साधनों की प्राप्ति हेतु जुझारू बनाना -दूरदर्शी बनाना -संघर्षशील बनाना -वस्तु निर्माण प्रक्रिया समझाना</p>	<p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p> <p>मौखिक परीक्षा</p> <p>लिखित परीक्षा</p> <p>बहुविकल्पी परीक्षण</p> <p>तृतीय इकाई परीक्षा</p>	<p>तृतीय इकाई परीक्षा</p> <p>वच्चों को पाठ की जानकारी समझाकर, वीडियो और पी पी टी, द्वारा दी जाएगी ।</p> <p>वच्चों को पाठ की जानकारी समझाकर, वीडियो और पी पी टी, द्वारा दी जाएगी ।</p>	<p>पानी की उत्पत्ति की जानकारी दी जाएगी - जलचक्र की प्रक्रिया को समझेंगे । -विज्ञान तथा हिन्दी विषय में समानता को जानेंगे । -शब्दावली का विकास होगा ।</p> <p>विद्यार्थी व्याकरण का कार्य अपने आप करने में सक्षम होंगे ।</p> <p>तृतीय इकाई परीक्षा</p> <p>आलोचनात्मक चिंतन हेतु</p>
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	<p>बाज और साँप (गद्य)</p>	<p>और पी पी टी, द्वारा पाठ की जानकारी दी ।</p>		<p>मौखिक परीक्षा  लिखित परीक्षा  बहुविकल्पी परीक्षण</p>		<p>प्रेरित किया जाएगा । -दृढ़ इच्छाशक्ति के महत्त्व से परिचित करवाया जाएगा ।</p>
<p>अक्तूबर</p>	<p>टोपी (गद्य)</p> <p>वसंत भाग ३, बुद्ध चरित और व्याकरण की दोहराई वर्णन,संधि,उपसर्ग, प्रत्यय, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, मुहाबरे - लोकोक्तियाँ, कारक, वाक्य अर्थ के आधार पर, पर्यायवाची शब्द,</p>	<p>दोहराई</p> <p>वार्षिक परीक्षा</p>		<p>मौखिक परीक्षा  लिखित परीक्षा  बहुविकल्पी परीक्षण</p>	<p>दोहराई</p> <p>वार्षिक परीक्षा</p>	<p>-अपनी स्वाभाविक परिस्थितियों में संतुष्ट रहने हेतु प्रेरित किया जाएगा । विद्यार्थी पाठ का सारांश स्वयं लिखने में सक्षम होंगे ।</p> <p>सकारात्मक दृष्टिकोण का विकास होगा । -इच्छापूर्ति के साधनों की प्राप्ति हेतु जुझारू बनाया जाएगा । -संघर्षशील बनाये जायेंगे -वस्तु निर्माण प्रक्रिया का विकास समझाकर, विद्यार्थी स्वयं पाठ का सारांश लिखने में पूर्ण रूप से सक्षम होंगे ।</p> <p>दोहराई</p>

नवंबर	भाववाचक संज्ञा,पत्र अनुच्छेद, समास विराम चिह्न, व्याकरण से संवाद लेखन, अपठित		दोहराई	दोहराई		वार्षिक परीक्षा
दिसंबर	वार्षिक परीक्षा		वार्षिक परीक्षा	वार्षिक परीक्षा		

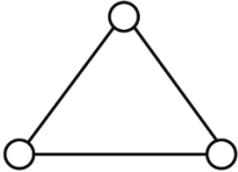
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**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Mathematics**  
**Class: VIII**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
FEB (6)	<b>Rational Numbers</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks : Set of different types of numbers</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed the use of fractions and decimals in everyday life, such as in recipes, tools, medicine dosages, etc</li> <li>• Comparing numbers using a number line (Negative rational Numbers) Students may be asked to represent the rational numbers on number line.</li> <li>• To verify the commutative property of multiplication of rational numbers.</li> <li>• Calculate the distance from home to school according to directions take it as also take North and East as positive and South and West as negative.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	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 on Rational numbers and its properties and calculating rational numbers between two given numbers.  Video: Rational Numbers and its Properties.	The students will be able to <ul style="list-style-type: none"> <li>• Understand what are Rational Numbers</li> <li>• Understand Properties of rational Number : Closure and Commutative</li> <li>• Understand Multiplicative and Additive Inverse</li> <li>• Understand Role of zero and One</li> <li>• Understand Multiplicative and Additive Identity</li> <li>• Solve problems based on it.</li> </ul>
March (20)	<b>Linear Equation In One Variable</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Explained with the help of live examples of age, number and market purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Frame a linear equation involving one variable whose solution is 10. i.e. <math>2X + 5 = 25</math></li> <li>• Framing of linear equation</li> <li>• Write expression in one variable comparing your</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given</li> </ul>	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.	The students will be able to <ul style="list-style-type: none"> <li>• Understand Linear Equation</li> <li>• Apply rules for solving Linear equation in one</li> </ul>

		<ul style="list-style-type: none"> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p>present age (in years only) with at least three of family members. Write the expressions for the comparison of ages before 5 years and after 5 years. From linear equations using these expressions and solve each of them to get the present age.</p> <ul style="list-style-type: none"> <li>• To verify that the solution of the equation remains same using any method. To explore the quickest method of solving on equation.</li> </ul>	<p>based on chapter)</p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Developing hypothesis by Brainstorming</p> <p>Discussion on framing and solving of linear equations in one variable.</p> <p>Video: Application of Linear equation in day to day life.</p>	<p>variable</p> <ul style="list-style-type: none"> <li>• Solve equations by transposing the term from LHS to RHS</li> <li>• Find the highest power of Linear Equation</li> <li>• Solve the problem on Number, Age, Perimeter etc.</li> </ul>
	<b>Understanding Quadrilaterals</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• To verify the sum of the interior angles of a quadrilateral is <math>360^\circ</math> by using activity method</li> <li>• To verify that the opposite angles of a parallelogram are equal, by using activity method.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on Different types of quadrilaterals and their properties.</p> <p>Video: Types of quadrilaterals and their properties.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Perform classification of Polygons</li> <li>• Explain properties of Quadrilaterals and their diagonals</li> <li>• Apply angle sum property of a polygon</li> <li>• Find sum of exterior and interior angles.</li> </ul>
July		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentation</li> </ul>	<p>1.collect information from your class about which sports among the following , is each</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the</li> </ul>

	<b>JuData Handling</b>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Individual</li> <li>• Group work</li> <li>• ICT,</li> <li>• Mathematics lab activities,</li> <li>• Survey</li> </ul>	<p>one's favorite and write it down against the name of the pupil. Football, basketball, cricket, handball and</p> <p>Now organize the data using tally marks.</p> <p>2.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>chapter</p> <ul style="list-style-type: none"> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on Histogram and bar and double bar graph construction along with this on grouped and ungrouped data</p> <p>Video: Histograms constructions.</p>	<p>importance of complete accurate and relevant data</p> <ul style="list-style-type: none"> <li>• Draw pictorial representation of numerical data</li> <li>• Make frequency distribution and tally marks</li> <li>• Find probability of an event</li> </ul>
July	<b>Cube and Cube Roots</b>	<ul style="list-style-type: none"> <li>• <b>Innovative Method</b> Tell the students to bring some cube-shaped objects: Ice cube, Dice</li> <li>• Audio- visual from Extra Marks : Set of different types of numbers</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p><b>Art Integration:</b> Make Charts on Patterns in Cubes and display them in class.</p> <p><b>Like:</b> <math>1729 = 10^3 + 9^3 = 12^3 + 1</math></p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<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 on Calculation of cube and cube roots</p> <p>Video: Methods of calculations of Cube root.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Determine the cube of a number.</li> <li>• Comprehend the properties of cubes</li> <li>• Understand the patterns in cubes</li> <li>• Determine whether the number is a perfect cube or not by prime factorization</li> <li>• Convert it into a perfect cube</li> <li>• Find the cube roots of numbers</li> </ul>
July		<ul style="list-style-type: none"> <li>• Individual</li> <li>• Group work</li> <li>• Geo board</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different parts and types of quadrilaterals</li> <li>• Analyses and finds own</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p>	<p>The students will be able to</p>

	<b>Practical Geometry</b>	<p>activity</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Mathematics lab activities</li> <li>• Audio- visual from Extra Marks : Set of different types of numbers</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p>way of constructing special quadrilateral</p> <ul style="list-style-type: none"> <li>• Construct different quadrilaterals using ice cream sticks and join them with the help of split pins. We will find that the shapes of quadrilaterals can be changed by applying a little pressure on them. Fix the shapes by adding one additional feature to them. Record the observations and display the constructions.</li> </ul>	<p>completing the chapter</p> <ul style="list-style-type: none"> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment (CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on construction of quadrilaterals when five or four of its parts are given.</p> <p>Video: construction of different types of quadrilaterals.</p>	<ul style="list-style-type: none"> <li>• Construct quadrilateral with the help of Compass.</li> <li>• Make various combinations of elements for constructing a unique quadrilateral.</li> </ul>
July	<b>Square and Square Roots</b>	<ul style="list-style-type: none"> <li>• Explained with the help of examples from day-to-day life</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>• To find the square roots of first ten natural numbers.</li> <li>• 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.</li> <li>• 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.</li> </ul>  <ul style="list-style-type: none"> <li>• To verify the square root using compass, ruler and a chart paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on Calculation of square root by different methods.</p> <p>Video: Square root calculation by Long division method.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Understand square and square roots</li> <li>• Work with the Properties of Square Root</li> <li>• Identify One's digit in the square of a number and its square's unit place value.</li> <li>• Make Interesting patterns of square root.</li> <li>• Understand Short cut method of squaring a number</li> <li>• Find the square root using long division method.</li> </ul>

July	<p><b>Comparing Quantities</b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentation</li> <li>• Videos</li> <li>• Money transaction game (Dummy Currencies)</li> <li>• Group work</li> <li>• ICT,</li> <li>• Dummy market</li> <li>• Class activity</li> <li>• Buyer Seller</li> <li>• Borrower- Depositor</li> </ul>	<p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>• To compare simple and compound interest on the graph papers using different coloured pencils.</li> </ul> <p><b>Introductory</b></p> <ul style="list-style-type: none"> <li>• <b>Activity-1</b> 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.</li> <li>• <b>Activity-2</b> Students will fill the remaining two columns :</li> </ul> <table border="1" data-bbox="709 808 1045 878"> <thead> <tr> <th>CP</th> <th>SP</th> <th>P/L</th> <th>P/L%</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>70</td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Percentages</li> <li>2. Profit &amp; Loss</li> <li>3. Application to Discounts</li> </ol> <ul style="list-style-type: none"> <li>• <b>Class Activity:</b> Ratio and Percentage help us to compare and they are related to each other show various same sized 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.</li> </ul>	CP	SP	P/L	P/L%	100	70			<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<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 on calculation of Compound Interest calculation using formula and without formula.</p> <p>Video: Difference between Simple Interest and Compound Interest.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Recall the concept of profit and loss</li> <li>• Comprehend ‘overhead expenses’</li> <li>• Apply knowledge to solve problems related to discount and discount%</li> <li>• Understand and Comprehend the interest compounded annually and semi-annually</li> <li>• Apply the compound interest formulae to growth and depreciation of commodities</li> <li>• Calculate Taxes</li> </ul>
CP	SP	P/L	P/L%											
100	70													

			<ul style="list-style-type: none"> <li>• 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</li> <li>• Classroom activity to convert students marks in different subjects into percentage and compare performance in ratio and percentage. Dummy market will be organized.</li> <li>• Collect different old coins of Indian currency. We will find that a few of them have shapes of different polygons. Paste them and draw the polygon with the same number of sides. Mark their centres and find: the size of each interior angles, sum of interior angles, measure of each exterior angle and sum of exterior angles.</li> </ul>			
August		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Individual</li> </ul>	<ul style="list-style-type: none"> <li>• To verify the identity <math>(x + a)(x + b) = x^2 + ax + bx + ab</math> on daily bases</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ</li> <li>• Testing on</li> </ul>	Activating Prior Knowledge by Random Questioning	The students will be able to

	<p><b>Algebraic Expressions and Identities</b></p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Mathematics lab activities</li> <li>• Puzzles</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>• Make flash cards of identities and use them to memorize.</li> </ul> <p>Lab Activity</p> <ul style="list-style-type: none"> <li>• To verify <math>(a + b)^2 = a^2 + 2ab + b^2</math> by using activity method.</li> <li>• To verify <math>(a - b)^2 = a^2 - 2ab + b^2</math> by using activity method.</li> <li>• To verify <math>(x + a)(x + b) = x^2 + (a + b)x + ab</math> by using activity method</li> <li>• To verify <math>(a - b)(a + b) = a^2 - b^2</math> by using activity method.</li> <li>• Measure the length of a window of class room and take it as x. Take measurements of lengths and breadths of each window and doors of the class room and write in terms of x. Also find the area of windows and doors in terms of x by multiplying the expressions. Also write the polynomials representing sum of areas of windows and doors.</li> </ul>	<p>completing the chapter</p> <ul style="list-style-type: none"> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on addition , subtraction and use of identities in algebraic expressions.</p> <p>Video: use of Identities and how calculations become simplified using them.</p>	<ul style="list-style-type: none"> <li>• Understand the meaning of Algebraic Expressions</li> <li>• Identify the terms and coefficients</li> <li>• Perform mathematical operations on polynomials</li> <li>• Use four identities in carrying out squares and products of algebraic expressions.</li> <li>• Learn easy alternative methods to calculate products of numbers and so on.</li> <li>• Revise in a fun way through Quiz</li> </ul>
Aug		<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Visualising different views of objects.</li> </ul>	<p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• A Colorful Collage Making on various 2D and 3D shapes on a Black Chart and</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Differentiate between 2D and 3D objects</li> </ul>

	<b>Visualising Solid Shapes</b>	<ul style="list-style-type: none"> <li>• Faces, Edges and Vertices</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p>display in class.</p> <ul style="list-style-type: none"> <li>• Draw a map of the route of our house to our school showing important Landmarks and colour the map.</li> <li>• To build 3-D shapes by using its top view, side view and front view.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on 2D and D Figures and Euler's formula</p> <p>Video: Different 3D figures and verification of Euler's formula.</p>	<ul style="list-style-type: none"> <li>• Apply Euler's Formula to count and verify relation between edges, vertices and faces.</li> </ul>
Aug	<b>Mensuration</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Individual</li> <li>• Group work</li> <li>• ICT,</li> <li>• Mathematics lab activities</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>	<p><b>Activity-</b></p> <ul style="list-style-type: none"> <li>• To prove that Surface Area of the closed cylinder of radius <math>r</math> and height <math>h</math> is <math>(2\pi r(r + h))</math></li> <li>• To determine a formula for the curved surface area of a cylindrical can by activity method.</li> <li>• To determine a formula for the total surface area of cuboid by activity method.</li> <li>• To determine a formula for the total surface area of cube by activity method.</li> <li>• Collect the old polygon shaped Indian currency coins for the project and measure their sides, mark their centres and find- the measure of their sides, count the number of sides each has, the perimeter of each coin and the area of</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on calculation of Total Surface area, Curved Surface area and Volume using formula in case of cylinder.. cube and cuboid.</p> <p>Video: Applications of formula for calculation of Volume</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Calculate the area of a trapezium, rhombus, parallelogram, any quadrilateral.</li> <li>• Understand and effectively use the concepts to find the surface area of cube, cuboid and cylinder.</li> <li>• Understand and effectively use the concepts to find the volume of cube, cuboid and cylinder</li> </ul>

			<p>each coin.</p> <ul style="list-style-type: none"> <li>To verify that the area of irregular polygon remains same even if they are divided into any plane shapes.</li> </ul>		and Surface area's.	
September	<b>Exponents and Powers</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks</li> <li>Explained through Mind Map</li> <li>Power Point Presentation</li> <li>Videos</li> </ul>	<p><b>Integrated project:</b></p> <ul style="list-style-type: none"> <li>Find out the exact value of the following and show the result in standard form: <ul style="list-style-type: none"> <li>a) Height of Mount Everest</li> <li>b) Distance travelled by light in 6 months</li> <li>c) Radius of a pencil lead</li> <li>d) Distance between Moon and Sun.</li> <li>e) Average diameter of Earth</li> <li>f) Total weight of Earth.</li> </ul> </li> </ul> <p>Outdoor Teaching :</p> <ul style="list-style-type: none"> <li>Made graphs on the basis of data available in the surroundings.</li> </ul> <p>Class Activity:</p> <ul style="list-style-type: none"> <li>To understand the concept of negative powers with the help of reciprocals.</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> <li>Assignments(few questions given based on chapter)</li> <li>Quiz</li> <li>Crossword Puzzles</li> <li>Assignment ( CW &amp; HW).</li> <li>Remedial Worksheets</li> <li>Oral Assessment</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on laws of exponents.</p> <p>Video: Use of Laws of exponents.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Express exponential notation of rational numbers.</li> <li>Write reciprocals with negative and positive integral exponents</li> <li>Solve Expressions using laws of exponents</li> <li>Apply the laws in day to day life.</li> </ul>
September	<b>Direct and Inverse Proportions</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks</li> <li>Power Point Presentation</li> <li>Videos</li> </ul>	<p><b>Activity-</b></p> <ul style="list-style-type: none"> <li>To test clarity of concepts and ability of mental calculation of the student (Mental Maths).</li> <li>To develop the concept of direct variation using 5 bangles of different size per group, string, ruler and</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> <li>Assignments(few questions given based on chapter)</li> <li>Quiz</li> </ul>	<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>The student will be able to:</p> <ul style="list-style-type: none"> <li>Comprehend the concept of Ratio and Proportion</li> <li>Solve problems related to Ratio and Proportion</li> </ul>

			<p>pencil.</p> <ul style="list-style-type: none"> <li>Find the relation between the height of an object and length of its shadow in light or sun light.</li> </ul>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>Assignment ( CW &amp; HW).</li> <li>Remedial Worksheets</li> <li>Oral Assessment</li> </ul>	<p>Developing hypothesis by Brainstorming</p> <p>Discussion on how to differentiate between direct and indirect variations.</p> <p>Video: Solving problems based on direct and Indirect proportions.</p>	<ul style="list-style-type: none"> <li>Comprehend and solve problems related to direct and inverse proportion.</li> <li>Solve problems related to 'time and work' and 'time and distance'</li> </ul>
October	<b>Factorisation</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks</li> <li>Power Point Presentation</li> <li>Videos</li> </ul>	<p><b>Activity-</b></p> <ul style="list-style-type: none"> <li>To factorize a quadratic polynomial, <math>ax^2 + cx + c</math> by splitting the middle term(using square sheets).</li> <li>To find the factors of the trinomials using algebraic tiles.</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> <li>Assignments(few questions given based on chapter)</li> <li>Quiz</li> <li>Crossword Puzzles</li> <li>Assignment ( CW &amp; HW).</li> <li>Remedial Worksheets</li> <li>Oral Assessment</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on solving of expression using common, regrouping, middle term splitting and identities methods.</p> <p>Video: Methods used in solving problems based on factorization.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>Find the Factors</li> <li>Recall H.C.F</li> <li>Factorize by regrouping</li> <li>Factorize Quadratic Equations by splitting middle term</li> <li>Factorize using Identities</li> <li>Divide Algebraic Expressions</li> </ul>
October		<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks</li> <li>Bar Graphs</li> <li>Graphical representation of</li> </ul>	<p>Activity</p> <ul style="list-style-type: none"> <li>Interlinked the graphs with the data collected and made all types of graphs</li> </ul>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completing the chapter</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>Understand pictorial and graphical</li> </ul>

	<b>Introduction to Graphs</b>	<ul style="list-style-type: none"> <li>data</li> <li>• Power Point Presentation</li> <li>• Videos</li> </ul>		<ul style="list-style-type: none"> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on Reading of graphs nd answering questions based on it.</p>	<p>representation</p> <ul style="list-style-type: none"> <li>• Make Pie Graph, Bar Graph, Line graph and histogram</li> </ul>
November	<b>Playing with Numbers</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentation</li> <li>• Videos</li> <li>• Individual</li> <li>• Group work</li> <li>• ICT,</li> <li>• Flash card activity</li> <li>• Mental Computation</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>• To make a code wheel and demonstrate the concepts of coding and code keys in a physical way.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completing the chapter</li> <li>• Assignments(few questions given based on chapter)</li> <li>• Quiz</li> <li>• Crossword Puzzles</li> <li>• Assignment ( CW &amp; HW).</li> <li>• Remedial Worksheets</li> <li>• Oral Assessment</li> </ul>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion on Solving different questions using divisibility rules.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Write numbers in general form</li> <li>• Solve problems of two digit numbers</li> <li>• Apply divisibility Rules</li> </ul>
	<b>REVISION FOR THE FINAL EXAMS</b>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks</li> <li>• Power Point Presentations</li> <li>• Videos</li> </ul>	Extra Questions Related to different topics	<ol style="list-style-type: none"> <li>1. Crossword Puzzles</li> <li>2. MCQ's</li> <li>3. Assignments ( CW &amp; HW)</li> <li>4. Remedial Worksheets</li> <li>5. Quiz</li> <li>6. Oral Assessment</li> </ol>	Revision for Exams	The students will be able to clear their doubts, the revision of the chapter will be done thoroughly and will be well prepared for the Final Exams.
December (20)	<b>FINAL UNIT TEST REVISION</b>	<p>Extra Marks</p> <p>Videos</p> <p>PPT</p>	<b>FINAL UNIT TEST REVISION</b>	<p>MCQ's</p> <p>Quiz</p> <p>Worksheets</p> <p>Oral Assessment</p> <p>Assignments</p>	<b>FINAL UNIT TEST REVISION</b>	Final Exams Assessment of marks, evaluation of results , uploading and posting of results.

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**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: GENERAL SCIENCE**  
**Class: VIII**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb. – March  No. of periods 10	Crop Production	Power Point Presentations, Extramarks Modules, YouTube Videos	Activity: Project work on pasting pictures of five tools/implements/ machines used in agriculture and write their uses.  -Interaction and discussion with students about the problems faced by farmers in agricultural activities due to the pandemic.  Practical: To separate good, healthy seeds from damaged ones.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	The students will be able to know -Understand the concept of agriculture and agricultural practices. - Sources of water and irrigation practices shall be comprehended. -Importance of usage of manures, fertilizers, weedicides and pesticides in agriculture. - Storage of grains.
March  No. of periods 9	Cell: Structure and Function	Power Point Presentations, Extramarks Modules, Youtube Videos	-Demonstrating the use of a microscope  - Diagram: Plant cell and animal cell Practical: To	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by:	The students will be able to know -Understand the cell structure. -Comprehend the concept of different shapes and sizes of the cell.

			prepare a temporary stained mount of animal cell		Brainstorming Lecture Discussion.  Using ppts, modules, youtube videos, experimental demonstration to explain the topics.	-Diagrammatically presentation of plant cell and animal cell.
April  No. of periods 9	Metals and Non metals	Power Point Presentations, Extramarks Modules, YouTube Videos	Activity: Simple observations relating to physical properties of metals and non-metals shall be done. Observe different materials available in your house and try to find out the metal/non-metal used in them.  Practical: To show that non-metals react with oxygen to form acidic oxides while metal react to form basic oxides.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	-Understand the physical and chemical properties of metals and non-metals. -Differentiate between metals and non-metals on the basis of their physical and chemical properties. -Analysing the basic terminology like luster, malleability, ductility and tensile strength. -Demonstration of displacement reactions.
April  No. of periods 9  and	Synthetic fibres	Power Point Presentations, Extramarks Modules, YouTube Videos	-Observe different types of fiber and fabric at home and differentiate them into synthetic and natural fibres.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by:	-Understand the meaning of polymerization -Differentiate between natural fibres and synthetic fibres. -Comprehend the

plastics			<p>-Testing various materials- for action of water, reaction on heating, effect of flame and tensile strength</p> <p>-Survey on various use of synthetic material.</p> <p>Practical: To compare the tensile strength of different fibres of same thickness and same length.</p>		<p>Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>advantages and disadvantages of plastics.</p> <p>- learn to follow 3R's reduce, reuse and recycle.</p>
May  No. of periods 9	Microorganisms	Power Point Presentations, Extramarks Modules, YouTube Videos	<p>Activity: -fermentation of dough at home -increase in volume using yeast.</p> <p>Practical: To observe the micro-organisms with the help of their permanent slides.</p>	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>-Understand the different techniques of food preservation -Comprehend the concepts of micro-organisms - Analysis of term vaccine, antibiotic, food poisoning and nitrogen fixation. -Develop understanding about useful and harmful micro-organisms.</p>
May  No. of	Light	Power Point Presentations, Extramarks Modules, YouTube Videos	Diagram: Human eye Types of reflection Image formation	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected</p>	<p>-Understand the phenomenon of reflection of light. -Differentiate between regular</p>

periods 8			<p>in a plane mirror. Make students understand the position of different parts of human eye by drawing diagram.</p> <p>Practical: To prove the law of reflection by using a plane mirror. To study the image formation by multiple reflection of light.</p> <p>To study the various parts of human eye.</p>		<p>response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>reflection and irregular reflection. -Understand the use of mirrors in daily life. - Understand the concept of dispersion of light. - Understand the structure of Human eye.</p>
July  No. of periods 8	Force and Pressure	Power Point Presentations, Extramarks Modules, YouTube Videos	<p>Activity: Demonstration of use and effects of force with the help of a ball.</p> <p>Measuring the weight of an object, as a force by the earth using a spring balance.</p> <p>Activity: To show that liquids exert the same pressure in all directions at a given depth</p> <p>Practical: Air</p>	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>-Comprehend the concepts of force and types of force. - Effects of force - Comprehend the effect of pressure exerted by the liquids and gases.</p>

			exerts pressure in all directions.			
July  No of periods: 8	Coal and Petroleum	Power Point Presentations, Extramarks Modules, YouTube Videos	Discussion on natural resources, formation and conservation of fossil fuels. Developing hypothesis: Brain storming Lecture method.  Video: formation of coal, fractional distillation of petroleum.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	1. The students will be able to Understand about natural resources. 2. Coal and petroleum form in the earth's crust? 3. Need to conserve natural resources. 4. Analyze the terms exhaustible and inexhaustible natural resources. 5. Use of coal and petroleum 7. New methods to conserve energy.
July - August  No. of periods 8	Adolescence, Puberty and Hormones	Power Point Presentations, Extramarks Modules, YouTube Videos	Activity: Discussion on gender issues and social taboos	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	-Understand the concept of adolescence -Comprehend the factors affecting reproductive health. - Understand the role of hormones - Creating awareness among adolescences about AIDS and the drug menace.
August  No of periods: 9	Chemical effect of current	Power Point Presentations, Extramarks Modules, YouTube Videos	Representation by diagram of circuits, activity based explanation. Hand on	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning. Introducing the topic to be taught after getting the expected response from the	1. The students will be able to learn 1. The chemical effect of current. 2. Will have knowledge to find the conductivity of different

			<p>experience: to show chemical effect of current. (Deposition of copper from copper sulphate solution) Identify metallic objects around them and find out which all have been electroplated and why?</p> <p>Practical: 14,15,16 (lab manual)</p>		<p>students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>commonly available liquids. 3. They will be able to evaluate the application of chemical effects of current. 4. Will be able to demonstrate electrolysis and electroplating.</p>
<p>August - September</p> <p>No of periods : 8</p>	Frictional Force	Power Point Presentations, Extramarks Modules, YouTube Videos	<p>Diagram Small activities Participation of the children. Outdoor teaching. Experiencing frictional force in daily life situations like walking, applying break, pulling or pushing a box etc Experiential learning by increasing or decreasing friction in various conditions.</p>	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>1.Students will be able to understand the concept of frictional force 2. Its cause and effects. 3.Types 4. The advantages and disadvantages of friction. 5.Friction in different states of matter(solid, liquid and gas)</p>
<p>September</p> <p>No of periods: 8</p>	Reproduction	Power Point Presentations, Extramarks Modules, YouTube Videos	Diagram Discussion on gender issues and social taboos.	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the</p>	<p>1. The children will be able to understand the term reproduction and its importance. 2. Asexual and</p>

			Value: Role of mother in the family and society.		students. Developing hypothesis by: 3. Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	sexual reproduction 3. The terms: unisexual, bisexual, oviparous and viviparous 4. The functioning of male and female reproductive system
September  No of periods: 7	Chapter: Some Natural Phenomenon	Power Point Presentations, Extramarks Modules, YouTube Videos	Discussion on cause, effects and safety during an earthquake and lightening. Presentation on natural phenomenon( class participation)	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion. 3.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	1. The children will be able to Understand about some natural phenomenon such as lightning and earthquake. 2. Electric charges can flow from a charged body to a neutral body. 3. Effect of electric charges and the function of a lightning conductor. 4. Methods to minimize effects before, during and after the tremors.
October  No of periods: 8	Sound	Power Point Presentations, Extramarks Modules, YouTube Videos	Demonstration of various musical instruments producing different sounds. Activity: to show oscillation in a pendulum. Graph showing loudness and amplitude. Designing a 'Toy phone'.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos,	The students will be able to 1. Understand how sound is produced. 2. How sound travels through a medium. 3. How different instruments produce different sounds? 4. Evaluate the difference between music and noise.

			Practical: 13(lab activity)		experimental demonstration to explain the topics.	5. Understand the different parts of a human ear.
October No of Periods: 7	Pollution of air and Water	Power Point Presentations, Extramarks Modules, YouTube Videos	Flow chart Case study and discussion: different methods of water purification.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	1. The students will be able to understand pollution causes and harmful effects of air and water pollution. 2. Prevention 3. Characteristics of potable water. 4. Purification of water 5. Water filter and purifiers.
October No of periods : 8	Conservation of biodiversity	Power Point Presentations, Extramarks Modules, YouTube Videos	Diagram of biosphere reserve. List of species in Red Data book. Awareness regarding the National Parks, Sanctuaries and Zoo in different states of India and discussion on depletion of wild life. Integrated with S.St. Mind map. Flip teaching.  Value: concerned about plants/trees and animals.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	The students will be able to 1. Understand the important terms, role and conservation of biodiversity 2. They will understand the count and types of species left in India and the world. 3. They will understand how to conserve the biodiversity

November No. of periods 8	Stars and Solar system	Power Point Presentations, Extramarks Modules, YouTube Videos	-Observation of motion of objects in the sky during the day and night.  Practical: To study different types of constellations.	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	-Understand the solar system - Designing and preparing models and chart on the solar system and constellation. -Observing and identifying some prominent planets visible to the naked eyes (Venus, Jupiter) in the sky
November No of periods: 8	Combustion and flame	Power Point Presentations, Extramarks Modules, YouTube Videos	Experiments: with candles Discussions involving whole class. Studying about the types of fire extinguishers in the school. Practical: 9(lab activity)	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	1. The students will be able to understand about combustion and non-combustion substances 2. Ignition temp. 3. Conditions necessary for combustion. 4. Principle of fire extinguishers. 5. Calorific value 6. Precautions with inflammable substances.

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065 ; School Code: 43054  
**Annual Pedagogy Plan: Social Science**  
**Class: VIII**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
February 06	<b>Geography- Resources</b> resources and their types – natural and human	<i>Smart Class- Extra marks</i> *PPT *Videos YouTube *E-book <b>Trilingual Dictionary of Geography</b> -(Hindi English- Urdu) <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a>	<b>*Art integration</b> Poster making – Save Resources. <b>*Project and Experiential learning</b> Best out of waste. <b>Thinking Skill</b> - 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	<b>Ice breaking session-</b> Showing different things to children like pen, paper, book etc. and asking them questions like what's the use of these things? And what are they called -expecting the answer Resource. <b>Lecture Discussion</b> -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 resource is. <b>-Differentiate</b> between the different types of resources. <b>-Sensitize</b> children with the conservation of resources.

<p>March 26 days</p>	<p><b>History – How, When and Where</b></p> <p>(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.</p>	<p><i>Smart Class- Extra marks</i></p> <p>*PPT *Videos YouTube *E-book</p> <p>• <a href="https://www.youtube.com/watch?v=tbOQyVrW2tU">https://www.youtube.com/watch?v=tbOQyVrW2tU</a> • <a href="https://www.eklavya.in/pdfs/Books/">https://www.eklavya.in/pdfs/Books/</a></p>	<p><b>*Inter disciplinary Linkages:</b> Relating it with English language.</p> <ul style="list-style-type: none"> <li>Enhancing literary skill paragraph writing on sources of History.</li> </ul> <p><b>* Experiential Learning- Timeline- Individual timeline of the child.</b></p> <p><b>Art integration/Project</b> collect pictures and information regarding historical events in a scrap book.</p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> <li>*an oral test</li> <li>*written test</li> <li>*Quiz</li> <li>*Notebook evaluation</li> </ul>	<p><b>*Ice breaking session</b> The beginnings of the learner’s historical engagement will emerge through recalling personal experiences and elements of family history and PK testing.</p> <p><b>-Lecture Discussion.</b> <i>Discussion on changing nomenclature of the subcontinent and regions. Dates and its importance. Important sources of history.</i></p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>-<b>Understand</b> the importance of studying history</li> <li>-<b>Comprehend</b> how different sources of history help us to know about our past</li> <li>- <b>Differentiate</b> between the significance of different sources of history</li> </ul>
<p>March 26</p>	<p><i>Civics – The Constitution of India</i></p>	<p><i>Smart Class- Extra marks</i></p> <p>*PPT *Videos YouTube *E-book</p>	<p><b>*Inter disciplinary Linkages:</b> Relating it with English language. Write a letter to your friend telling him the importance of Rights.</p> <p><b>*Art integration</b> Draw a poster depicting any one feature of Federalism.</p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> <li>*an oral test</li> <li>*written test</li> <li>*MCQ in form of quiz</li> <li>*Assignment-notebook</li> </ul>	<p>Ice breaking session- <b>PK testing</b> asking them questions regarding Democracy that they have done in the previous classes and bring how laws are</p>	<p>The students will be able to: -</p> <ul style="list-style-type: none"> <li>-Explain what Federalism is.</li> <li>- <b>Infer</b> about separation of powers</li> </ul>

			<p><b>Creative Thinking-</b> Write in your own words ways to combat the problems faced by women in her day to day life associated with her fundamental Rights.</p>		<p>important in Democracy and finally telling that laws are compiled in a written form called <b>Constitution.</b>  <b>-Lecture Discussion</b>  <i>Discussion on the Constitution and its main features with the help of PPT and videos.</i></p>	<p><b>-Enumerate</b> the main Fundamental rights</p>
<p>April 22</p>	<p><i>History – From Trade to Territory</i></p> <p>The Establishment of Company Power</p> <p>(a) Mercantilism and trade-wars.</p> <p>(b) Struggle for territory, wars with Indian rulers.</p> <p>(c) The growth of colonial army and civilian administration.  Regional focus: Tamil Nadu.</p>	<p><i>Smart Class- Extra marks</i></p> <p>*PPT  *Videos YouTube  *E-book</p> <p><a href="https://www.amdigital.co.uk/primarysources/east-indiacompany">https://www.amdigital.co.uk/primarysources/east-indiacompany</a> •  <a href="https://www.eklavya.in/pdfs/Books/SSTP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf">https://www.eklavya.in/pdfs/Books/SSTP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf</a></p>	<p><b>* Experiential Learning- Map Work – History</b></p> <p><b>Individual project- interdisciplinary-(computers)</b>  <i>Search work -Collect information on when and how Sikkim became a part of India. Present in class.</i></p> <p><b>Self- awareness skill-</b>  <i>Write a paragraph on what according to you is the best way to unify divergent groups to build a strong nation.</i></p>	<p>The L.O. will be assessed with  *an oral test  * written test  MCQ’S in the form of Quizzes  Notebook assessment</p>	<p>*Ice breaking session-Short <b>role play</b> where a British official is seeking permission for trade in India from Mughal ruler and then becoming ruler of a small place.  <b>Lecture Discussion-</b>  <i>Discussion on the establishment and growth of Colonial power with the help of PPT and videos to make it interesting</i></p>	<p>-Learner will understand the meaning of colonialism</p> <p>-Learner will <b>interpret</b> knowledge about colonialism of India and different methods adopted to crush different rulers of India.</p> <p>-Learner will be able to analyze that geography and resources of a country shape its history</p>

April 22	<p><i>History –Ruling the Countryside</i></p> <p>Rural Life and Society</p> <p>(a) Colonial agrarian policies; their effect on peasants and landlords.</p> <p>(b) Growth of commercial crops.</p> <p>(c) Peasant revolts: focus on indigo rebellions. Regional focus: Bengal and Bihar.</p>	<p><i>Smart Class- Extra marks E-book</i> <i>Movie -Lagaan</i></p> <p><i>Ruling the Countryside</i> • <a href="https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&amp;%20Peasants.pdf">https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&amp;%20Peasants.pdf</a> • <i>Lagaan Movie</i></p>	<p><b>*Art integration</b> Movie review -Lagan on the revenue system of the British.</p> <p><b>* Experiential Learning-</b> Project on Revenue system of British.</p>	<p>The L.O. will be assessed with a project work.</p>	<p><b>Storytelling method</b> relating it to the movie Lagaan. <b>Open discussion-</b> on various revenue systems of the British.</p>	<p>-Learner will get knowledge of different kinds of land revenue systems initiated by the British.</p> <p>-Learner will be able to <b>differentiate</b> between different land revenue systems.</p> <p>-Learner will <b>analyze</b> the causes behind the backwardness of Indian agriculture.</p>

<p>May 18</p>	<p><i>History –Tribals, Diku and the vision of the Golden Age</i></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><i>Smart Class- Extra marks</i> <i>Podcast- Birsa Munda</i> E-Book PPT Videos.</p>	<p><b>Inter disciplinary Linkages and*Art integration</b> <i>Music of various tribal groups.</i> <i>Power point presentation.</i></p> <p><b>Thinking Skill-</b> <i>Write a paragraph on the positive and the negative aspects of missionary activity under the British.</i></p> <p><b>* Experiential Learning-</b> Map work- tribal area of India during British rule.</p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> <li>* an oral test</li> <li>*written test</li> <li>*Quiz</li> </ul>	<p><b>*Ice breaking session-</b> Discussion on the word <b>Tribe and Tribal</b> to check their previous knowledge and then introduce the chapter. <b>Lecture Discussion</b> <i>Discussion on Various tribal societies of the India and how British rule affected them.</i></p>	<p>-Learner will get <b>knowledge</b> about different tribes of India.</p> <p>-Learner will understand and <b>interpret</b> the causes behind marginalization of tribal societies of India.</p> <p>-Learner will be able to <b>differentiate</b> between the condition of tribal societies before the colonial rule and after the colonial rule</p>
<p>April 22</p>	<p><i>Civics –Understanding Secularism</i></p>	<p><i>Smart Class- Extra marks</i> PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning</b> -Discussion about different religions and what liberty has been given to them on grounds of secularism <b>*Art Integration</b></p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> <li>*an oral test</li> <li>*written test</li> <li>*Quizzes</li> </ul>	<p><b>*Ice breaking session-</b>Showing placards of different communities and their unity depicting Secular</p>	<p>The students will be able to</p> <p><b>-Interpret</b> different views within the different religions</p>

			<p>Poster making – Secular India.</p> <p><b>Creative skill-</b> compose a song or poem on Secular India.</p>		<p>India.</p> <p><b>Lecture Discussion.</b></p> <p><i>In-text Questioning Reflective Discussion with the help of PPT and videos.</i></p>	<p><b>-Recognize</b> how Indian government keeps away from religion but intervenes in religion as well.</p>
May 18	<p><i>Civics –Why Do We Need A Parliament</i></p>	<p><i>Smart Class- Extra ma</i></p> <p>PPT</p> <p>Videos YouTube</p> <p>E-book</p>	<p><b>* Experiential Learning</b></p> <p>- Organizing a mock session of Parliament. (virtual)</p> <p><b>Project work-</b></p> <p>Collect information about Rajya Sabha members who are renowned in their fields.</p> <p><b>Skill-Finding information-</b></p> <p>Write a report on how migrant laborer’s benefits from the Wages act passed by Parliament.</p>	<p>The L.O. will be assessed with</p> <p>*an oral test</p> <p>*written test</p> <p>*Quiz</p>	<p><b>*Ice breaking session-</b> introducing the real-life examples like <b>who</b> makes rules in your home?</p> <p><b>Who</b> is responsible to make rules in School? Similarly introducing to them that <b>Parliament makes rules</b> for the country and introducing the</p>	<p>The students will be able to</p> <p><b>To identify</b> the work of a state and central government</p> <p><b>To differentiate</b> between a State</p> <p>Legislative Assembly and the Parliament</p>

					chapter to them. <b>Lecture Discussion.</b> <i>Random questioning Brainstorming Discussion with the help of PPT and videos</i>	
May 18	<i>Civics – Understanding Laws</i>	<i>Smart Class- Extra marks</i> PPT Videos YouTube E-book	<p><b>* Experiential Learning</b> <i>Open Discussion---</i> <i>Video of incident depicting violation of law and people protesting current laws.</i></p> <p><i>Art integration- Present a flip grid video on your views related to the Hindu succession Act and its latest hearing by the Supreme court.</i></p> <p><b>Skill- Researching skill-</b> <i>What is the role of citizens in making of a law.</i></p>	The L.O. will be assessed with *an oral test * written test * Quiz	<p><b>*Ice breaking session –</b> Class shall begin with an <b>open discussion and PK testing</b> of the children on Parliament and its function of Law making. Initially the chapter will be introduced by the teacher.</p> <p><b>Lecture Discussion.</b> <i>Discussion on the different types of laws.</i></p>	The students will be able to  <b>Interpret</b> Hindu Succession Amendment Act, 2005. <b>Inquire</b> if there are any popular laws that people are protesting.

April 22	<p><i>Geography- Minerals and Power Resources</i></p> <p>-Types of minerals -Ways of extracting minerals and their location in the world. -Different power resources.</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning</b> <i>Diagram: Map Work</i> <i>Power Point Presentations</i></p> <p><b>*Art Integration</b> Poster making – Conservation of minerals and power.</p> <p><b>Critical thinking skill-</b> What are the ways in which you would save electricity at and at school?</p>	<p>The L.O. will be assessed with</p> <p>*an oral test *written test *Quiz</p>	<p><b>*Ice breaking session</b>-taking few things like gold, silver, iron nail and salt and asking the children what these are and thus expecting an answer mineral chapter shall be introduced to them.</p> <p><b>Flip Teaching</b> <i>The children will be given small topics and will present in front of the class.</i></p> <p><b>Lecture Discussion.</b> <i>Discussion on the different types of minerals, power resources and ways to conserve them.</i></p>	<p>Learner will get knowledge about different minerals and power resources.</p> <p>- <b>Differentiate</b> between ferrous and nonferrous minerals, conventional and non-conventional sources of energy.</p> <p>-Learner will understand the importance of initiatives being taken to promote the use of non-conventional sources of energy.</p> <p>-<b>Sensitize</b> the children with the concept of conservation of resources.</p>
May18	<p><i>Geography- Agriculture</i></p> <p>Agriculture: types of farming, major crops, food crops,</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning</b> <i>Take the children to a farm to give them firsthand experience of farming.</i> (Virtual visit) <b>Map work</b></p>	<p>The L.O. will be assessed with</p> <p>*an oral test * written test *Quiz</p>	<p><b>*Ice breaking session</b> – showing a presentation of countryside where farmers are doing agriculture and</p>	<p>Learner will get knowledge of geographical conditions for different kinds of crop.</p>

	<p>fiber beverages, agricultural development – two case studies – one from India and the other from a developed country/a farm in the US/ Netherlands/ Australia</p>		<p><b>Project work-</b> Make flow chart showing steps involved in processing tea leaves and finally making of the drink.</p> <p><b>Gathering information skill</b> - Visit local vegetable market and find out from where they get their supplies.</p>		<p>introduce the chapter. <b>Lecture Discussion-</b> on types of agriculture, various crops and ways of cultivating them. Comparison of a farm in India with America.</p>	<p>Learner will differentiate between farming practices in India and developed countries like USA. -<b>Sensitize</b> the children with the concept of not wasting food.</p>
<p>July 23</p>	<p><i>History –When People Rebel 1857 and After</i></p> <p>The Revolt of 1857 -58</p> <p>(a) The rebellion in the army and the spread of the movement.</p> <p>(b) The nature of elite and peasant participation. Regional focus:</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>Art integration</b> – map of India with places of revolt. Recite a poem on Laxmibai</p> <p>* <b>Experiential Learning</b> Making of mind map of the event of 1857.</p> <p><b>Critical thinking skills-</b> Write a paragraph on what you think is the right way to voice your protest.</p>	<p>The L.O. will be assessed with *an oral test * written test. *Quizzes *Notebook work</p>	<p>*Ice breaking session-<i>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.</i> <b>Lecture Discussion.</b></p>	<p>Learner will get knowledge of causes of rebellion.</p> <p>Learner will be able to <b>differentiate</b> between the nature of rebellions against company before 1857 and rebellion of 1857.</p>

	Awadh.				Discussion on the possible reasons of the revolt Story telling- story of brave revolters like laxmi bai.	
August 20	<p><i>Geography- Industry</i></p> <p>Industries: - classification of industries based on size, raw material, ownership; major industries and distribution; infrastructure and development. Iron and Steel</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>Inter disciplinary</b> <i>Linkages: Relating it to Science: Case Study: Bhopal Gas Tragedy report writing.</i></p> <p><b>* Experiential Learning</b> <i>Map work</i></p> <p><b>Thinking skills-</b><i>imagine you are an industrialist. What type of products would you manufacture in India and why?</i></p>	<p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> <li>* an oral test</li> <li>*written test</li> <li>*Quizzes.</li> <li>* Notebook work</li> </ul>	<p><b>*Ice breaking session-</b>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.</p> <p><b>Lecture Discussion</b> <i>Discussion on the meaning of an Industry and its possible uses.</i></p>	<p>Learner will get knowledge of different sectors of economy based on economic activity.</p> <p>Learner will be able to <b>compare</b> between industry in India and industries in other countries. Learner shall <b>classify</b> industries.</p> <p>Learner shall <b>realize the importance of industries</b> for the development of the Country.</p>

August 20	<i>History- Weavers, Iron smelters and Factory owner</i>	<i>Smart Class- Extra marks</i>  PPT Videos YouTube E-book	<b><i>Inter disciplinary Linkages:</i></b> Poem writing on the life of smelters.  <b>* Experiential Learning</b> <i>Map work</i>  <b><i>Art integration-</i></b> <i>Role play showing how industries and craft declined due to British policy.</i>  <b><i>Self-awareness skill-</i></b> <i>Write a report on the success and failure of five-year plans in India.</i>	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	<b>Ice breaking session-</b> with discussion of trade of muslin , brocade and cotton of India how our artisans were famous around the world and what happened under the British. Thus, introducing the chapter. <b>Lecture Discussion</b> Random questioning Brainstorming. <b>Storytelling-</b> showing them video clips of the life of iron smelters.	-Learner will get acquainted with expertise of Indians in the manufacturing g of some world-famous products. -Learner will understand the role of science and technology in shaping the world history. -analyze the impact of some inventions on the lives of ordinary people.
July 23	<i>Civics - Judiciary</i>	<i>Smart Class- Extra marks</i> PPT Videos YouTube	<b><i>Art integration-</i></b> Review the movie Jolly LLB and write about importance of PIL.	The L.O. will be assessed with – an oral	<b>*Ice breaking session-</b> Role play two children	The students will be able to

		E-book	<p><b>* Experiential Learning-</b> Mock session of the court room.</p> <p><b>Critical thinking skill-</b> Write a paragraph on how to deal with the problem of corruption in Judiciary.</p>	<p>-written test -Quizzes. -Notebook work</p>	<p>fighting teacher shall come and solve the dispute. This way introducing the chapter.</p> <p><b>Lecture Discussion.</b> <i>Discussion on the different types of cases being handled at various levels of courts.</i></p>	<p>Explain the difference between civil and criminal law</p> <p>Explain different levels of courts.</p>
July 23	<i>Civics - Understanding Our Criminal Justice System</i>	<p><i>Smart Class- Extra marks</i> PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning-</b> Make a presentation on FIR, WRIT, COGNISABLE OFFENCE.</p> <p><b>Critical thinking skill-</b> Write a report on how trials are conducted in a court with role of Lawyer, police and Judge.</p>	<p>The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work</p>	<p>.</p> <p><b>*Ice breaking session-</b>PK testing as Judiciary is already taught. Showing them the clip from movie Jolly LLB. <b>Lecture Discussion.</b> <i>Discussion about a procedure of the case from FIR to court system</i></p>	<p>The students will be able to</p> <p>Enumerate about the entire procedure of the criminal justice system</p>

September 27	<p><i>Geography - Human Resource</i></p> <p>Human Resources – composition, population change, distribution, and density</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning</b> <i>Map work-Distribution of population.</i></p> <p><b>Decision making skill-</b> <i>Imagine yourself as the HRD minister, list steps you shall undertake to develop the quality of Population.</i></p> <p><b>Art integration-</b><i>Survey of an area finding -age, sex ratio, literacy level. Present it graphically.</i></p>	<p>The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work</p>	<p><b>*Ice breaking session-</b>Will relate it to geography lesson 1 resources Pk testing would be done bringing forth the importance of Population and the chapter would be introduced.</p> <p><b>Lecture Discussion</b> <i>Discussion on the importance, factor affecting and relation with economic development.</i></p>	<p>Learner will get <b>acquainted</b> with various terms related to demography.</p> <p>Learner will be able to <b>read, analyze and interpret</b> population pyramids.</p> <p><b>Analyze</b> the relation of population with economic development.</p>

August 20	Civics – <i>Understanding marginalization</i>	Smart Class- Extra marks PPT Videos YouTube E-book	<p><b>* Experiential Learning-</b> <i>Debate on Reservation- its role in providing economic equality.</i></p> <p><b>Inter disciplinary</b> <i>Linkages: Sociological Understanding of Marginalization</i></p> <p><b>Self-awareness skill-</b><i>List ways in which you can help the marginalized section of society.</i></p> <p><b>Art integration-</b> <i>Poster on the life of a tribal or Dalit.</i></p>	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	<p><b>*Ice breaking session-</b> Moving in the class pointing towards the margins, thus giving the meaning of marginalization and introducing the chapter.</p> <p><b>Lecture Discussion-</b> With the help of videos and PPT</p>	The students will be able to  - <b>Interpret</b> who are Adivasis, minority groups. - <b>Sensitize</b> the children how they are stereotyped & marginalized.

<p>September 27</p>	<p><i>Civics</i> – <i>Confronting Marginalization</i></p>	<p><i>Smart Class- Extra marks</i> PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning-</b> <i>Case study- B.R Ambedkar his role in upliftment of marginalized in India.</i> <b>Self-awareness skill</b> -<i>Make a list of Rights denied to women in the 20th century. And have changed today.</i></p>	<p>The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work</p>	<p><b>Ice breaking session</b> – Reading out few laws to tackle the problem of the minorities from the Constitution. <b>Lecture Discussion</b> Random questioning Brainstorming Concept Formation.</p>	<p>The students will be able to  Enumerate about the laws which provide protection to SC’s and ST’s</p>
<p>August 20</p>	<p><i>History</i> <i>Civilizing the Native, Educating the Nation</i></p>	<p><i>Smart Class- Extra marks</i> PPT Videos YouTube E-book</p>	<p><b>Inter disciplinary</b> <b>Linkages:</b> <i>Modern day Education: English. Debate for and against the topic.</i>  <b>Decision making skill-</b> <i>suggest ways to eradicate illiteracy from India.</i></p>	<p>The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work</p>	<p><b>*Ice breaking session-</b> showing them the indigenous pics of guru teaching his disciples under a tree.</p>	<p>-Learner will be able to understand <b>the difference</b> between education system in India before the advent of the British.</p>

					<p>Asking them various question about system of education in the past, thus introducing the chapter.</p> <p><b>Lecture Discussion.</b> With the help of PPT and videos.</p>	<p><b>-Analyze</b> the motives of the British in introducing new</p> <p>-Education system. Learner will get knowledge of Gandhi Ji's and Tagore's contribution to education.</p> <p>Learner will also be able <b>to compare</b> views of Gandhi Ji and Rabindranath Tagore on education.</p>
Sept. 27	<p><i>History- Women, Caste and Reforms</i> Women, Caste, and reforms (a) Debates around sati, widow remarriage, child marriage and age of consent. (b) Ideas of different reformers on the position of women and women's education.</p>	<p><i>Smart Class- Extra marks</i> PPT Videos YouTube E-book</p>	<p><b>Project work-</b> Make a detailed project on any one reformer and his work to uplift the society.</p>	<p>The L.O. will be assessed with a project.</p>	<p><b>Ice breaking-open</b> 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 discussion.</p>	<p>Learner will get knowledge of different reformers and reforms carried out by them. -Learner will <b>understand</b> why reforms were necessary. -Learner will get <b>inspired</b> to be the agent of positive change in society. -Learner will be <b>emboldened to question</b> some wrong practicing</p>

						prevailing in the society even at present.
October 21	<i>Civics- Public Facilities</i>	<i>Smart Class- Extra marks</i> PPT Videos YouTube E-book	<b>* Experiential Learning- Video Discussion on- A NEWS video of Water scarcity issue in Vidarbha Village of Maharashtra.</b>	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	<b>*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</b>	The students will be able to  <b>Infer</b> what could be done improve water supply  - <b>Sensitize</b> children for conservation of water as the need of the hour today’s world.

October 21	<p><i>History – The Making of The National Movement 1870s- 1947</i></p> <p>The Nationalist Movement (a) Overview of the nationalist movement from the 1870s to the 1940s. (b) Diverse trends within the movement and different social groups</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning-</b> : A visit to Jallianwala Bagh or any other place of historical importance (Virtual Visit) <b>*Map work</b> <b>*Group activity</b> on the following topics- -Salt satyagraha -Rowlatt Act -Jallianwala Bagh Massacre -quit India movement Search and present in the class.</p> <p><b>Critical thinking skill-</b> Combatting communalism in India. Write a paragraph on how we can tackle it to build a united and strong nation.</p>	<p>The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work</p>	<p><b>*Ice breaking session-</b>the session would begin with the screening of clips from the movie GANDHI and then asking few questions to test previous knowledge and introduce the chapter to the children.</p> <p><b>Lecture Discussion.</b> <i>Discussion on the nationalist activities between 1870- 1947 through PPT and videos.</i></p>	<p>-Learner would be able to <b>differentiate</b> between different phases of independence – <b>Refer</b> to the ideologies of the leaders. -Learner would be able to <b>realize</b> the importance of independence and how to preserve it.</p>
October 21	<p><i>History –India After Independence</i></p> <p>India after Independence <b>(a)</b> National and regional developments since</p>	<p><i>Smart Class- Extra marks</i></p> <p>PPT Videos YouTube E-book</p>	<p><b>* Experiential Learning-</b> Power point presentation on the comparison of India in 1950 with India 2020. <b>*map work.</b></p> <p><b>Art integration-</b></p>	<p>The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work</p>	<p><b>*Ice breaking session-</b>open discussion of the movie ‘BhaagMilkha’ and Gadar . showing them partition clips</p>	<p>-Learner <b>analyze</b> the important tasks and challenges for the country after independence. -<b>Appreciate</b> the concept of five-year plans.</p>

	1947. <b>(b)</b> Relations with other countries. <b>(c)</b> Looking to the future		Make a poster on the topic-India of your dreams.		from these movies and bringing the discussion to the introduction of the chapter.  <b>Lecture Discussion</b> Discussion on national and regional developments since 1947.	-Learner would be able to <b>differentiate</b> between the political map of India after independence and at present.
November 11	<i>Civics- Law and Social Justice</i>	<i>Smart Class- Extra marks</i>  PPT Videos YouTube E-book	<b>* Experiential Learning-</b> Group discussion on the oppression of poor and the role of Law in providing justice to them.  <b>Art integration</b> – role play on the importance of law in a country.	The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work	<b>*Ice breaking session</b> -it would start with the previous knowledge testing of Constitution and ask 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. <b>Lecture Discussion-</b>	The students will be able to <b>Analyze</b> the role of law in provision of social justice.  <b>Suggest</b> ways to protect the poor from the oppression of the rich and powerful.

					<i>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.</i>	
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**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: IX**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
February(05)	Beehive: The Fun they Had	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Inter disciplinary linkages:</u> Science – The latest developments in the field of Teaching will be discussed.</b></li> <li>• <b><u>Project:</u> Book review</b></li> <li>• <b><u>Extempore</u></b></li> <li>• <b><u>Experiential Learning through Art Integration:</u> Draw/Design your own Robotic teacher and speak/write about how a typical school day would be like in future.</b></li> </ul> <p><b><u>GROUP DISCUSSION</u></b>                      Personal experience to be shared by students if they like online teaching or offline teaching with reasons.</p>	<ul style="list-style-type: none"> <li>• <b>Class Work:</b> Explanation/ Discussion</li> <li>• <b>Homework:</b> Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• <b>Writing of</b> Difficult words, Word Meanings and Making Sentences</li> <li>• <b>Class Test based on story</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating prior knowledge by random questioning. Example: ‘Online learning is better than Classroom learning.’</b></li> <li>• <b>Discussion on ‘What schools would be like in 2050’</b></li> <li>• <b>Brain storming questions on pros and cons of a robotic teacher.</b></li> <li>• <b>Concept mapping</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To acquaint the learners about a scientific story.</b></li> <li>• <b>To enable the learners to imagine and relate to the Robots and Robotic Teachers.</b></li> <li>• <b>To enable the learners to debate, dwell and appreciate the Real Human Teacher.</b></li> <li>• <b>To enable learners to listen for information, gist and details and respond accordingly.</b></li> <li>• <b>To enable the learners to understand and elicit meanings of the words in different contexts and by using dictionary, thesaurus and</b></li> </ul>

						<p><b>digital facilities</b></p> <ul style="list-style-type: none"> <li>• <b>The learners should be able to use words, phrases, and idioms for meaning making in contexts. The following skills of the students are enhanced:</b></li> <li>• <b>Reading skills</b></li> <li>• <b>Speaking skills</b></li> <li>• <b>Writing skills</b></li> <li>• <b>Problem solving</b></li> <li>• <b>Creative writing</b></li> <li>• <b>Critical thinking</b></li> <li>• <b>Life skills</b></li> <li>• <b>Social skills.</b></li> <li>• <b>Communication skills</b></li> </ul>
March(8)	<p>Moments: The Lost Child</p> <p>Integrated Grammar <b>Gap Filling,</b></p> <p><b>Editing,</b></p> <p><b>Omission</b></p> <p><b>Writing: Diary Entry</b></p>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> Mathematics – The change in the value of money over the years will be discussed.</li> <li>• <u>Experiential Learning:</u> Narrate any incident when you or any of your family member/friend was lost in any public place and how were they united.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Using English news as a resource to develop critical thinking and listening comprehension</li> <li>• Activating prior knowledge by random questioning. Example: Have you ever been lost in a mall or a market?</li> <li>• Discussion and brainstorming on</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the ability and knowledge required in order to engage students in independent reflection and inquiry.</li> <li>• To empower the learners to use appropriate English to communicate in various social settings.</li> <li>• To equip learners with essential</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>The learners will be asked to look for 'Lost and Found' section in the newspaper and read the descriptions given their carefully.</li> </ul> <p><b><u>GROUP DISCUSSION</u></b></p> <p>Personal experience to be shared by students if they were lost/separated from their parents or even if someone was lost in their family.</p> <p>Students to write a missing person's report for a local newspaper with all the parameters including height, weight, complexion, parent's name, body identification mark, dress worn, last seen , contact details and rewards if any.</p>		<p>'What should one do in case you are lost or you find somebody else is lost'</p>	<p>language skills to question and to articulate their point of view.</p> <ul style="list-style-type: none"> <li>To enable the learners to understand and elicit meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities</li> <li>The learners should be able to use words, phrases, and idioms for meaning making in contexts. The following skills of the students are enhanced: <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Writing skills</li> <li>Problem solving</li> <li>Creative writing</li> <li>Critical thinking</li> <li>Life skills</li> <li>Empathy and perspective</li> <li>Social skills.</li> </ul> </li> </ul>

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						<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Attentiveness</li> </ul> <p><b>Learners will be able to work on an integrated grammar exercise. Correct errors in a given piece.</b></p>
March(8)	<p>Moments: The Adventures of Toto</p> <p><b>Grammar: Gap Filling,</b></p> <p><b>Editing,</b></p> <p><b>Omission</b></p> <p><b>Writing: Diary Entry</b></p>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages</u>: Science – The various traits of different animals will be discussed.</li> <li>• <u>Experiential Learning</u>: The learners will be asked to share their own adventures with their pets.</li> </ul> <p><b><u>FLIP TEACHING</u></b>  <b>Flip Teaching to be done by the learners.</b></p> <p><b><u>ART BASED ACTIVITIES</u></b>  <b>The learners will be asked to make a comic strip representing the story 'Adventures of Toto'.</b>  Rules and regulations for pets to use public transports to be discussed. Discussion</p>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating pair/group work where children share their experiences such as journeys with a pet etc.</li> <li>• Activating prior knowledge by random questioning. Example: What are the different types of pets anyone can have?</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learners to understand and appreciate the title of the story.</li> <li>• To inculcate sensitivity towards animals.</li> <li>• To enable the learners to listen for information, gist and details and respond accordingly.</li> <li>• To enable the learners to understand and elicit meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching 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>about animals which are not allowed to be kept as pets.</p>			<ul style="list-style-type: none"> <li>• The learners should be able to use words, phrases, and idioms for meaning making in contexts.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> </ul> <p><b>Learners will be able to work on an integrated grammar exercise. Correct errors in a given piece.</b></p>
March(7)	<p>Moments: Iswaran the Storyteller</p> <p>Comprehension Passage</p>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textb">http://ncert.nic.in/textbook/textb</a></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> <u>Media:</u> The famous cartoonist, R.K Laxman's work will be shown and appreciated.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming on essential elements of Story Telling</li> <li>• Giving a prompt to help children to speak "You know, I read a story which goes like</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learners to think creatively.</li> <li>• To develop the skill to sequence events.</li> <li>• To enable the learners to narrate simple experiences,</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>ook.htm</li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Project/Experiential Learning through Art Integration:</u> Make a comic strip depicting a story.</li> <li><u>Story Telling</u> Learners will be asked to record a story narration by them and upload.</li> </ul>	<p>the end of the text.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<p>this...” “Once my brother played a prank on me ...”</p> <ul style="list-style-type: none"> <li>• Encouraging children to imagine and describe characters and situations. Using prompts /flash cards/verbal clues and pictures to help children create imaginary stories.</li> <li>• Discussing examples of story writing with focus on appropriate beginning, middle and end, and linkers.</li> <li>• Exposing learners to various kinds of spoken texts to familiarize them with intonation.</li> <li>• Children appreciate the use of tone and begin to use it</li> </ul>	<ul style="list-style-type: none"> <li>• describe objects and people, report events to peers.</li> <li>• To articulate and speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> </ul>
April (4)	Beehive: Poem- The Road Not Taken	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u></li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Simulating real-to-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• To make the learners understand the importance of</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p><u>Mathematics:</u> Reasoning and logical thinking</p> <ul style="list-style-type: none"> <li>• <u>Experiential Learning</u> :Poem composition on the same theme using various poetic devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting learning to the real world and encouraging them to raise authentic questions such as: ‘What is the relevance of the choices we make in our everyday life?’</li> <li>• Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<p>making right choices.</p> <ul style="list-style-type: none"> <li>• To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem</li> <li>• To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text.</li> <li>• To appreciate non-verbal clues and respond in speaking and writing.</li> <li>• To understand and appreciate the works of Robert Frost.</li> <li>• To understand the various literary devices used in the poem.</li> </ul>
April(8)	Beehive: The Sound of Music 1) Evelyn Glennie	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> Music- Various instruments and famous musicians will be shown.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Discussion on people with special needs.</li> <li>• Homework: Revisit/reread the</li> </ul>	<ul style="list-style-type: none"> <li>• Pointing or showing the source of sound for children with hearing impairment or</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to act as a scaffold to understand and empathize with the central characters.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	2) Bismillah Khan	<ul style="list-style-type: none"> <li>• ook.htm</li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Project work:</u> To find out and write about any one personality given on page number 21.</li> </ul>	<p>text and answer the comprehension question given at the end of the text.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<p>special needs.</p> <ul style="list-style-type: none"> <li>• Providing opportunities to appreciate social diversity and providing related vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop sensitivity to, and appreciation of, people with special needs and the culture they reflect.</li> <li>• To develop the learners' critical thinking ability.</li> <li>• To develop the skill to transcribe a text from one form to another</li> <li>• To develop curiosity and creativity through extensive reading</li> <li>• Learning values such as taking pride in our country and Achievements.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> <li>• Empathy</li> </ul>
April (4)	Beehive: Poem- Wind		<ul style="list-style-type: none"> <li>• <u>Inter disciplinary</u></li> <li>• <u>Linkages:</u></li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discu</li> </ul>	<ul style="list-style-type: none"> <li>• Simulating real-to-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the learners with the</li> </ul>

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		<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p>Science: Difference between Wind, Breeze, Cyclone, Tornadoes etc will be made clear.</p> <ul style="list-style-type: none"> <li>• <u>Experiential Learning through Art Integration:</u> Draw a scene of the wind blowing.</li> </ul> <p><b><u>SUBJECT INTEGRATED PROJECT</u></b> <b><u>The learners will be asked to make a detailed project on the topic "The Cyclone-Tauktae" include all information about the Cyclone; Dates, Places, intensity, damage and destruction, predictions, data.</u></b></p>	<p>ssion</p> <ul style="list-style-type: none"> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions such as: 'Is the destructive power of wind compared with the adversities of life and who emerges out of adversities stronger.?'</li> <li>• Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<p>enormous power of wind.</p> <ul style="list-style-type: none"> <li>• To appraise the learners of the potential of being both a creator and a destroyer.</li> <li>• To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem.</li> <li>• To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem.</li> <li>• To appreciate non-verbal clues and respond in speaking and writing.</li> <li>• To understand and appreciate the works of Subramania Bharati.</li> </ul>

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						<ul style="list-style-type: none"> <li>To understand the various literary devices used in the poem.</li> </ul>
April(9)	Grammar: Integrated Grammar  Writing: Diary Entry  Comprehension passage	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Experiential Learning</u>: Diary Entry</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Concept clarification</li> <li>Homework: Integrated grammar exercises.</li> <li>Class Test/Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging children to reflect on their day-to-day experiences and write a diary.</li> <li>Providing examples of words/phrases (linkers) to indicate sequence such as 'after that', 'followed by', etc.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to use the language effectively.</li> <li>To provide the learners with knowledge of the underlying 'rules' of grammar.</li> <li>To enable the learners to use a variety of sentence type and structure appropriately.</li> <li>To enable the learners to present the written output coherently using a suitable introduction, logical progression and conclusion.</li> <li>To enable the students to assimilate the correct patterns of the language.</li> </ul>
May (5)	Beehive: The Little Girl	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> </ul>	<ul style="list-style-type: none"> <li><u>Experiential Learning</u>:</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation and</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on 'The delicate</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to</li> </ul>

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		<ul style="list-style-type: none"> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p>Roleplay: Work in pairs to demonstrate a situation between a parent and a child.</p> <p><b><u>ART BASED ACTIVITY</u></b></p> <p><b>Learners will be asked to make a card for their parent's wedding anniversary and to write about the most memorable memories that they have with them in that card.</b></p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<p>relationship and the strong bond between parents and children".</p> <ul style="list-style-type: none"> <li>• Brain storming questions on pros and cons of a strict parent.</li> <li>• Concept mapping</li> </ul>	<p>distinguish between facts and opinions.</p> <ul style="list-style-type: none"> <li>• To enable the learners to articulate their own interpretation with an awareness and curiosity for others perspective.</li> <li>• To enable students to listen for information, gist and details and respond accordingly.</li> <li>• To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities</li> </ul> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> </ul>

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						<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> </ul>
May(4)	Beehive: Poem- Rain on the Roof	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> <u>Science-</u> The importance of rain.</li> <li>• <u>Experiential Learning:</u> Narrate and share your closest memory of your childhood.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.</li> <li>• Simulating real-to-life situations</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions such as: 'Why some incidents / objects remind us of past?'</li> <li>• Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem.</li> <li>• To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem.</li> <li>• To appreciate non-verbal clues and respond in speaking and writing.</li> <li>• To understand and appreciate the works of Coates Kinney.</li> <li>• To understand the various literary devices used in the</li> </ul>

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						poem.
May (7)	Informal Letter  Dialogue Writing	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Postal Department- The process of delivering letters will be discussed.</li> <li><u>Experiential Learning:</u> Write a letter to your friend /family.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Concept clarification</li> <li>Homework: Integrated grammar exercises.</li> <li>Class Test/Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Giving situations to write letters (informal)</li> <li>Familiarizing children with stories and encouraging them to use the content to write dialogues and vice-versa.</li> <li>Providing examples of words/phrases (linkers) to indicate sequence such as 'after that', 'followed by', etc.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to write dialogues and letter.</li> <li>To build greater confidence and proficiency in oral and written communication of the learners.</li> </ul>
May (5)	Beehive: In the Kingdom of Fools.	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> History- Schools of olden times 'Gurukul' will be discussed where one teacher taught all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/ Discussion</li> <li>Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming questions on dangers posed by foolish people.</li> <li>The importance of folktales will be highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to understand and appreciate the title of the story.</li> <li>To enable students to listen for information, gist and details and respond accordingly.</li> <li>To enable the students to understand and</li> </ul>

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		<ul style="list-style-type: none"> <li>• Fliplearn</li> </ul>		<ul style="list-style-type: none"> <li>• Class Test based on story</li> </ul>		<p>elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities The student should be able to use words, phrases, and idioms for meaning making in contexts.</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> </ul>
July (4)	Beehive: A Truly Beautiful Mind	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> Science – A documentary illustrating the work of Albert Einstein will be shown.</li> <li>• <u>Experiential Learning:</u></li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at</li> </ul>	<ul style="list-style-type: none"> <li>• Activating prior knowledge by random questioning. Example: What is Theory of Relativity and who invented it?</li> </ul>	<ul style="list-style-type: none"> <li>• To build a scientific temperament in learners.</li> <li>• To develop curiosity and creativity through extensive reading of science journals.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p>Discussion on 'How would you feel if you are isolated because you felt differently about things around you?</p>	<p>the end of the text.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• A short documentary about Einstein will be shown in class to add to the learning of the students about his scientific works.</li> </ul>	<ul style="list-style-type: none"> <li>• To facilitate self-learning to enable them to become independent learners.</li> <li>• To enable learners to review, organize and edit their own work and work done by peers To enable students to listen for information, gist and details and respond accordingly.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> </ul>
July (3)	Beehive: Poem: The Lake Isle of Innisfree	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> <u>Environment:</u> The healing power of nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation</li> <li>• Homework: Revisit/reread the text and answer the</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to appreciate nature and drawing attention to its</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learners to understand and appreciate the healing power of</li> </ul>

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		<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Experiential Learning</u>: Click and paste pictures depicting the healing power of nature.</li> </ul>	<p>comprehension question given at the end of the text.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the poem.</li> </ul>	<p>beauty and diversity and providing related vocabulary.</p> <ul style="list-style-type: none"> <li>• Simulating real-to-life situations</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions.</li> <li>• Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<p>nature.</p> <ul style="list-style-type: none"> <li>• To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem.</li> <li>• To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem.</li> <li>• To appreciate non-verbal clues and respond in speaking and writing.</li> <li>• To understand and appreciate the works of W.B. Yeats.</li> <li>• To understand the various literary devices used in the poem.</li> </ul>
July (4)	Moments: The Snake and the Mirror	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages</u>: <u>Psychology</u>: Human vs animal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Ice breaking session on 'Who does not like looking at himself</li> </ul>	<ul style="list-style-type: none"> <li>• To make learners aware of the real value of life like modesty, humility</li> </ul>

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		<ul style="list-style-type: none"> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p>will be discussed.</p> <ul style="list-style-type: none"> <li>• <u>Experiential Learning</u>: Recount and make a diary entry about your encounter with an animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<p>or herself in the mirror'?</p> <ul style="list-style-type: none"> <li>• Ask the learners to narrate incidents/ anecdotes/stories of human vanity.</li> </ul>	<p>etc.</p> <ul style="list-style-type: none"> <li>• To enable students to listen for information, gist and details and respond accordingly.</li> <li>• To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities</li> </ul> <p>The student should be able to use words, phrases, and idioms for meaning making in contexts.</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Life skills</li> </ul>

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						<ul style="list-style-type: none"> <li>Empathy</li> </ul>
July (3)	Beehive: Poem- A legend of the Northland	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Geography: The location of Northland will be shown and why the days are longer than usual will be discussed. Psychology: Human greed and selfish nature will be dwelt upon.</li> <li><u>Experiential Learning:</u> Feed someone hungry and notice the expression on his face.</li> </ul> <p><b><u>ROLE PLAY</u></b> <b>Write dialogues and enact the story of Saint Peter and the old lady.</b></p>	<ul style="list-style-type: none"> <li>Class Work: Explanation</li> <li>Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Simulating real-to-life situations</li> <li>Connecting learning to the real world and encouraging them to raise authentic questions such as: 'How would you feel if you are denied food when you are really hungry?'</li> <li>Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<ul style="list-style-type: none"> <li>To bring to the fore one of the greatest values of Compassion and Empathy.</li> <li>To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem</li> <li>To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text.</li> <li>To appreciate non-verbal clues and respond in speaking and writing.</li> <li>To understand and appreciate the works of Phoebe Cary</li> <li>To understand the various literary devices used in the poem.</li> </ul>

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July (4)	Moments: The Happy Prince	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> Psychology: Emotions and attributes like Love, Sacrifice and Suffering experienced by humans will be discussed.</li> <li>• <u>Experiential Learning:</u> Share your experience of helping someone and how you felt while doing so.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/ Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating pair/group work where children share their experiences such as helping someone.</li> <li>• Simulating real-to-life situations</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the ability and knowledge required in order to engage students in independent reflection and inquiry.</li> <li>• To empower the students to use appropriate English to communicate in various social settings.</li> <li>• To equip learners with essential language skills to question and to articulate their point of view.</li> <li>• To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities</li> <li>• The student should be able to use words, phrases, and idioms for meaning making in contexts.</li> </ul>

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						<p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> <li>• Empathy and perspective</li> </ul>
July(4)	Moments: Weathering the Storm In Ersama	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> <u>Geography:</u> Find the difference between Natural and manmade disasters. Difference between a storm/ cyclone/ tornado/ tsunami etc will be discussed.</li> <li>• <u>Current Affairs:</u> Find out more about the storm that hit Ersama in 1999.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/ Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating pair/group work where children share their experiences such as helping someone.</li> <li>• Simulating real-to-life situations</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions</li> </ul>	<ul style="list-style-type: none"> <li>• To inculcate sensitivity towards people who become victims of Natural Calamities</li> <li>• To enable the learners to understand and appreciate the title of the story.</li> <li>• To enable students to listen for information, gist and details and respond accordingly.</li> </ul>

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			<ul style="list-style-type: none"> <li>• <u>Experiential Learning: Help someone and see how you feel.</u></li> </ul>			<ul style="list-style-type: none"> <li>• To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities The student should be able to use words, phrases, and idioms for meaning making in contexts.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Creative writing</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Communication skills</li> <li>• Empathy and perspective</li> </ul>

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August (4)	Beehive: My Childhood	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages</u>: Science and General Knowledge – Achievements and contributions of APJ Abdul Kalam will be shown through a video. <u>Project</u>: Book review – The learners will be asked to write a book review on ‘The Wings of Fire’, the biography of APJ Abdul Kalam.</li> </ul> <p><b><u>ART BASED ACTIVITY</u></b> Learners will be asked to make a collage of the social reformers who stood up to fight against the discrimination basis of caste, creed, gender and religion. Example – Raja Ram Mohan Roy, Swami Vivekanand</p>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/ Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson will be introduced with an ice breaking activity: The teacher will ask a couple of questions based on the video shown.</li> <li>• Activating prior knowledge by random questioning. Example: ‘Who is known as the Missile Man and why’?</li> </ul>	<ul style="list-style-type: none"> <li>• To sensitize the learners about discrimination in the society.</li> <li>• To build a scientific temperament in learners.</li> <li>• To develop curiosity and creativity through extensive reading of science journals.</li> <li>• To facilitate self-learning to enable them to become independent learners. To make learners aware of the real value of life like modesty, humility etc.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> </ul>

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						<ul style="list-style-type: none"> <li>Empathy and perspective</li> </ul>
August (2)	Beehive: Poem – No Men are Foreign	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages</u>: - <u>Patriotism</u> – Videos and songs with messages of patriotism will be played.</li> <li><u>Experiential Learning</u>: Poem composition on the same theme with emphasis on the use of various poetic devices.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation</li> <li>Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities to appreciate the poet's plea for co-existence and universal brotherhood.</li> <li>Simulating real-to-life situations of wars between nations and their outcomes.</li> <li>Connecting learning to the real world and encouraging them to raise authentic questions.</li> <li>Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to understand the strong message to stop wars and look upon humanity as a unified entity under the superficial differences of colour, race nationality and faith.</li> <li>To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem.</li> <li>To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem.</li> <li>To appreciate non-verbal clues and respond in speaking</li> </ul>

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						<p>and writing.</p> <ul style="list-style-type: none"> <li>To understand and appreciate the works of James Kirkup.</li> <li>To understand the various literary devices used in the poem.</li> </ul>
August (4)	Beehive: Packing	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages</u>: Movie: 'Three Men in a Boat' will be shown to the learners.</li> <li><u>Experiential Learning</u>: The learners will be asked to make a list of do's and don'ts of packing after reading of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/ Discussion</li> <li>Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>Facilitating pair/group work where children share their experiences of packing during camps, inter school competitions/tournaments etc.</li> <li>Activating prior knowledge by random questioning. Example: 'What would you pack first?' Or 'What is that one thing which you cannot do without while travelling?'</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to think creatively and pay attention to the frivolous routine task of packing.</li> <li>To develop the skill to organize themselves and their belongings.</li> <li>To enable the learners to narrate simple experiences. To articulate and speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts.</li> </ul> <p>The following skills of the</p>

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						students are enhanced: <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Attentiveness</li> </ul>
August (2)	Beehive: Poem- The Duck and the Kangaroo	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages:</u> Biology: The anatomy of a Duck and a Kangaroo will be discussed.</li> <li>• <u>Experiential Learning:</u> Appreciate or talk about one good quality of your friend. OR Narrate /share your experience with a friend when your friendship became stronger because you were being honest.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Simulating real-to-life situations</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions such as: ‘What is the relevance of being honest in our everyday life?’</li> <li>• Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learners to understand that those who are generous in acknowledging and appreciating the capabilities of others also gain from it.</li> <li>• To imbibe the positive qualities of Admiration, Honesty and Politeness.</li> <li>• To appreciate the beautiful bond of friendship.</li> <li>• To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while</li> </ul>

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						<p>reciting the poem</p> <ul style="list-style-type: none"> <li>To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text.</li> <li>To appreciate non-verbal clues and respond in speaking and writing.</li> <li>To understand and appreciate the works of Edward Lear.</li> <li>To understand the various literary devices used in the poem.</li> </ul>
August(7)	<p>Beehive: Reach for The Top</p> <ol style="list-style-type: none"> <li>Santosh Yadav</li> <li>Maria Sharapova</li> </ol>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Social Science – The latest developments in the field of Mountaineering, especially related to women, will be discussed. Sports: Women achievers in the field of sports will be highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/ Discussion</li> <li>Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Activating prior knowledge by random questioning. Example: Name women from around the world who have made a mark for themselves in the world.</li> <li>Brain storming questions on gender bias in the</li> </ul>	<ul style="list-style-type: none"> <li>To acquaint the learners to the phenomenal success and achievements of women around the world.</li> <li>To enable the students to imagine and relate to the odds and prejudices faced by women.</li> <li>To enable the students to debate,</li> </ul>

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			<ul style="list-style-type: none"> <li>• <u>Experiential Learning</u>: Flip Teaching by the learners.</li> <li>• Videos of interviews (Tejaswi)of Santosh Yadav and Maria Sharapova will be shown.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• society'.</li> <li>• Concept mapping</li> </ul>	<p>dwelling and appreciate the sterling qualities of perseverance, patience, commitment, persistence and constancy of purpose.</p> <ul style="list-style-type: none"> <li>• To enable students to listen for information, gist and details and respond accordingly.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Attentiveness</li> <li>• Communication skills.</li> </ul>
August(3)	Beehive: Poem- On Killing A Tree	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages</u>: <u>Science</u>- The importance of trees</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation</li> <li>• Homework: Revisit/reread the</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to appreciate nature and its healing</li> </ul>	<ul style="list-style-type: none"> <li>• To sensitize the learners to the human callousness and cruelty</li> </ul>

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		<ul style="list-style-type: none"> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p>and how they help in keeping the atmosphere clean and bring rain.</p> <ul style="list-style-type: none"> <li>• <u>Experiential Learning</u>: Plant a tree and see it grow. OR Go for nature walk.</li> </ul> <p><b>Group Discussion</b> Learners will be asked to discuss in groups and write about five most powerful movements. <b>Example – Chipko Movement, Jangal Bachao Andolan, The Silent Valley Project etc</b></p>	<p>text and answer the comprehension question given at the end of the text.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on the poem.</li> </ul>	<p>power.</p> <ul style="list-style-type: none"> <li>• Drawing attention to its beauty and diversity.</li> <li>• Connecting learning to the real world and encouraging them to raise authentic questions such as: ‘Why does it rain differently in different areas. ‘Where does the strength and vitality of a tree lie?’</li> <li>• Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<p>chopping down trees for various selfish purposes.</p> <ul style="list-style-type: none"> <li>• To highlight the sturdiness of a full-grown tree strengthened from the earth, the sun and the air.</li> <li>• To highlight the survival instinct of a strong tree which refuses to die in spite of the human activity.</li> <li>• To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem.</li> <li>• To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem.</li> <li>• To appreciate non-verbal clues and</li> </ul>

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						<p>respond in speaking and writing.</p> <ul style="list-style-type: none"> <li>To understand and appreciate the works of Gieve Patel.</li> <li>To understand the various literary devices used in the poem.</li> </ul>
September (6)	Moments: The Last Leaf	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Art: Art as an asset will be highlighted. Various forms of art will be discussed.</li> <li><u>Experiential Learning through Art Integration:</u> Draw and paint a picture/ portrait which inspires you.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation /Discussion</li> <li>Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>Lesson will be introduced with an ice breaking activity: Children will –Talk about various kinds of art forms.</li> <li>The children will be provided opportunities in pairs/groups/ individually and encouraged to–</li> <li>Read the lesson with correct pauses and pronunciation</li> <li>Infer the meaning of unfamiliar words from the context while reading a variety of texts.</li> <li>Refer to</li> </ul>	<ul style="list-style-type: none"> <li>To sensitize the learners about the power of hope and optimism.</li> <li>To highlight to the learners the virtue of sacrifice.</li> <li>To help the learners to understand and appreciate the value of true friendship.</li> <li>To enable students to listen for information, gist and details and respond accordingly.</li> <li>To enable the students to understand and elicit meanings of the words in different contexts, and by using</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					the dictionary, for spelling, meaning and to find out synonyms and antonyms	dictionary, thesaurus and digital facilities  The following skills of the students are enhanced: <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> <li>• Attentiveness</li> </ul>
September (6)	Moments: A House Is Not A Home	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages</u>: Science – How to find directions without using technology will be discussed.</li> <li>• <u>Experiential Learning</u>: The learners will be asked to go to a place where he/she has never been before and then finding a way back home without using the phone apps.</li> <li>• Role Play: A talk between an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Homework: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson will be introduced with an ice breaking activity: The learners will be asked the difference between a House and a Home.</li> <li>• Discussion on ‘Various problems faced by the teenagers.</li> <li>• Brain storming questions on ‘What are the expectations of a teenager from an</li> </ul>	<ul style="list-style-type: none"> <li>• To assure the learners that adults can understand and help them if they communicate with them.</li> <li>• To enable the teenage learners to identify and acknowledge their adjustment issues.</li> <li>• To enable the learners to debate, dwell and appreciate the sterling qualities of Camaraderie and Bonhomie</li> </ul>

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			and a teenager.		adult? <ul style="list-style-type: none"> <li>• Concept mapping</li> </ul>	<ul style="list-style-type: none"> <li>• To enable students to listen for information, gist and details and respond accordingly</li> <li>• To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities the following skills of the students are enhanced:               <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Writing skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills.</li> </ul> </li> </ul>
September (6)	Beehive: The Bond of Love	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inter disciplinary linkages</u>: Nature: Sensitivity towards wild life will be emphasized.</li> <li>• <u>Experiential Learning</u>:A movie named 'Bon Free'</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/ Discussion</li> <li>• Home Work: Revisit/reread the text and answer the comprehension question given at</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson will be introduced with an ice breaking activity: The learners will be asked the difference between a Pet and</li> </ul>	<ul style="list-style-type: none"> <li>• To help the learners understand the concept of reciprocal love.</li> <li>• To convey the message of the need of showing kindness to</li> </ul>

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		<ul style="list-style-type: none"> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<p>will be screened for the learners.</p>	<p>the end of the text.</p> <ul style="list-style-type: none"> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<p>a Wild animal.</p> <ul style="list-style-type: none"> <li>• Discussion and brain storming session on 'Are wild animals capable of forming deep bonds with humans?'</li> </ul>	<p>animals.</p> <ul style="list-style-type: none"> <li>• To enable the learners to debate, dwell and appreciate the sterling qualities of devotion and loyalty.</li> <li>• To enable students to listen for information, gist and details and respond accordingly. To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities</li> </ul> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>Empathy</li> </ul>
September (6)	Beehive: Poem: The Snake Trying <b>Grammar: Gap Filling,</b> <b>Editing,</b> <b>Omission</b> <b>Reported Speech</b>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Biology: The anatomy and nature of snakes will be discussed.</li> <li><u>Experiential Learning:</u> Make a project on the various species of snakes.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/ Discussion</li> <li>Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Simulating real-to-life situations</li> <li>Connecting learning to the real world and encouraging them to raise authentic questions such as: 'Have you ever had an encounter with a snake?'</li> <li>Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<ul style="list-style-type: none"> <li>To stress upon the immediate requirement for ecological balance.</li> <li>To imbibe the positive qualities of sympathy and kindness.</li> <li>To appreciate the diversity of nature.</li> <li>To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem</li> <li>To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text.</li> <li>To appreciate non-verbal clues and respond in speaking and writing.</li> <li>To understand and appreciate the works of W.W.E.Ross.</li> </ul>

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						<ul style="list-style-type: none"> <li>To understand the various literary devices used in the poem. <b>Learners will be able to work on an integrated grammar exercise. Correct errors in a given piece.</b></li> </ul>
October(4)	Beehive: Kathmandu	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Social Science: The location and importance of Kathmandu will be discussed.</li> <li><u>Experiential Learning:</u> The learners will compare/ contrast the cultures of Nepal and India and in turn compare/contrast Buddhism and Hinduism.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/ Discussion</li> <li>Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the story.</li> </ul>	<ul style="list-style-type: none"> <li>A video without dialogues or subscript will be shown to the children and they will be asked to narrate whatever they understand.( To highlight the noise and confusion in a Hindu temple with the serenity reigning in a Buddhist temple).</li> <li>Facilitating pair/group work where children share their experiences such as journeys to different place and what they found special there.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to understand that the purity and serenity of holy places must be maintained.</li> <li>To inculcate sensitivity towards nature..</li> <li>To enable students to listen for information, gist and details and respond accordingly.</li> <li>To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Activating prior knowledge by random questioning. Example: 'What is Kathmandu famous for?'</li> </ul>	digital facilities  The following skills of the students are enhanced : <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Social skills</li> </ul>
October(4)	Beehive: Poem: A Slumber Did My Spirit Seal	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Philosophy: The idea of life, death and life after death will be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/Discussion</li> <li>Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Simulating real-to-life situations</li> <li>Connecting learning to the real world and encouraging them to raise authentic questions such as: 'What happens after one dies?'</li> <li>Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.</li> </ul>	<ul style="list-style-type: none"> <li>To make the learners realize the ultimate truth of life- Death</li> <li>To appreciate the oneness of nature with humans.</li> <li>To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem</li> <li>To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>To appreciate non-verbal clues and respond in speaking and writing.</li> <li>To understand and appreciate the works of William Wordsworth.</li> <li>To understand the various literary devices used in the poem.</li> </ul>
October (5)	Beehive: If I Were You	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary linkages:</u> Law: The intricacies of law will be discussed.</li> <li><u>Experiential Learning:</u> Movie based on true events (suspense, surprise and impersonation)- Argo- will be shown to the learners.</li> <li>Movie review: The learners will be asked to write a review based on the movie shown.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/Discussion</li> <li>Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on the story.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson will be introduced with an ice breaking activity: The teacher will narrate a story of Sherlock Holmes but doesn't reveal the mystery and asks the students to guess what must have happened.</li> <li>A movie based on real /true incidents will be shown to the children.</li> </ul>	<ul style="list-style-type: none"> <li>To emphasize to the learners the importance of intelligence, presence of mind and a cool head in situations of crisis.</li> <li>To enable the learners the disastrous results of over-confidence.</li> <li>To enable students to listen for information, gist and details and respond accordingly.</li> <li>To enable the students to understand and elicit meanings of the words in</li> </ul>

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						<p>different contexts, and by using dictionary, thesaurus and digital facilities.</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills</li> </ul>
October(4)	Moments: The Accidental Tourist	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book/Text book</li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• <b>Power Point Presentation</b></li> <li>• Extra marks</li> <li>• Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Experiential Learning</u>: The learners will be asked to make a list of do's and don'ts of packing after reading of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Work: Explanation/Discussion</li> <li>• Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>• Writing of Difficult words, Word Meanings and Making Sentences</li> <li>• Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between a travelogue, memoir, diary entry, chronicle etc will be discussed.</li> <li>• Facilitating pair/group work where children share their experiences of travelling during camps, inter school competitions/tournaments etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the learners to think creatively and pay attention to the frivolous routine task of packing while getting ready for the travel.</li> <li>• To develop the skill to organize themselves and their belongings.</li> <li>• To enable the learners to narrate simple experiences.</li> <li>• To articulate and speak accurately with appropriate</li> </ul>

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					<ul style="list-style-type: none"> <li>Activating prior knowledge by random questioning. Example: What would you pack first? Or What is that one thing which you cannot do without while travelling?</li> </ul>	<p>pauses and clear word/sentence stress to be intelligible in familiar social contexts</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> <li>Reading skills</li> <li>Speaking skills</li> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Social skills</li> </ul>
October(4)	Moments: The Beggar	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book/Text book</li> <li><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li><b>Power Point Presentation</b></li> <li>Extra marks</li> <li>Fliplearn</li> </ul>	<ul style="list-style-type: none"> <li><u>Inter disciplinary Linkages:</u> Media: A documentary on beggars such as 'Fake Homeless' will be shown.</li> <li><u>Experiential Learning:</u> The learners will be asked to narrate/share their experiences of meeting a beggar.</li> </ul>	<ul style="list-style-type: none"> <li>Class Work: Explanation/Discussion</li> <li>Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text.</li> <li>Writing of Difficult words, Word Meanings and Making Sentences</li> <li>Class Test based on story</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming session on whether or not to help the beggars.</li> <li>Facilitating pair/group work where children share their experiences of helping a beggar.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the learners to realize that even beggars can be transformed.</li> <li>To develop the skill to empathize with people in need.</li> <li>To enable the learners to debate, dwell and appreciate the sterling qualities of compassion, concern, counseling and benevolence.</li> <li>The learners will be able to act as a</li> </ul>

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						<p>scaffold to understand and empathize with the central characters.</p> <ul style="list-style-type: none"> <li>• To enable the learners to narrate simple experiences.</li> </ul> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Speaking skills</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> <li>• Social skills</li> <li>• Empathy</li> </ul>
November (11)					REVISION	
December (13)					FINAL EXAMS	

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: हिंदी**  
**Class: नौवीं**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
फरवरी— मार्च	स्पर्श—गद्य—दुख का अधिकार व्याकरण—अनुस्वार, अनुनासिक, नुक्ता, वर्ण—विच्छेद	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	समाज में व्यक्ति के स्तर, समाज में फैली कुरीतियों पर विचार विमर्श	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा एवं जीवंत उदाहरणों के माध्यम से छात्रों को पाठ समझाया जाएगा	छात्रों को समाज में फैली कुरीतियों को समाप्त करने के लिए प्रेरित किया जाएगा
मार्च	स्पर्श—पद्य—रैदास व्याकरण— उपसर्ग और प्रत्यय	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	परमात्मा में विश्वास उत्पन्न करना, भक्ति भाव से सही रास्ते पर चलने के लिए प्रेरित करना	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सस्वर कविता वाचन, हाव—भाव सहित कविता को सरल भाषा में समझाया जाएगा	छात्रों को आत्मविश्वास एवं आडंबर में अंतर सीखने के लिए प्रेरित किया जाएगा
अप्रैल	स्पर्श—गद्य—एवरेस्ट मेरी शिखर यात्रा व्याकरण— अर्थ के आधार पर वाक्य के भेद	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	छात्रों को नमचे बाजार से लेकर एवरेस्ट तक की रोमांचक यात्रा से परिचित करवाया गया	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सभी कैंपों के बारे में छात्रों स्वयं जानकारी एकत्रित करेंगे	छात्रों में आत्मविश्वास भरना एवं पर्वतरोहण के लिए प्रेरित किया जाएगा
अप्रैल	स्पर्श—पद्य—रहीम के दोहे व्याकरण—शब्द और पद	पाठ्य पुस्तक,हरित पट्ट, वीडियो , पी पी टी एवं आपसी वार्तालाप	छात्रों को करणीय एवं अकरणीय आचरण की शिक्षा दी गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	जीवंत उदाहरणों के माध्यम से छात्रों को शिक्षित किया जाएगा ताकि वे सदैव सद्व्यवहार करें	छात्रों को प्रेरित किया किया जाएगा कि सदैव मीठी वाणी के प्रयोग करना चाहिए एवं नीतिपरक मूल्यों को अपने जीवन में उतारने के लिए प्रेरित किया जाएगा
अप्रैल	स्पर्श—गद्य—तुम कब जाओगे, अतिथि व्याकरण— पर्यायवाची, विलोम,समरूपी भिन्नार्थक शब्द	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	छात्रों को अपने घर की महत्ता समझाई गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	हास्य एवं व्यंग्य द्वारा अतिथि एवं आतिथ्य की समस्याओं से अवगत करवाया	छात्रों को समझाया जाएगा कि अतिथि सदैव देवता नहीं होते, हमेशा एक अच्छे अतिथि की तरह ही किसी के घर

					जाएगा ,अतिथि, देवता एवं मनुष्य का भेद समझाया जाएगा	जाना चाहिए
मई	संचयन-गिल्लू व्याकरण- अनुच्छेद लेखन, अपठित गद्यांश	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	छात्रों को अपने किसी पालतू पशु-पक्षी के विषय में बताने के लिए प्रेरित किया गया	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा द्वारा पाठ का सरलीकरण किया जाएगा	छात्रों को प्रेरित किया जाएगा कि पालतू पशु-पक्षियों के साथ-साथ गलियों में आवारा घूमने वाले जानवरों के प्रति भी सौहार्द की भावना रखनी चाहिए
मई	स्पर्श-पद्य-आदमीनामा व्याकरण- नारा लेखन	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	मनुष्य की अलग-अलग प्रवृत्तियों के विषय में जानकारी दी गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कविता को सस्वर वाचन एवं मनुष्य के स्वभाव के सकारात्मक एवं नकारात्मक पहलुओं को समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि वे सदैव सकारात्मक दृष्टिकोण अपनाएँ
मई	संचयन-स्मृति व्याकरण- पत्र लेखन	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	बाल सुलभ शरारतों पर चर्चा की गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा द्वारा पाठ का सरलीकरण किया जाएगा	छात्रों को प्रेरित किया जाएगा कि नासमझी में कार्य नहीं करने चाहिए एवं सदैव अपने बड़ों की आज्ञा का पालन करना चाहिए
जून	करवाए गए समस्त कार्य की पुनरावृत्ति, द्वीतिय इकाई परीक्षा एवं ग्रीष्मावकाश					
जुलाई	स्पर्श-गद्य-कीचड़ का काव्य व्याकरण- -अनुस्वार, अनुनासिक, नुक्ता, वर्ण-विच्छेद, शब्द और पद	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	छात्रों को उनके उपयोग में आने वाली कीचड़ के रंग वाली वस्तुओं के विषय में जानकारी एकत्रित करने के लिए प्रेरित किया गया	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा एवं व्याख्यान विधा द्वारा पाठ का सरलीकरण किया जाएगा	छात्रों को प्रेरित किया जाएगा कि छोटी से छोटी वस्तु का भी अपना महत्त्व होता है और हमें हर चीज में सकारात्मक दृष्टिकोण अपनाना चाहिए

जुलाई	स्पर्श-पद्य-एक फूल की चाह व्याकरण- उपसर्ग और प्रत्यय, अनुच्छेद लेखन, अपठित गद्यांश	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	पुराने समय में समाज में फैली भेदभाव की कुरीति के विषय में चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सस्वर कविता वाचन, हाव भाव एवं जीवंत उदाहरणों से कविता को सरल अर्थों में समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि समाज में फैली कुरीतियों को जड़ से उखाड़ फेंकने के लिए युवा पीढ़ी को आगे आना चाहिए
अगस्त	संचयन-हामिद खॉ व्याकरण-अर्थ के आधार पर वाक्य के भेद, नारा लेखन, पत्र लेखन	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	भारत और पाकिस्तान के संबंधों पर चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	जीवंत उदाहरणों के माध्यम से दोनों देशों के संबंधों पर आपसी चर्चा की जाएगी	छात्रों को प्रेरित किया जाएगा कि सदैव दूसरों की सकारात्मक बातों को अपनाना चाहिए
अगस्त	स्पर्श-गद्य-धर्म की आड़ व्याकरण-शब्द और पद, पर्यायवाची, विलोम, समरूपी भिन्नार्थक शब्द	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	धर्म का स्वरूप कैसा होना चाहिए इस विषय पर आपसी चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	धर्म की आड़ में होने वाले आडंबरो पर सतर्क दृष्टि रखने के लिए क्या-क्या कदम उठाने चाहिए, इस विषय पर चर्चा की जाएगी	छात्रों को प्रेरित किया जाएगा कि आड़ में होने वाले आडंबरो के खिलाफ हमेशा आवाज़ उठानी चाहिए
सितंबर	समस्त पाठ्यक्रम की पुनरावृत्ति एवं अर्धवार्षिक परीक्षा					
सितंबर	स्पर्श-गद्य-शुकतारे के समान व्याकरण-अनुस्वार, अनुनासिक, नुक्ता, वर्ण-विच्छेद	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	गांधी जी के निजी सहयोगी महादेव भाई के व्यक्तित्व पर चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	महादेव भाई के माध्यम से सरलता, सज्जनता, निष्ठा, समर्पण, लगन और निराभिमान को समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि हमें नैतिक मूल्यों को अपने जीवन में अपनाना चाहिए
अक्टूबर	संचयन-दिये जल उठे व्याकरण- उपसर्ग और प्रत्यय, अर्थ के आधार पर वाक्य के भेद	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	गांधी जी एवं दांडी यात्रा पर चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	देश में अनेकता में एकता के पक्ष को समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि जब भी देश को हमारी ज़रूरत पड़े हमें आगे बढ़ना चाहिए
अक्टूबर	स्पर्श-पद्य-अग्नि पथ व्याकरण- व्याकरण-	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं	संघर्षमय जीवन पर आपसी चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कर्मठतापूर्वक जीवन जीने की सीख दी	छात्रों को प्रेरित किया जाएगा कि जीवन

	पर्यायवाची, विलोम,समरूपी भिन्नार्थक शब्द	आपसी वार्तालाप			जाएगी	में आने वाली कठिनाइयों से डर कर कभी घबराना नहीं चाहिए एवं जब तक मंज़िल न मिले आगे बढ़ते रहना चाहिए
अक्टूबर	स्पर्श-पद्य-नए इलाके में, खुशबू रचते हैं हाथ व्याकरण- अनुच्छेद लेखन, अपठित गद्यांश, नारा लेखन, पत्र लेखन	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	नए निर्माण की अव्यवस्था एवं उपेक्षित वर्ग के जीवन पर चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	स्वस्थ समाज के निर्माण की सीख दी जाएगी	छात्रों को प्रेरित किया किया जाएगा कि वर्तमान शोषणमूलक व्यवस्था के खिलाफ एकजुट होकर नई मानवीय व्यवस्था का निर्माण करने में सहयोग दें
नवंबर	समस्त पाठ्यक्रम की पुनरावृत्ति					
दिसंबर	वार्षिक परीक्षा					

**PINEGROVE SCHOOL, SUBATHU**  
**Affiliation No. 630065; School Code: 43054**  
**Annual Pedagogy Plan**  
**Class: IX (MATHEMATICS) 041 Session**  
**2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/M CQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>FEBRUARY</b> <b>NO OF DAYS :06</b>	<b>NUMBER SYSTEM</b>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<b>Art Integration:</b> Use of Pythagoras Theorem to make a Spiral Pattern	Quiz  Oral Assessment  Crossword Puzzles  Written Tests  Weekly Assignments (CW/HW)	P K Testing  Oral Discussion and Brainstorming.  Worksheet on True/False for better understanding of Number System.  Printed Assignment of MCQ and Short/Long Questions given as Home Assignment.  Reference Material : Important points to remember are given as a support material for reviewing and reinforcement of the concepts.	<b>The child will be able:</b>  To understand the forms of rational and irrational numbers and their decimal expansions.  To understand how to locate , , etc. on a number line using Pythagoras Theorem.  To learn to insert rational numbers between two rational numbers.  To operate rationals and irrationals using identities.  To apply the laws of exponents in simplifying algebraic expressions containing real numbers.  To apply logical reasoning in classifying real numbers, proving their properties and using them in different situations.
<b>MARCH</b> <b>NO OF DAYS:26</b>	<b>POLYNOMIALS</b>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> </ul>	<b>Activity:</b>  To verify the algebraic identity: $(a + b + c)^2$ using	Quiz  Oral Assessment  Crossword Puzzles	P K Testing  <b>Diagnostic Method.</b> Group Discussion Asking questions in groups for	To identify/classify polynomials among algebraic expressions and factorize them by applying appropriate algebraic identities.

		<ul style="list-style-type: none"> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	the method of paper cutting and pasting.	<p>Written Tests</p> <p>Weekly Assignments (CW/HW)</p>	<p>making the children understand how to substitute <math>x = a</math> in <math>p(x)</math> and simplify to get the value by using different problems.</p> <p><b>Demonstration Method</b> to learn to apply identities in calculation of values of <math>(105)^3</math> and <math>(99)^3</math></p> <p><b>Remedial Worksheet</b> as per the need of students.</p>	<p>To find the value of a polynomial at a point.</p> <p>To find the zeroes of the polynomial</p> <p>To verify the Remainder and Factor Theorem.</p> <p>To learn the factorization of polynomials by splitting the Middle Terms and Hit &amp; Trial method.</p> <p>To understand and learn the identities  (i) <math>(x \pm y)^3</math> (ii) <math>(x + y + z)^2</math> (iii) <math>x^3 + y^3 + z^3 - 3xyz</math></p>
<p><b>MARCH</b>  <b>NO OF DAYS:26</b></p>	<p><b>COORDINATE  GEOMETRY</b></p>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<p><b>Activity:</b>  To obtain the mirror images of the given triangle w.r.t <math>x</math> axis and the <math>y</math> axis on a graph paper.</p> <p><b>Inter disciplinary Linkages: (with Social studies)</b></p> <p>Map activity</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>Weekly Assignments (CW/HW)</p>	<p>P K Testing</p> <p><b>Experiential Learning Method</b> to initiate the concept -Asking Questions like:</p> <p>How do you locate the position of you seat in a Cinema Hall/in an aeroplane?</p> <p>Reading the given graphs.</p> <p>Locate the position of the marked points on a worksheet.</p> <p>Graphical representation of points like A(6,5), B (3,-4), C(-3,-5)</p>	<p>To locate the position of an object or a point in a plane.</p> <p>To develop strategies to locate points in a Cartesian plane.</p>
<p><b>MARCH</b>  <b>NO OF DAYS:26</b></p>	<p><b>LINEAR  EQUATIONS  IN TWO VARIABLES</b></p>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul>	<p><b>Activity:</b>  To draw a geometric representation (graph) of a linear equation in two</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p>	<p>P K Testing</p> <p>Worksheet Analysis from graphs-Read and Answer.</p> <p>Learning by doing –Drawing</p>	<p><b>To understand the following concepts:</b></p> <p>An equation of the form <math>ax + by + c = 0</math>, where a, b and c are real numbers, such that a and b are not both zero, is called a</p>

		<ul style="list-style-type: none"> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<p>variables.</p> <p><b>Graphical representation of</b>  <math>2x + 3y = 6</math></p>	<p>Weekly Assignments (CW/HW)</p>	<p>the Graphs of the given equation.</p> <p>Group Activity- Questionnaire on framing equations based on the given sentences.</p> <p>MCQ Worksheet</p> <p>Home assignment on different situations on day to day life and framing the equations</p>	<p>linear equation in two variables.</p> <p>A linear equation in two variables has infinitely many solutions.</p> <p>The graph of every linear equation in two variables is a straight line.</p> <p><math>x = 0</math> is the equation of the y-axis and <math>y = 0</math> is the equation of the x-axis.</p> <p>The graph of <math>x = a</math> is a straight line parallel to the y-axis.</p> <p>The graph of <math>y = a</math> is a straight line parallel to the x-axis.</p>
<p><b>APRIL</b>  <b>NO OF DAYS: 23</b></p>	<p><b>LINES AND ANGLES</b></p>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<p><b>Activity:</b>  To find out the relation between two vertically opposite angles using the method of tracing geometrical figures.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>Exploratory Worksheet</p> <p>HW Assignments</p>	<p>P K Testing</p> <p>Flash Cards to show the figures of types of Angles.</p> <p>Learning by exploring.  Exploratory Worksheet-</p> <p>Learning by doing Activity</p> <p>Provide web links to students for exploring the concept of different types of angles between two parallel lines and a transversal.</p> <p>Worksheet- Apply your knowledge</p> <p>MCQ Worksheet</p>	<p><b>To understand the following concepts:</b></p> <p>If a ray stands on a line, then the sum of the two adjacent angles so formed is <math>180^\circ</math> and vice versa. This property is called as the Linear pair axiom.</p> <p>If two lines intersect each other, then the vertically opposite angles are equal.</p> <p>If a transversal intersects two parallel lines, then</p> <p>(i) each pair of corresponding angles is equal,</p> <p>(ii) each pair of alternate interior angles is equal,</p> <p>(iii) each pair of interior angles on the same side of the transversal is supplementary.</p> <p>If a transversal intersects two lines such that, either</p> <p>(i) any one pair of corresponding angles is equal,</p>

						<p>or</p> <p>(ii) any one pair of alternate interior angles is equal, or</p> <p>(iii) any one pair of interior angles on the same side of the transversal is supplementary, then the lines are parallel.</p> <p>The sum of the three angles of a triangle is <math>180^\circ</math>.</p>
<p><b>APRIL</b> <b>NO OF DAYS: 23</b></p>	<p><b>TRIANGLES</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>Activity:</b></p> <p>To verify SAS criterion for congruence of triangles using the method of tracing geometrical figures.</p> <p><b>Experiential Learning- Hands on activity</b></p> <p>To verify, using broom sticks, that a triangle is possible only if the sum of lengths of any two sides is greater than the third side.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>HW Assignments</p>	<p>P K Testing</p> <p>Delivery Method-Recapitulation of Pre Content by asking questions orally.</p> <p>Brainstorming by solving Crossword Puzzles.</p> <p>Learning by Doing activity</p> <p>Hands on activity-</p> <p>Practice Sheet-MCQ</p> <p>Printed Worksheets with appropriate space for constructions to understand different criteria and Inequalities</p>	<p><b>To understand the following concepts:</b></p> <p>Two figures are congruent, if they are of the same shape and of the same size.</p> <p>Two circles of the same radii are congruent.</p> <p>If two sides and the included angle of one triangle are equal to two sides and the included angle of the other triangle, then the two triangles are congruent (SAS Congruence Rule). Similarly</p> <p>ASA/AAS Congruence Rule.</p> <p>SSS Congruence Rule.</p> <p>RHS Congruence Rule.</p> <p>Inequalities in a triangle</p>
<p><b>APRIL</b> <b>NO OF DAYS: 23</b></p>	<p><b>QUADRILATERALS</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> </ul>	<p><b>Art Integration:</b></p> <p>Collage making with cut-outs of different types of Quadrilaterals.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>Exploratory Worksheet</p>	<p>P K Testing</p> <p>Demonstration Method –to show different types of quadrilaterals through Flash Cards</p> <p>Worksheet on Classification of Quadrilaterals- Match the Following figures with their types.</p>	<p><b>To understand the following concepts</b></p> <p>Sum of the angles of a quadrilateral is <math>360^\circ</math>.</p> <p>A diagonal of a parallelogram divides it into two congruent triangles.</p> <p>In a parallelogram,</p>

		<ul style="list-style-type: none"> <li>Green Board</li> </ul>	<p><b>Activity:</b></p> <p>To verify the MID POINT Theorem using the method of paper folding,</p>	<p>HW Assignments</p>	<p>Learning by doing -Hands on Activity</p> <p>Post-Content Quiz.</p> <p>Review &amp; Revision of concepts learnt done through Quiz. Two Rounds viz. Rapid Fire Round and Problem Solving Round</p> <p>Fun activity- Completing the Grid of Quadrilaterals and their properties.</p>	<p>(i) opposite sides are equal (ii) opposite angles are equal (iii) diagonals bisect each other</p> <p>A quadrilateral is a parallelogram, if (i) opposite sides are equal or (ii) opposite angles are equal or (iii) diagonals bisect each other or (iv) a pair of opposite sides is equal and parallel</p>
<p><b>MAY</b> <b>NO OF DAYS:26</b></p>	<p><b>AREAS OF PARALLELOGRAMS &amp; TRIANGLES</b></p>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> <li>e-book</li> <li>Extra mark</li> <li>Mind maps</li> <li>Green Board</li> </ul>	<p><b>Activity:</b></p> <p>To show that the parallelograms on the same base and between the same parallels have the same area, using the method of paper cutting and pasting.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Written Tests</p> <p>HW Assignments</p>	<p>P K Testing</p> <p><b>Brainstorming Method-</b> Worksheet of fill in the blanks to recall formulae of area of all types of quadrilaterals.</p> <p><b>Hands on activity</b></p> <p>Explore the area of different parallelograms on the same base and between the same parallels with the help of Geo Board or Dotted sheet.</p>	<p><b>To understand the following concepts:</b></p> <p><b>Theorem:</b> Parallelograms on the same base and between the same parallels are equal in area. <b>Property:</b> Area of a triangle is half the product of its base and the corresponding altitude.</p> <p><b>Property:</b> A median of a triangle divides it into two triangles of equal areas. <b>Property:</b> Two triangles on the same base (or equal bases) and between the same parallels are equal in area. <b>Theorem:</b> Two triangles having the same base (or equal bases) and equal areas lie between the same parallel lines</p>
<p><b>MAY</b> <b>NO OF DAYS:26</b></p>	<p><b>REVISION</b></p>					
<p><b>JUNE</b></p>	<p><b>TERM-1 EXAMINATION</b></p>	<p><b>VACATIONS</b></p>				

**JULY**  
**NO OF DAYS:23**

**CIRCLES**

- Smart Board
- PPT's
- Videos
- Chalk Board
- White Board
- Wacom Tablet
- e-book
- Extra mark
- Mind maps
- Green Board

**Activity:**  
To verify using the method of paper cutting, pasting and folding that the angle in a semi- circle is a right angle.

- Oral Assessment
- Crossword Puzzles
- Written Tests
- Exploratory Worksheet
- HW Assignments
- MCQs

P K Testing

**Learning by Observation**  
Figures Speak-Activity sheets  
Identify and write appropriate words for the given pictures.

**Flash Cards** for the identification of different parts of the circle.

**Crossword** to revise basic terms and theorems on Circles

Fil' in the Blanks Worksheet

**Children are able to understand the following concepts:**

**Theorem:** The perpendicular from the centre of a circle to a chord bisects the chord.

**Theorem:** The line drawn through the centre of a circle to bisect a chord is perpendicular to the chord.

**Theorem:** There is one and only one circle passing through three given non-collinear points.

**Theorem:** Equal chords of a circle (or of congruent circles) are equidistant from the centre (or centres).

**Theorem:** Chords equidistant from the centre of a circle are equal in length.

**Theorem:** The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle.

**Theorem:** Angles in the same segment of a circle are equal.

**Theorem:** The sum of either pair of opposite angles of a cyclic quadrilateral is  $180^\circ$ .

<p><b>JULY</b> NO OF DAYS:23</p>	<p><b>CONSTRUCTIONS</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>Activity:</b> Construct the 75° angle and verify by measuring them by a protractor:</p>	<p>Oral Assessment</p> <p>Written Tests</p> <p>HW Assignments</p> <p>MCQs</p>	<p><b>Brainstorming Method</b></p> <p>Asking Questions based on prerequisite knowledge of triangles. Opportunity given to every student to respond</p> <p><b>Demonstration Method</b> Using Tool kit to draw the triangles on board.</p> <p><b>Learning by Doing</b> Asking kids to draw constructions on Smart Board.</p>	<p>To construct different geometrical shapes like bisectors of line segments, angles and triangles under given conditions and provides reasons for the processes of such constructions.</p>
<p><b>AUGUST</b> NO OF DAYS:24</p>	<p><b>HERON'S FORMULA</b></p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>PROJECT-</b> Explore about Mathematician Heron. Comparison of areas calculated with Herons and Traditional Formula.</p> <p><b>EXPERIENTIAL LEARNING-</b> Dividing children in groups. Each group given a different triangular plot and finding its area using Heron's.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>Exploratory Worksheet</p> <p>HW Assignments</p>	<p><b>Learning by Doing-</b> To find the area of the triangle and the area of other figures like trapeziums etc. (Where the trapeziums can be divided into two triangles.)</p> <p><b>Learning by Practice</b> A set of 8-10 questions based on real life is given in the form of Assignment. Each child will be given a chance to show the working on the board.</p> <p><b>Remedial Measures</b> Spontaneous remedial action is taken in case of any logical or calculation error.</p> <p><b>Exploratory Worksheet</b> Provide web links to students for exploring about Heron and his contributions.</p>	<p>To understand the following concepts</p> <p><b>Area of right angled triangle :</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <math display="block">\text{Area of a triangle} = \frac{1}{2} \times \text{base} \times \text{height}</math> </div> <p><b>Area of a Triangle — by Heron's Formula :</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <math display="block">\text{Area of a triangle} = \sqrt{s(s-a)(s-b)(s-c)}</math> </div> <p>where a, b and c are the sides of the triangle, and s = semi-perimeter, i.e., half the perimeter of the triangle = sum of the sides.</p> <p><b>Example :</b> Find the area of a triangle, two sides of which are 8 cm and 11 cm and the perimeter is 32 cm.</p>

						<b>Example :</b> The sides of a triangular plot are in the ratio of 3 : 5 : 7 and its perimeter is 300 m. Find its area.
<b>SEPTEMBER</b> <b>NO OF DAYS:16</b>	<b>SURFACE AREAS AND VOLUMES</b>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>Activity</b></p> <p>To obtain the formula for the surface area of a sphere, using a given spherical plastic ball.</p> <p><b>EXPERIENTIAL LEARNING—</b> To study application of mensuration in day-to-day life. Perform an experiment to derive a relationship between the volume of a cylinder and a cone. Record a video of performing this experiment and upload.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>HW Assignments</p>	<p>P K Testing</p> <p><b>Learning by Observation</b> — Explore the features of solid objects from daily life situations to identify them as cubes, cuboids, cylinders, etc.( like juice tetra packs, ice cubes etc)</p> <p><b>Videos</b>are shown to differentiate the curved surface area from total surface area.</p> <p><b>Simple Problems</b> based on finding the volumes will be given. Teacher will ensure that the child is not doing guess work but doing calculations.</p>	<p>To derive formulae for surface areas and volumes of different solid objects like, cubes, cuboids, right circular cylinders/cones, spheres and hemispheres and apply them.</p>
<b>OCTOBER</b> <b>NO OF DAYS:27</b>	<b>STATISTICS</b>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> <li>• e-book</li> <li>• Extra mark</li> <li>• Mind maps</li> <li>• Green Board</li> </ul>	<p><b>Activity</b></p> <p>To draw histogram for classes of equal width and unequal widths on a graph paper.</p> <p><b>EXPERIENTIAL LEARNING</b> To draw histogram for heights of students in a class.</p>	<p>Quiz</p> <p>Oral Assessment</p> <p>Crossword Puzzles</p> <p>Written Tests</p> <p>HW Assignments</p>	<p><b>Warm-up of Pre-Content</b> like collection of data, tally marks etc.</p> <p><b>Discussion and Brainstorming Method-</b> Discuss some situational examples where the survey and statistical analysis is required. eg census, market survey by companies to enhance their sales</p> <p><b>Demonstration Method-</b> Learning to draw the Histograms and Frequency</p>	<p><b>To able to understand the following concepts:</b></p> <p><b>DATA:</b> Facts or figures, collected with a definite purpose, are called data.</p> <p>The three measures of central tendency for ungrouped data are:</p> <p>(i) <b>Mean :</b> It is found by adding all the values of the observations and dividing it by the total number of observations.</p>



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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Month: Feb - March  No. of periods 10	Topic/Chapter: Matter in Our Surrounding	PPT, YouTube Videos, Charts, Extra marks, board and chalk	<p><b>Diagram:</b> Sublimation of ammonium chloride Flow Chart, Mind map from extra marks.</p> <p><b>Art Integration:</b> Diagrams Sublimation Fig.1.5, Fig. 1.9, Fig 1.2 (NCERT)</p> <p><b>Practical:</b> Activities 1.1, 1.2,1.4, 1.5, 1.11, 1.13,1.14 (NCERT) To determine melting point of ice and boiling point of water. Sublimation of ammonium chloride.</p>	Oral Questions Chapter end test MCQs Exercise Questions	Discussion on different states of matter and their examples in day to day life. Recapitulation of previous knowledge on the concept of matter  Introduction of the topic to be taught after getting the expected response from the students. <b>Innovative Methods:</b> Charts  <b>Video :</b> Different states of matter Sublimation Evaporation/Factors affecting evaporation Latent heat of Fusion/ vaporisation	The students will be able to understand different states of Matter . Physical nature of Matter. Characteristics of particles of Matter. Differentiate b/w solid, Liquid and gas. Analyse the effect of change of temperature & pressure on states of Matter. Understand Latent Heat of Evaporation and vaporization. Evaporation & factors affecting it.
Month: March	Topic/Chapter: Motion	PPT, YouTubeVideos, Charts, Extra marks, board and chalk	<p><b>Inter-disciplinary:</b> Use of graph to express motion of</p>	Oral Questions Chapter end test MCQs Exercise Questions	Activating Prior Knowledge by Random Questioning	The students will be able to -Understand the concept of motion,

<p>No. of periods 10</p>			<p>objects under different conditions. Concept of Coordinates and slope. Experiential: Activities to understand accelerated and retarding motion, circular motion, concept of distance and displacement.</p> <p><b>Practical:</b> Activities 8.3, 8.8(NCERT).</p>		<p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Lecture Discussion. Activities Spell check</p> <p><b>Video :</b> Videos on 1. Rest and Motion 2.Uniform and Non Uniform Motion 3.Speed and Velocity 4. graphical representation of linear motion</p>	<p>speed, velocity and acceleration -Comprehend the concept of distance and displacement -Differentiate between distance and displacement -Differentiate between speed and velocity, uniform and non-uniform motion -Calculate the speed, velocity and acceleration of an object -Represent the motion by graphical method -Draw the inference from a given graph</p>
<p><b>Month:</b> <b>April</b></p> <p><b>No. of periods 10</b></p>	<p>Topic/Chapter: THE FUNDAMENTAL UNIT OF LIFE</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: To make project on plant cell or animal cell and write the structure and functions of all the organelles.</p> <p>Collect information on Prokaryotic and eukaryotic cells.</p> <p>Discussion on plant and animal cell</p> <p>Art Integrated: Draw diagram of plant and</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Discussion on the uninucleated cell and multinucleated cell.</p> <p>Developing hypothesis by :</p>	<p>The students will be able to Understand the concept of structure and function of cell</p> <p>Comprehend the concept of unicellular and multicellular cell</p> <p>Understand the concept of prokaryotes and eukaryotes</p>

			<p>animal cell.</p> <p>Draw prokaryotic cell.</p> <p>Draw a structure of all cell organelles.</p> <p>Activity: To study plant cell (its structure)</p> <p>To study animal cell (Its structure)</p>		<p>Brainstorming</p> <p>Lecture Discussion. Activities</p> <p><b>Video:</b> Discovery of cell Division of labour Prokaryotic and eukaryotic cell Structure of plasma membrane Plant and animal cell Cell organelles Mitosis and meiosis</p>	<p>Imparting knowledge on structure and function of various cell organelles (nucleus, plasma membrane, cell wall, golgi bodies, endoplasmic reticulum, vacuoles, mitochondria and plastids)</p> <p>Differentiate between Mitosis and meiosis</p> <p>Differentiate between nucleus and nucleiod</p> <p>Draw the inference from a given diagram</p>
<p><b>Month:</b> <b>April</b></p> <p><b>No. of Periods:</b> <b>11</b></p>	<p>Topic/Chapter: TISSUES</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: To make project on plant tissue and its types.</p> <p>Project: To make project on animal tissue and its types.</p> <p>Collect information on different types of meristematic tissues.</p> <p>Discussion on plant and animal tissues.</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Lecture Discussion.</p>	<p>Understand the concept of plant and animal growth.</p> <p>Comprehend the concept of meristematic tissues and permanent tissues in plants.</p> <p>Understanding how plant tissues undergoes</p>

			<p>Art Integrated: Draw diagram of different parts of meristematic tissues.</p> <p>Draw diagram of parenchyma, collenchymas and sclerenchyma.</p> <p>Draw a structure of a neuron</p> <p>Draw different types of muscular tissues.</p> <p>Draw different types of epithelial tissues.</p> <p>Activity: To study growth of roots in onion bulbs.</p> <p>To study structure of different plant tissue</p> <p>To identify permanent slides of animal tissues</p>		<p>Activities Spell check</p> <p>Video: Meristematic tissue Simple and complex permanent tissue.</p> <p>Epidermis</p> <p>Epithelial tissue and its types.</p> <p>Connective tissue</p> <p>Different types of muscular tissue</p> <p>Nervous tissue</p>	<p>differentiation and meristematic tissues gets converted into permanent tissue.</p> <p>Understanding the presence of epidermis in the plants and its function.</p> <p>Imparting knowledge on different types of epithelial tissues present in animals and their functions.</p> <p>Comprehend the concept of connective tissues in animals.</p> <p>Understanding the concept of muscular movement and structure of different muscular tissue.</p> <p>Understanding the concept of neurons and working of the nervous system.</p> <p>Differentiate between simple and complex permanent tissue.</p>
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						Differentiate between xylem and phloem
<b>Month:</b> May	Topic : Force and Laws of Motion	PPT, Videos, Charts, Extra marks, board and chalk	<b>Experiential:</b> Students are asked to do activities related to three laws of motion and note down their observations in the form of a project report. Can be asked to make a short video and share it in the class.  <b>Practical:</b> Activities 9.2, 9.6 (NCERT)	Oral Questions Chapter end test MCQs Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.  Developing hypothesis by : Brainstorming	The students should be able to understand the 1. Concept of Balanced and Unbalanced Forces 2. Evaluate Three Laws of Motion 3. Relation between Mass and Inertia 4. Explain Law of Conservation of Momentum and its derivation 5. Distinguish between action and reaction forces and their impact on the objects. 6. Relation between Force, Mass and Acceleration
<b>No. of Periods:</b> 8						
<b>Month –</b> May <b>Number of Periods:</b> 10	<b>Topic/ Chapter</b> Is Matter Around Us pure	PPT, Videos, Charts, Extra marks, board and chalk	<b>Diagram:</b> All Separation techniques, (Evaporation, Crystallisation, Separation Funnel, Sublimation, Simple and fractional Distillation) Flow Chart of separation techniques, Mind map of properties of mixtures. <b>Art Integration:</b> Diagrams <b>Experiential:</b> Students are asked	Oral Questions Chapter end test MCQs Exercise Questions	Previous Knowledge Testing about matter, definition of pure substance in their knowledge, various examples of pure and impure substance.  Introducing the topic to be taught after getting the expected response from the students.	This topic will help the students to learn the difference between pure and impure substance, different the type of mixture, difference between true solution and colloidal solution and Suspension, examples of various type of mixtures from day to day life, to learn about various separation techniques, difference between

			<p>to separate some mixtures at home using simple techniques and submit their observations.</p> <p><b>Practical:</b> Activities 2.1, 2.2,2.3, 2.10 (NCERT) Preparation of a true solution, suspension and colloidal solution. Difference between mixtures and compounds. Separation of the components of a mixture.</p>		<p><b>Video :</b> Pure Substance Homogeneous and heterogeneous Mixtures, Properties of Solution, Colloid and Suspension Different separation techniques</p>	<p>physical and chemical changes and compounds and elements.</p>
<p><b>Month:</b> <b>July</b></p> <p><b>No. of Periods:</b> <b>12</b></p>	<p>Topic/Chapter: DIVERSITY IN LIVING ORGANISMS</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: To make project on five kingdom classification.</p> <p>Project: To make project on different divisions of plants</p> <p>Project: To make project on different Phylum of invertebrates</p> <p>Collect information on different Classes of vertebrates</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check.</p> <p>Lecture Discussion.</p> <p>Video:</p>	<p>The students will be able to:</p> <p>Understand the concept of why classification is done.</p> <p>Understanding the five kingdom classification</p> <p>Comprehend the concept of different divisions of plant kingdom.</p> <p>Impart knowledge</p>

			<p>Discussion on why do we classify objects.</p> <p>Art Integrated: Draw diagram of different organism belonging to different kingdom.</p> <p>Draw a flowchart of the five kingdom classification, Classification of plants and classification of animals.</p> <p>Draw diagram of different phylum of invertebrates.</p> <p>Draw a diagram of different types of vertebrates.</p> <p>Activity: To study the characteristics of different organisms.</p>		<p>Why do we classify organisms Five kingdom classification. Different divisions of plant kingdom.</p> <p>Different phylum of Invertebrates. Different classes under vertebrata</p>	<p>about vertebrates and invertebrates.</p> <p>Comprehend the concept of different phylum of invertebrates and protochordates.</p> <p>Imparting knowledge on different classes under vertebrates.</p> <p>Differentiate between Cryptogams and phanerogams.</p> <p>Differentiate between monocot and dicot.</p> <p>Differentiate between bony and cartilaginous fish.</p> <p>Draw the inference from a given diagram</p>
<p><b>Month :</b> <b>July</b> <b>No. of periods :</b> <b>10</b></p>	<p>Topic : Gravitation</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Experiential:</b> Archimedes Principal : Establishing the relation between the loss in weight of solid when immersed in a liquid. Dropping two objects</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p>	<p>The students should be able to understand the</p> <ol style="list-style-type: none"> <li>1. Difference and relation between the concept of Acceleration due to Gravity and Universal law of Gravitation</li> <li>2. Theory of free fall</li> </ol>

			<p>of different mass and note the time taken to hit the surface by two.</p> <p><b>Practical:</b> Activities 10.1,10.3, 10.4 (NCERT)</p>		<p>Developing hypothesis by : Brainstorming</p> <p>Spell check.</p> <p>Lecture Discussion.</p> <p>Explaining the topics with the help of ppts, videos, extramarks modules etc.</p>	<p>3.Change in Motion and Weight of Objects under the influence of Gravity</p> <p>4. Differentiate between Mass and weight</p> <p>5.Differentiate between Thrust and Pressure</p> <p>6.Buoyancy and its realtion with sinking and floating of objects</p> <p>7.Archimedes principle</p> <p>8.Concept of Relative Density and its use</p>
<p><b>Month:</b> <b>August</b></p> <p><b>No. of Periods:6</b></p>	<p>Topic/Chapter: WHY DO WE FALL ILL</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project: To make project on five kingdom classification.</p> <p>Project: To make project on different divisions of plants</p> <p>Project: To make project on different Phylum of invertebrates</p> <p>Collect information on different Classes of vertebrates</p> <p>Discussion on why do we classify objects.</p> <p>Art Integrated: Draw diagram of different organism belonging</p>	<p>Oral Questions</p> <p>Chapter end test</p> <p>MCQs</p> <p>Exercise Questions</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 : Brainstorming</p> <p>Spell check</p> <p>-Mind map of the chapter.</p> <p>Lecture Discussion.</p> <p>Video: Health and disease</p> <p>Acute and chronic disease.</p> <p>Causes of diseases.</p>	<p>Understand the concept of health and its failure.</p> <p>To study the basis of classification of personal and community health</p> <p>Comprehend the concept of healthy and disease free.</p> <p>Differentiate between acute and chronic diseases.</p> <p>Understanding the cause of diseases.</p> <p>Differentiate between infectious and non infectious disease.</p>

			<p>to different kingdom.</p> <p>Draw a flowchart of the five kingdom classification, Classification of plants and classification of animals.</p> <p>Draw diagram of different phylum of invertebrates.</p> <p>Draw a diagram of different types of vertebrates.</p> <p>Activity: To study the characteristics of different organisms.</p>		<p>Infectious and Non Infectious causes.</p> <p>Infectious agents.</p> <p>Means of spread.</p> <p>Organ specific and tissue specific manifestation.</p> <p>Principles of treatment</p> <p>Principles of prevention</p>	<p>Imparting knowledge on how the medicine functions on different micro-organism.</p> <p>Comprehending the concept of means of spread of disease.</p> <p>Understanding organ specific and tissue specific manifestation</p> <p>Imparting knowledge on the principles of treatment and prevention of disease.</p> <p>Draw the inference from a given table</p>
<p><b>Month –</b> August</p> <p><b>Number of Periods:</b> 10</p>	<p><b>Topic/ Chapter</b> Atoms and Molecules</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Practical:</b> Practical to verify law of conservation of mass</p> <p><b>Experiential :</b> Making structures for different molecules using ball and stick model.</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Students will be asked questions based on previous knowledge e.g What are building blocks of matter? Why are atoms of one element different from other?</p> <p>Discussion on subatomic particles will be</p>	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> <li>- The concept of building block of all matter around us.</li> <li>- Laws of chemical combination and its use in chemical industry.</li> <li>- Mole concept and its use in</li> </ul>

					<p>done and then the chapter will be introduced.</p> <p><b>Innovative Methods:</b> Charts, Analogy (comparing Thomson Model to Water melon, Observations of Rutherford to a ball thrown across a wired fence)</p> <p><b>Video :</b> Discharge tube experiment, Thomson’s Model of Atom, Rutherfords experiment and his model of atom, Bohr’s model of atom, Atomic structure of first 20 elements, valency, Atomic number, mass Number of elements, Isotopes and Isobars</p>	<p>chemistry.</p> <ul style="list-style-type: none"> <li>- Writing chemical formula for different compounds knowing the valency of ions.</li> </ul>
<p><b>Month:</b> <b>SEPTEMBER</b></p>	<p>Topic/Chapter: NATURAL RESOURCES</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Practical: To make a project on biogeochemical cycle.</p> <p>Activity: To show soil erosion.</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p>	<p>The students will be able to understand the importance of air.</p> <p>Comprehend the role of the atmosphere in</p>

<p><b>No. of Periods: 8</b></p>			<p>To show the presence of lichen, as an indicator of air pollution.</p> <p>Activity: to show water cycle.</p>		<p>Developing hypothesis by : Brainstorming</p> <p>Lecture Discussion.</p> <p>Spell check</p> <p>Video: Renewable and non renewable resources. Movement of air: winds. Formation of soil.</p> <p>Water cycle Air pollution Water pollution Soil pollution Soil erosion Carbon cycle Nitrogen cycle Greenhouse effect The oxygen cycle The ozone layer</p>	<p>climatic control.</p> <p>Imparting knowledge on the movement of air: winds</p> <p>Understanding the concept of condensation and evaporation in water cycle.</p> <p>Comprehend the concept of air pollution, its cause, effect and ways of controlling it.</p> <p>Understanding the importance of water, water pollution, its causes, effect and ways of controlling water pollution.</p> <p>Imparting knowledge on the process of weathering of rock.</p> <p>Comprehending the processes of biogeochemical cycle. The water cycle The nitrogen cycle The carbon cycle</p>
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						<p>The greenhouse effect</p> <p>The oxygen cycle</p> <p>Understanding the concept of ozone layer and its depletion.</p> <p>Differentiate between evaporation and condensation</p>
<p><b>Month : September</b></p> <p><b>No. of periods :10</b></p>	<p>Topic : Work and Energy</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Experiential:</b> The students will be given an activity to collect the data about energy consumption in their house for a month. Then they will be asked to practice simple steps used to conserve energy and note down the observations for another month and compare the data for two months.</p> <p><b>Practical:</b> Activities 11.3, 11.4,11.5(NCERT)</p>	<p>Oral Questions</p> <p>Chapter end test</p> <p>MCQs</p> <p>Exercise Questions</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 : Brainstorming</p> <p>Spell check.</p> <p>Lecture Discussion.</p> <p>Explaining the topics with the help of ppts, videos, extramarks modules etc.</p>	<p>The students should be able to understand the</p> <ol style="list-style-type: none"> <li>1.The concept of Work and Energy</li> <li>2 Calculate Work done by an object using formulas</li> <li>3.Energy changes from one form to another</li> <li>4 Derive expression for Kinetic and Potential energy</li> <li>5 Define power</li> <li>6.Relation between Commercial and SI unit of energy</li> </ol>

<p><b>Month:</b> <b>OCTOBER</b></p> <p><b>No. of Periods:9</b></p>	<p><b>Topic/Chapter:</b> <b>IMPROVEMENT IN FOOD RESOURCES</b></p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p>Project – Find different varieties of fish in composite fish culture.</p> <p>To find out different stages of the fowl (chick) and what are their nutritional requirement.</p> <p>Art integrated: Diagrammatically explain how melting of ice is a reversible change</p> <p>Experiments: how seeds are stored and how do we get to know that seed is affected</p> <p>Activity to show composting and vermin composting.</p> <p>Debate and discussion on advantage and disadvantage of manures.</p> <p>Activity: How to make manure.</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Lecture Discussion. Spell check</p> <p>Video: Improvement in crop yield</p> <p>Factors affecting the yield.</p> <p>Nutrient management.</p> <p>Irrigation.</p> <p>Cropping pattern</p> <p>Cattle farming</p> <p>Poultry farming</p> <p>Fish production</p> <p>Composite fish culture</p> <p>Bee keeping</p>	<p>The students will be able to understand the concept of Improvement in crop yield.</p> <p>Comprehend the concept of factors for which variety improvement is done.</p> <p>Enhancing knowledge about nutrient management.</p> <p>Differentiate between manure and fertilizers.</p> <p>Understanding the concept of importance of irrigation.</p> <p>Comprehend the concept of different cropping patterns.</p> <p>Understanding about crop protection management.</p> <p>Imparting knowledge about how grains should be stored.</p>
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						<p>Comprehend the concept of animal husbandry w.r.t. cattle farming, fish production and poultry farming.</p> <p>Understanding composite fish culture and bee keeping.</p> <p>Draw the inference from a given table.</p>
<p><b>Month –</b> October</p> <p><b>Number of Periods:</b> 12</p>	<p><b>Topic/ Chapter</b> Structure of Atom</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Diagram:</b> Diagrams of Thomson’s model, Rutherford’s model and Bohr’s model. Drawing atomic structure of first 20 elements.</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check.</p> <p>Lecture Discussion.</p> <p>Explaining the topics with the help of ppts, videos, extramarks modules etc.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>▪ Know the history of discovery of sub atomic particles i.e electron, proton and neutron</li> <li>▪ Describe various models of atom</li> <li>▪ Compare various models of the atom</li> <li>▪ Know the distribution of electrons in various shells according to</li> </ul>

						<p>Bohr and Bury rule.</p> <ul style="list-style-type: none"> <li>▪ Draw the atomic structure of first 20 elements of periodic table</li> <li>▪ Distinguish between atomic number, mass number, isotopes and isobars.</li> </ul>
<p><b>Month –</b> October/ November</p> <p><b>Number of Periods:</b> 12</p>	<p><b>Topic/ Chapter</b> Sound</p>	<p>PPT, Videos, Charts, Extra marks, board and chalk</p>	<p><b>Practical :</b> Verification of Laws of Reflection of Sound. Activity to calculate time period of a wave by using a slinky. <b>Experiential:</b> To play and observe the production of sound by some musical instruments.</p> <p><b>Practical:</b> Activities 12.3, 12.5(NCERT)</p>	<p>Oral Questions Chapter end test MCQs Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Spell check.</p> <p>Lecture Discussion.</p> <p>Explaining the topics with the help of ppts, videos, extramarks modules etc.</p>	<p>The students should be able to understand the</p> <ol style="list-style-type: none"> <li>1.Understand Characteristics of sound waves</li> <li>2.Explain Propagation and production of sound and that the sound waves are longitudinal</li> <li>3.The reason for change in speed of Sound in different media.</li> <li>4.Difference between Echo and Reverberations</li> <li>5.Applications of Ultrasound in medical sciences and other fields</li> <li>6.Application of</li> </ol>

						<p>SONAR in different areas 7. Structure and functioning of Human ear.</p>
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**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Social Science**  
**Class: IX**  
**Session 2023-24**

Month (No of working days)	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
February (6 Days)	<b>Chapter 1 History</b>  <b>The French Revolution</b>	<ul style="list-style-type: none"> <li>● Written</li> <li>● Oral and visual material to conceptualize the History of Revolutions.</li> <li>● Maps- Europe and World Map</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● Extra marks</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Flowcharts</li> <li>• Role play on the French Revolution</li> </ul>	<p><b>The Learner will be assessed by :</b></p> <ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral testing</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p><b>The Learner will be given an opportunity to:</b></p> <ul style="list-style-type: none"> <li>▪ Select the works of eminent thinkers like Montesquieu, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution.</li> <li>• Develop timeline on significant events related to the outbreak of the French Revolution. Some</li> </ul>	<p><b>The Learner will be able to: -</b></p> <p>Classify and compare events, facts, data and figures</p> <ul style="list-style-type: none"> <li>• Compare the course of events that lead to French and Russian revolutions.</li> <li>• Remember the names of the people involved</li> <li>• Different types of ideas that inspired the revolution</li> <li>• The wider forces that shaped the revolution.</li> </ul>

					<p>events that can be displayed in the timeline are—</p> <p>Constitutional Monarchy, Declaration of Rights of Man, on becoming a Republic and the Reign of Terror. The students can add more information in this timeline on the French Revolution.</p>	
<p><b>March (20 Days)</b></p>	<p><b>Chapter 1 Economics</b></p> <p><b>The Story of village Palampur</b></p>	<p>Used Lecture Method and reading aloud method to give a clear understanding of the concepts.</p> <ul style="list-style-type: none"> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● Extra marks</li> </ul>	<p>The Learner will be given a write up on his visualization of a village stating what all activities take place.</p>	<p><b>The Learner will be assessed by an</b></p> <ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral testing</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p><b>The Learner will be encouraged to: -</b></p> <p>Collect the details of different factors of production like Land, Labor, Capital and Human resources from their surroundings.</p>	<p><b>The learner will be able to:-</b></p> <ul style="list-style-type: none"> <li>● Define basic Economic terms such as factors of production, human capital, working capital and physical capital.</li> <li>● Explain cause and effect relationship between different factors of production.</li> </ul>

<p><b>March (20 Days)</b></p>	<p><b>Chapter 1 Geography</b></p> <p><b>India-Size and Location</b></p>	<ul style="list-style-type: none"> <li>● Oral Explanation: Location and Size</li> <li>● On Political map of India, Locate the following: Tropic of Cancer, and Standard Meridian</li> <li>● SLM-Extra Marks</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>Map Activity: On outline map of India, locate and label the neighboring countries and States along with their capitals.</p>	<ul style="list-style-type: none"> <li>• NCERT Back Exercise.(E Book)</li> <li>• Questions based on India’s interaction with the outside world and written assignment given.</li> <li>• The Learner will be assessed by : <ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral testing</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul> </li> </ul>	<p><b>The Learner will get an opportunity to:</b></p> <p>Observe political map of India as per NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs.</p>	<p><b>The Learner will be able to retrieve facts and figures, narrate the process related to:</b></p> <ul style="list-style-type: none"> <li>• Locate places, states, union territories, and other physical features on the map of India.</li> <li>• Describe important terms in Geography such as, standard meridian, International standard time,etc.</li> </ul>
<p><b>March (20 days)</b></p>	<p><b>Chapter 1 Political Science</b></p> <p><b>What is Democracy? Why Democracy?</b></p>	<ul style="list-style-type: none"> <li>● NCERT Book (E Book) reading and explanation.</li> <li>● Pair and share activity</li> <li>● Flowcharts related to case study of Pakistan, Zimbabwe and</li> </ul>	<p>The Learner will be assessed on the basis of the letter written to his friend describing the specific features in a democratic country.</p>	<p><b>The Learner will be assessed on the basis of concept based</b></p> <ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral testing</li> </ul>	<p><b>The Learner will be encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Take part in discussion of the important political terms and concepts, such as, martial law, coup, veto and referendum to recognise</li> </ul>	<p><b>The Learner will be able to classify, compare and contrast on the basis of the facts and data shown:</b></p> <ul style="list-style-type: none"> <li>• Outline the formation of democratic</li> </ul>

		<p>Mexico.</p> <ul style="list-style-type: none"> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<ul style="list-style-type: none"> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p>democracy as well as dictatorship.</p> <ul style="list-style-type: none"> <li>● Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established.</li> <li>● Discuss democracy as a government of the people, by the people, and for the people by engaging with some examples.</li> </ul>	<p>governance in different countries of the world.</p> <ul style="list-style-type: none"> <li>● Explain the process of change in democracies.</li> </ul>
<p><b>April</b> <b>(18 days)</b></p>	<p><b>Chapter 2</b> <b>Political Science</b> <b>Constitutional Design</b></p>	<ul style="list-style-type: none"> <li>● Oral Explanation/</li> <li>● Case study of India in comparison with South Africa</li> <li>● Mind Map- SLM on Extra Marks</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> </ul>	<p>Debate on Why we should have a Constitution and who all should be a part of the making of the Constitution?</p>	<ul style="list-style-type: none"> <li>● <b>The Learner will be assessed through a written questionnaire.</b></li> <li>● Concept based MCQ's will be asked on regular basis during the reading and explanation of the chapter</li> </ul>	<p><b>The Learner will be provided with the relevant information :</b></p> <ul style="list-style-type: none"> <li>● By discussing the details of:</li> <li>● (a) The time when universal adult franchise was first provided to the citizens and</li> </ul>	<p><b>The Learner will be able to understand the cause and effect relationship between phenomena, events and their occurrence for example:</b></p> <ul style="list-style-type: none"> <li>● Explain the process of change in democracies.</li> <li>● Identify democratic</li> <li>● Rights of Indian citizen and</li> </ul>

		<ul style="list-style-type: none"> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<ul style="list-style-type: none"> <li>• Quiz based on Concept mapping.</li> <li>• Written test</li> <li>• Oral testing</li> <li>• Homework</li> <li>• MCQs Quiz</li> </ul>	<p>(b) How the end of colonialism took place.</p> <ul style="list-style-type: none"> <li>• By collecting information and discussing the process of the making of the Indian Constitution.</li> </ul>	<p>constitutional values such as, democracy, justice, liberty, equality, etc.</p>
<p><b>April (18 days)</b></p>	<p><b>Chapter 2 Geography</b></p> <p><b>Physical Features of India</b></p>	<ul style="list-style-type: none"> <li>● Detail explanation of every topic with the help of Map, pictures and diagrams.</li> <li>● Oral reading of the chapter by students.</li> <li>● SLM- Extra marks.</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>Map work related to the plateaus, peaks, Western Ghats, Eastern Ghats and coastal plains.</p>	<ul style="list-style-type: none"> <li>● <b>Map activity will be done in the class</b></li> <li>● Concept based questions related to the chapter</li> <li>• Written test</li> <li>• Oral testing</li> <li>• Homework</li> <li>• MCQs Quiz</li> </ul>	<p><b>The Learner will be encouraged to take an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Gather information about physical features in their surroundings and discuss about these features with peers; visuals related to other physiographic divisions may be shown and their features may be explained to them.</li> <li>• Show different physiographic divisions and data</li> </ul>	<p><b>The Learner will be able to classify and compare events, facts, data and figures for example:</b></p> <ul style="list-style-type: none"> <li>• Classify physical features in the surroundings and compare them with physical features of other place</li> <li>• Understand the origin of the Himalayas, Northern plains, plateaus and deserts.</li> </ul>

		<ul style="list-style-type: none"> <li>● Political Map of India</li> <li>● Physical Map of India</li> </ul>			<p>to look out for the similarities and differences.</p> <ul style="list-style-type: none"> <li>● Use tactile maps and models to classify physical features of India.</li> </ul>	
<b>April (18 days)</b>	<b>Chapter2 Economics</b> <b>People as a Resource</b>	<ul style="list-style-type: none"> <li>● Used Simple lecture method to explain the concepts and dictated few important terms.</li> <li>● Used smart board class of Extra marks.</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<ul style="list-style-type: none"> <li>● <b>The Learner will be assessed by:</b></li> <li>● Oral Quiz</li> <li>● Written test</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p><b>The Learner will be encouraged to :</b></p> <ul style="list-style-type: none"> <li>● Choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy.</li> <li>● Compile data from their surroundings and Government reports on</li> <li>● (i) Unemployment existing in urban and rural areas</li> <li>● (ii) Poverty existing in different states.</li> </ul>	<p><b>The Learner will be able to understand and analyze:</b></p> <ul style="list-style-type: none"> <li>● Empathise with differently abled and other marginalised sections of the society, such as, Scheduled Tribes</li> <li>● Appreciate political diversity</li> <li>● Appreciate cultural diversity</li> <li>● Appreciate religious diversity</li> <li>● Recognise language diversity</li> </ul>

					<ul style="list-style-type: none"> <li>• Raise questions to secure education and job security for its citizens; people from different communities be invited to make presentation on improving these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise social diversity</li> </ul>
<p>May (11 days)</p>	<p><b>Chapter 3 Political Science Electoral Politics</b></p>	<ul style="list-style-type: none"> <li>● Flowcharts</li> <li>● Notes on certain topics –Importance of Election Commission and Procedure of Elections</li> <li>● Recapitulation of the entire chapter through SLM-Extra Marks</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>Classroom Activity:</p> <p>Conducting Elections in the class after getting made certain objects such as Ballot box, Voter cards, Checking list of voters etc.</p>	<ul style="list-style-type: none"> <li>● Concept based MCQ's</li> <li>● Oral Test</li> <li>● Oral Quiz</li> <li>● Written test</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p><b>The Learner will be motivated to:</b></p> <ul style="list-style-type: none"> <li>• Familiarize with our electoral system and reasons for choosing this.</li> <li>• Understand the idea of democracy via party politics.</li> <li>• Recognize the significance of the Election Commission of India.</li> </ul>	<p><b>The Learner will be able to understand:</b></p> <ul style="list-style-type: none"> <li>• The system of Elections in India.</li> <li>• The process involved in Elections.</li> <li>• The role of the organizations responsible for conducting free and fair elections.</li> <li>• The Challenges faced by the Election Commission of India.</li> </ul>

<p><b>May</b> <b>(11 days)</b></p>	<p><b>Chapter 3</b> <b>Geography</b></p> <p><b>Drainage</b></p>	<ul style="list-style-type: none"> <li>● Power point presentation on Ganga - Brahmaputra system.</li> <li>● Oral Explanation of the Topics after reading from (E Book) NCERT Book.</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Map activity:-</b> correlate different maps, for example, physical features and drainage, physical features and population.</li> <li>● Finding out which rivers is a home to rich mineral deposits in the Northern plains.</li> </ul>	<p><b>The Learner will be assessed by:</b></p> <ul style="list-style-type: none"> <li>● Oral Quiz</li> <li>● Written test</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p><b>The Learner will be encouraged to :</b></p> <ul style="list-style-type: none"> <li>● Explore various rivers, find details of their origin, course of river, major cities, industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers.</li> <li>● Work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report.</li> </ul>	<p><b>The Learner will be able to:-</b></p> <ul style="list-style-type: none"> <li>● Explain factors affecting course of a river, climate, population distribution, flora and fauna of a region.</li> <li>● Interpret maps of river systems in India, physiographic, and population distribution.</li> </ul>
<p><b>July</b> <b>(23 days)</b></p>			<ul style="list-style-type: none"> <li>● Group Activity</li> </ul>	<p><b>The Learner will be assessed by</b></p>	<p><b>The Learner will be encouraged to:</b></p>	<p><b>The Learner will be able to understand the</b></p>

	<p><b>Chapter 2 History</b></p> <p><b>Socialism in Europe and the Russian Revolution</b></p>	<ul style="list-style-type: none"> <li>● NCERT book reading</li> <li>● SLM-Extra marks</li> <li>● Flowcharts</li> <li>● A short video on the revolution</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to prepare for a</li> <li>• Debate.</li> <li>• Divide the students into three groups.</li> <li>• The first group should be of the opinion that everything is fine in Russia.</li> <li>• The second group should argue that there need to be changes, but not during a war and not to get rid of the Tsar.</li> <li>• The third group should argue for a complete revolution.</li> <li>• At first, grant the students supporting the Tsar more power, practically only allowing the</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Quiz</li> <li>• Written test</li> <li>• Homework</li> <li>• MCQs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify social, economic, and political causes that led to the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings, etc., belonging to that period (1905).</li> <li>• Locate the places of French and Russian Revolutions on an outline map of the world.</li> <li>• Participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and</li> <li>• activities of different political parties such as,</li> </ul>	<p><b>cause and effect</b></p> <p><b>relationship, events and phenomena related to the same for example:</b></p> <ul style="list-style-type: none"> <li>• Explain the causes and effects of various revolutions.</li> <li>• Illustrate how different social groups coped with changes in the contemporary world and describe these changes</li> <li>• Explain the difference between revolution and social change.</li> </ul> <p style="text-align: right;">Page 9 of 23</p>
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			<p>third group only a few words occasionally.</p> <ul style="list-style-type: none"> <li>• After two rounds of debate, acknowledge that Lenin has been sent back to Russia, and now, the third group can raise their hand, you will cut off the other groups to let the third group talk.</li> <li>• Slowly, the students from the other two groups join the third group so their opinions can be heard.</li> </ul>		<p>Liberals, Social Democrats, and Social Revolutionaries.</p> <ul style="list-style-type: none"> <li>• Discussion may be initiated on the concepts of revolution and social change.</li> <li>• Elucidate the idea that some revolutions like the French and Russian were results of bloodshed.</li> </ul>	
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<p><b>July (23 days)</b></p>	<p><b>Chapter 5 Geography</b></p> <p><b>Natural Vegetation and Wildlife</b></p>	<ul style="list-style-type: none"> <li>● Power point presentation</li> <li>● Lecture Method</li> <li>● Reading the Chapter aloud.</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>Project work on Disaster management- The Learner has to explain any Man - made Disaster in the past mentioning it's causes, effects and effective measures of preparedness.</p>	<p><b>The Learner will be assessed by:</b></p> <ul style="list-style-type: none"> <li>● Oral Quiz</li> <li>● Written test</li> <li>● Homework</li> <li>● MCQs Quiz</li> </ul>	<p><b>The Learner will be encouraged to:</b></p> <ul style="list-style-type: none"> <li>● Participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects.</li> <li>● Participate in activities that require conservation of environment (plants, water bodies, etc.), water disputes— interstate and across the border and promote nature-human sustainable relationship.</li> </ul>	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>● Illustrate decision-making and problem-solving skills, for example</li> <li>● Mitigate the impact of water pollution.</li> <li>● Conservation of resources.</li> <li>● Deciding on the appropriateness of resources in historical events and developments.</li> </ul>
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<p><b>July (23 days)</b></p>	<p><b>Chapter 3 Economics</b></p> <p><b>Poverty as a Challenge</b></p>	<ul style="list-style-type: none"> <li>● Flowcharts</li> <li>● Current statistics on poverty</li> <li>● NCERT back exercise( E Book)</li> <li>● Mind map-SLM</li> </ul> <p>Used written, oral and visual material to conceptualize the terms of Poverty and it's challenges.</p> <ul style="list-style-type: none"> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<p><b>The learner will be assessed on the basis of</b></p> <ul style="list-style-type: none"> <li>● Concept based MCQ's.</li> <li>● Written test.</li> <li>● Homework</li> <li>● Oral Testing</li> </ul>	<p><b>The Learner will be motivated to:</b></p> <ul style="list-style-type: none"> <li>• Discuss how poverty line is estimated especially from the view point of social scientists.</li> <li>• Discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty.</li> <li>• Show movies and documentaries such as, 3 Shades, Mirch Masala, and Manthan and link them with low income and poverty which can then be followed by discussion in classroom on conflict between economic development and environmental conservation.</li> </ul>	<p><b>The Learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain causes and impact of economic issues such as, poverty, landlessness etc.</li> <li>• Analyse the impact of social exclusion and vulnerability.</li> <li>• Analyse historical trends in important developmental indicators, such as, literacy and poverty.</li> <li>• Assess the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment.</li> <li>• Methodology used to estimate poverty and suitable measures taken by the government.</li> </ul>
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<p><b>July (23 days)</b></p>	<p><b>Chapter 3 History</b></p> <p><b>Nazism and the rise of Hitler</b></p>	<ul style="list-style-type: none"> <li>● Oral Lecture method</li> <li>● Pair and Share activity-In this activity, they read the topics and shared the information with each other.</li> <li>● A short video on Hitler</li> <li>● Smart class-Extra Marks</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● PPT</li> <li>● Video Clips</li> </ul>	<p>A short Role Play depicting how Hitler became a dictator.</p>	<p><b>The Learner will be assessed on the basis of</b></p> <ul style="list-style-type: none"> <li>● Individual presentation allocated to them.</li> <li>● Written test.</li> <li>● Homework</li> <li>● MCQs</li> <li>● Oral Testing</li> </ul>	<p><b>The Learner will be encouraged to:-</b></p> <ul style="list-style-type: none"> <li>• Collect visuals, newspaper clippings, posters, leaflets, videos, memorabilia, writings, albums, and speeches of Hitler on the rise of Nazism and discuss how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies, and Polish.</li> <li>• Record or gather (from the internet) the interviews of living legends that have experienced trials and tribulations of Nazism.</li> </ul>	<p><b>The Learner will be able to show sensitivity and appreciation skills, for example:</b></p> <ul style="list-style-type: none"> <li>• Empathize with the people who were affected by wars and holocaust.</li> <li>• Decide on the appropriateness of resources in historical events and developments</li> <li>• Recall names, places, dates, and people associated with some important historical events and developments such as the Russian Revolution, nationalism, Imperialism and colonialism.</li> </ul>
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<p><b>August (20 days)</b></p>	<p><b>Chapter 4 Political Science</b></p> <p><b>Working of Institutions</b></p>	<ul style="list-style-type: none"> <li>● Oral Lecture method</li> <li>● Reading aloud from NCERT book</li> <li>● Dictating definitions of important terms used in the glossary</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<p><b>The Learner will be assessed on the basis of</b></p> <ul style="list-style-type: none"> <li>● Oral test</li> <li>● Written test.</li> <li>● Homework</li> <li>● MCQs</li> </ul>	<p><b>The learner will be encouraged to:-</b></p> <ul style="list-style-type: none"> <li>• Study features of different types of government and discuss.</li> <li>• Study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies.</li> </ul>	<p><b>The Learner will be able to understand: -</b></p> <ul style="list-style-type: none"> <li>• How is the country governed?</li> <li>• What does the Parliament do in our democracy?</li> <li>• What is the role of the President of India, Prime Minister and the Council of Ministers?</li> <li>• How do these relate to one another?</li> </ul>
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<p><b>August (20 days)</b></p>	<p><b>Chapter 4 Economics</b></p> <p><b>Food Security in India</b></p>	<ul style="list-style-type: none"> <li>● Oral Lecture method</li> <li>● NCERT back exercise(E Book)</li> <li>● Mind map- SLM (Extra Marks)</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>To engage the Learner in a role play/short drama to highlight the problem faced by poor as well as food insecure people followed by discussion.</p>	<p><b>The Learner will be assessed on the basis of:</b></p> <ul style="list-style-type: none"> <li>• Concept based MCQ's</li> <li>• Written test</li> <li>• Homework</li> <li>• Oral test</li> </ul>	<p><b>The Learner will be encouraged to involve in:</b></p> <ul style="list-style-type: none"> <li>• Discussion may be held on the newspaper clipping or the teacher may provide data from government report on food security.</li> <li>• Focus on the issues of land and agriculture as part of the resources in geography with topics such as, factors of production and food security as a component of agriculture.</li> <li>• Analyse different government schemes to ensure food security in their area.</li> </ul>	<p><b>The Learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain causes and impact of economic issues such as, landlessness and food insecurity.</li> <li>• Illustrate decision-making and problem-solving skills, for example, problem of food shortage; avoid hunger and famines in India.</li> </ul>
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<p><b>September (14 days)</b></p>	<p><b>Chapter 5 Democratic Rights</b></p>	<ul style="list-style-type: none"> <li>● Oral Lecture method</li> <li>● NCERT back exercise</li> <li>● Mind map- SLM (Extra Marks)</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>To engage the learner in a mock Parliament session in which few students to showcase the violation of democratic rights.</p>	<p><b>The Learner will be assessed on the basis of</b></p> <ul style="list-style-type: none"> <li>• Concept based MCQ's</li> <li>• Written test</li> <li>• Homework</li> <li>• Oral test</li> </ul>	<p><b>The Learner will be encouraged to:-</b></p> <ul style="list-style-type: none"> <li>• Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established.</li> <li>• Organize mock Parliaments and court proceedings in which various democratic rights can be the subject.</li> <li>• Study different types of governments in the world— democratic, communist, theocratic, military dictatorships, etc.</li> </ul>	<p><b>The Learner will be able to understand:</b></p> <ul style="list-style-type: none"> <li>• Why do we need Rights in a Constitution?</li> <li>• What are the Fundamental Rights enjoyed by the citizens under the Indian Constitution?</li> <li>• How does the Judiciary protect the Fundamental rights of the citizen?</li> </ul>
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<p><b>September (14 days)</b></p>	<p><b>Chapter 4 History</b></p> <p><b>Forest Society And Colonialism</b></p>	<ul style="list-style-type: none"> <li>● Narration of the story with pictures from the NCERT book.</li> <li>● Oral Lecture Method</li> <li>● Collaboration activity- Division of class into groups and each group gives a presentation on the assigned topic.</li> <li>● Use of Flowcharts</li> <li>● NCERT back Exercise</li> <li>● Extra HOTS questions</li> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<p><b>The Learner will be assessed on the basis of</b></p> <ul style="list-style-type: none"> <li>• Concept based MCQ's</li> <li>• Written test</li> <li>• Homework</li> <li>• Oral test</li> </ul>	<p><b>The Learner will be encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Look for and use a variety of primary and secondary sources, such as, written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including India during the colonial rule.</li> <li>• Discuss different Forest Acts in India — Forest Act of 1865, its amendment in 1878 and 1927 and its impact on forest dwellers and the village community.</li> <li>• Discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical</li> </ul>	<p><b>The Learner will be able to extrapolate and predict events and phenomena, for example,</b></p> <ul style="list-style-type: none"> <li>• Predict natural disasters due to deforestation.</li> <li>• Show sensitivity and appreciation skills, for example, empathies with differently abled and other marginalized sections of the society, such as, forest dwellers and unorganised sector workers.</li> <li>• Identify musical themes like deforestation and create music to carry the story forward.</li> </ul>
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					aspects, such as, the extent of land covered under forest in the colonial and contemporary time	
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<p><b>October (21 days)</b></p>	<p><b>Chapter 4 Geography  Climate</b></p>	<ul style="list-style-type: none"> <li>● Oral Lecture method</li> <li>● Mind map-SLM(Extra Marks)</li> <li>● Usage of Videos from the Internet</li>   <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>		<p>The Learner will be assessed on the basis of regular quizzes based on important terms used in the chapter.</p> <ul style="list-style-type: none"> <li>• Concept based MCQ's</li> <li>• Written test</li> <li>• Homework</li> <li>• Oral test</li> </ul>	<p><b>The Learner will be encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Familiarize with major climatic controls — latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions.</li> <li>• Discuss how the climate of hilly regions is significantly different from the plains.</li> <li>• Overlay maps showing physical features of India and relating its climate by overlaying the layers on School Bhuvan NCERT portal and analyze the maps.</li> </ul>	<p><b>The Learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain factors affecting climate, population distribution, flora and fauna of a region.</li> <li>• Analyse and evaluates information.</li> <li>• Analyse different types of climate found in different regions of India and the world.</li> </ul>
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<p><b>November</b></p> <p><b>(21 Days)</b></p>	<p><b>REVISE FOR THE FINAL EXAM</b></p>	<ul style="list-style-type: none"> <li>● Internet</li> <li>● Mind map</li> <li>● E Book</li> <li>● Smart Classes</li> <li>● PPT</li> <li>● Video Clips</li> <li>● Extra Marks</li> </ul>	<p>Case studies</p> <p>Mind map</p> <p>Flow charts</p> <p>Map Activity</p>	<p>Testing</p> <p>Oral testing</p> <p>MCQs</p> <p>Written Test</p> <p>Picture Based Questions</p> <p>Comprehension</p>	<p><b>Revision for the Final Exam</b></p>	<p>The students will be able to clear their doubts, the revision of the chapters will be done thoroughly and will be well prepared for the Final Exams.</p>
<p><b>December</b></p>	<p><b>FINAL EXAM</b></p>	<p><b>FINAL EXAM</b></p>	<p><b>FINAL EXAM</b></p>	<p><b>FINAL EXAM</b></p>	<p><b>FINAL EXAM</b></p>	<p><b>FINAL EXAM</b></p>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: ENGLISH LANGUAGE AND LITERATURE**  
**Class: X**  
**Session 2023-24**

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
Feb (6) March (10)	<b>FIRST FLIGHT UNIT 1-A LETTER TO GOD</b> <ul style="list-style-type: none"> <li>• A letter to God</li> <li>• Dust of Snow</li> <li>• Fire and Ice</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• PPT</li> <li>• Extra marks</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Slide Show/PPT</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>• Art</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Oral tests/PK testing</li> <li>• Written tests</li> <li>• Classroom discussions based on textual topics</li> <li>• Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>• Explanation of the chapter/poems</li> <li>• Silent reading of the chapter/poems</li> <li>• Writing the literary devices with examples from the chapter/poems</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• Can understand and appreciate prose/poetry as literary form</li> <li>• Understand the author's/poet's style of writing</li> <li>• Can narrate events and complete the given story</li> <li>• Can understand the theme of the story/poems</li> <li>• Believe that faith can move mountains</li> <li>• Inculcate the value of Empathy</li> <li>• Critique and justify the role of human emotions, capable of bringing an end of the world</li> </ul>
March (8)	<b>FIRST FLIGHT UNIT 2 - NELSON MANDELA:LONG WALK TO FREEDOM</b>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book <a href="http://ncert.nic.in/textbook/textbook">http://ncert.nic.in/textbook/textbook</a>.</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Slide Show/PPT</li> </ul> <b>Inter Disciplinary linkage:</b>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Oral tests/PK testing</li> <li>• Written tests</li> <li>• Classroom discussions based on textual topics</li> </ul>	<ul style="list-style-type: none"> <li>• Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• Can understand and appreciate prose/poetry as literary form</li> </ul>

	<ul style="list-style-type: none"> <li>Nelson Mandela: A long walk to freedom</li> <li>A Tiger in the Zoo</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Gap Filling</li> <li>Editing</li> <li>Omission</li> <li>rearrangement of sentences</li> </ul>	<ul style="list-style-type: none"> <li>htm</li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<ul style="list-style-type: none"> <li>Mind Map: Nelson Mandela's Character sketch(History)</li> </ul>	<ul style="list-style-type: none"> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>articulation of voice.</li> <li>Explanation of the chapter/poems</li> <li>Silent reading of the chapter/poems</li> <li>Writing the literary devices with examples from the chapter/poems</li> </ul> <p><i>AUDIO VISUAL:</i> Short video about Nelson Mandela</p>	<ul style="list-style-type: none"> <li>Understand the author's/poet's style of writing</li> <li>Can understand the theme of the story/poems</li> <li>Critically analyze the impact of racial discrimination</li> <li>Critique and justify the meaning of apartheid and its effect</li> <li><b>By NEP 2020</b> to develop human &amp; Constitutional values like empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice</li> <li><b>By NEP 2020</b> TO encourage and facilitate true philanthropic private and community spirit.</li> </ul>
April (10)	<p><b>FIRST FLIGHT UNIT 3 - TWO STORIES ABOUT FLYING)</b></p> <ul style="list-style-type: none"> <li>His First Flight</li> <li>Black Aeroplane</li> <li>How to tell wild animals</li> <li>The Ball Poem</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Art</li> <li>Mind Map: Character sketches</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate prose/poetry as literary form</li> <li>Understand the author's/poet's style of writing</li> </ul>

	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Revision (Article writing and Letter Writing)</li> </ul>	<ul style="list-style-type: none"> <li>Extra marks</li> </ul>	<p>of the characters of both the stories.</p>		<ul style="list-style-type: none"> <li>Explanation of the chapter/poems</li> <li>Silent reading of the chapter/poems</li> <li>Writing the literary devices with examples from the chapter/poems</li> </ul> <p><i>ACTIVITY:</i> Students narrate their own stories about flying(a kite, paper plane, watching a bird fly) and their experience of losing a prized possession</p>	<ul style="list-style-type: none"> <li>Can understand the theme of the story/poems</li> <li>Can critically analyze the difficulties in the given situations and how the characters are able to overcome their fear</li> <li>Develop creative and critical competencies</li> <li><b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience</li> </ul>
May (10)	<p><b>FIRST FLIGHT UNIT 4 - FROM THE DIARY OF ANNE FRANK)</b></p> <ul style="list-style-type: none"> <li>From the diary of Anne Frank</li> <li>Amanda</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Dialogue writing</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Paragraph writing</li> <li>Letter writing</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Mind map of Character sketches of Anne Frank and other character</li> <li>Flow Chart of the events in the life of Anne Frank (History)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter/poems</li> <li>Silent reading of the chapter/poems</li> <li>Writing the literary devices with examples from the chapter/poems</li> </ul> <p><i>AUDIO VISUAL:</i> Movie based on Anne</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate prose/poetry as literary form</li> <li>Understand the author's/poet's style of writing</li> <li>Can understand the theme of the story/poem</li> <li>Critically examine the role of education in life, develop strong character traits and citizenship</li> <li>Critically analyze the importance of freedom</li> </ul>

					Frank's diary	
July (8)	<p><b>FIRST FLIGHT UNIT 5,6 - THE HUNDRED DRESSES-I)</b></p> <ul style="list-style-type: none"> <li>The Hundred Dresses-1</li> <li>The Hundred Dresses-II</li> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter/poems</li> <li>Silent reading of the chapter/poems</li> <li>Writing the literary devices with examples from the chapter/poems</li> </ul> <p><i>ACTIVITY:</i> Girls will design a dress and boys design a motorboat like the activity mentioned in the story</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate prose/poetry as literary form</li> <li>Understand the author's/poet's style of writing</li> <li>Can understand the theme of the story/poem</li> <li>Understand the importance of values in life and being self-contained</li> <li>Critically analyze the importance of taking right steps in life</li> </ul>
July (8)	<p><b>FIRST FLIGHT UNIT 7 - GLIMPSES OF INDIA</b></p> <ul style="list-style-type: none"> <li>A Baker from Goa</li> <li>Coorg</li> <li>Tea from Assam</li> <li>The Trees</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Editing</li> <li>Gap filling</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> <li>Narrating own experience of visiting the three places mentioned in the unit.</li> </ul> <p><b>Inter Disciplinary linkage:</b></p>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter/poems</li> <li>Silent reading of the chapter/poems</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate prose/poetry as literary form</li> <li>Understand the author's/poet's style of writing</li> <li>Can understand the theme of the story/poem</li> </ul>

			<ul style="list-style-type: none"> <li>• Social Science (Society and culture of Goa, Assam and Coorg)</li> <li>• Art</li> </ul>		<ul style="list-style-type: none"> <li>• Writing the literary devices with examples from the chapter/poem</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyze the importance of knowing our country</li> <li>• Critically analyze the importance of trees</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> </ul>
July (5)	<b>FIRST FLIGHT UNIT 8 -MIJBIL THE OTTER</b> <ul style="list-style-type: none"> <li>• Mijbil the Otter</li> <li>• Fog</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> <li>• Videos from internet</li> <li>• PPT</li> <li>• Extra marks</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Slide Show/PPT</li> <li>• Narrating and writing their experiences with their pets</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>• Science (Habitat and eating habits of Otters)</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Oral tests/PK testing</li> <li>• Written tests</li> <li>• Classroom discussions based on textual topics</li> <li>• Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>• Explanation of the chapter/poem</li> <li>• Silent reading of the chapter/poems</li> <li>• Writing the literary devices with examples from the chapter/poem</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• Can understand and appreciate prose/poetry as literary form</li> <li>• Understand the author's/poet's style of writing</li> <li>• Can understand the theme of the story/poem</li> <li>• Critically analyze the relationship between animals and humans</li> <li>• Critically analyze the importance of change in life</li> </ul>
August (6)	<b>FIRST FLIGHT UNIT 9 -MADAM RIDES THE BUS</b> <ul style="list-style-type: none"> <li>• Madam rides the Bus</li> <li>• The Tale of Custard the Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board, chalk , duster</li> <li>• E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>• Dictionary</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Slide Show/PPT</li> <li>• Narrating their first travel experience</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Oral tests/PK testing</li> <li>• Written tests</li> <li>• Classroom discussions based on textual topics</li> <li>• Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• Can understand and appreciate prose/poetry as literary form</li> <li>• Understand the author's/poet's style</li> </ul>

	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Reported Speech</li> </ul>	<ul style="list-style-type: none"> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Social Science (Teachings of Lord Buddha)</li> </ul>		<p>voice.</p> <ul style="list-style-type: none"> <li>Explanation of the chapter/poems</li> <li>Silent reading of the chapter/poems</li> <li>Writing the literary devices with examples from the chapter/poems</li> </ul> <p><i>AUDIO VISUAL:</i> Short video on lord Buddha's teachings</p>	<p>of writing</p> <ul style="list-style-type: none"> <li>Can understand the theme of the story/poem</li> <li>Understanding the importance of honesty and integrity in life</li> <li>Critically analyze the fact that death is inevitable</li> <li>Critically analyze the importance of inner beauty</li> </ul>
September (5)	<p><b>FIRST FLIGHT UNIT 11-</b></p> <ul style="list-style-type: none"> <li>The Proposal (Play)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Revision of Paragraph Writing</li> <li>Letter Writing</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> <li>Role Play</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Dramatics</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the play with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter/poems</li> <li>Silent reading of the play</li> </ul> <p><i>AUDIO VISUAL:</i> Short video of the play 'The Proposal'</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate play as literary form</li> <li>Understand the playwright's style of writing</li> <li>Can understand the theme of the play</li> <li>Understand the importance of values in life</li> <li>Critically examine the choices offered by life</li> </ul>
March(4)	<p><b>FOOTPRINTS WITHOUT FEET CHAPTER 1</b></p> <ul style="list-style-type: none"> <li>A Triumph of Surgery</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Science (Taking care of dogs as pets)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate the author's style of writing</li> <li>Can understand the theme of the story</li> <li>Develop the habit of reading</li> </ul>

		<ul style="list-style-type: none"> <li>Extra marks</li> </ul>			<ul style="list-style-type: none"> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyze the emotions of people</li> </ul>
April (5)	<b>FOOTPRINTS WITHOUT FEET CHAPTER 2</b> <ul style="list-style-type: none"> <li>The Thief's Story</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>Mind Map of Character sketches of Anil and Hari Singh</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	The learner: <ul style="list-style-type: none"> <li>Can understand and appreciate the author's style of writing</li> <li>Can understand the theme of the story</li> <li>Develop the habit of reading</li> <li>Critically enable the students to understand the two different characters</li> </ul>
May (3)	<b>FOOTPRINTS WITHOUT FEET CHAPTER 3</b> <ul style="list-style-type: none"> <li>The Midnight Visitor</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> <li>Screening of a movie on the life of a spy</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>Mind Map of Character sketches of Ausable, Max and Fowler</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul> <p><b>AUDIO VISUAL:</b> Short video of a detective serial</p>	The learner: <ul style="list-style-type: none"> <li>Can understand and appreciate the author's style of writing</li> <li>Can understand the theme of the story</li> <li>Understand the need of thinking quickly, acting wisely, calmly in the situation of danger</li> <li>Critically analyze the importance of right decisions in life</li> </ul>
May (4)	<b>FOOTPRINTS WITHOUT FEET CHAPTER 4</b> <ul style="list-style-type: none"> <li>A Question of Trust</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation,</li> </ul>	The learner: <ul style="list-style-type: none"> <li>Can understand and appreciate the author's style of writing</li> </ul>

		<ul style="list-style-type: none"> <li>htm</li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Mind Map of Character sketches of Horace Danby and the other character</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Can understand the theme of the story</li> <li>Understand that appearances are deceptive</li> <li>Critically analyze the importance of taking right steps in life</li> </ul>
July (4)	<p><b>FOOTPRINTS WITHOUT FEET CHAPTER 5</b></p> <ul style="list-style-type: none"> <li>Footprints Without Feet</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Integrated Grammar (Revision)</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Art</li> <li>Mind Map of Character sketch of Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul> <p><b>AUDIO VISUAL:</b> Short video of the movie ‘The Invisible Man’</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate the author’s style of writing</li> <li>Can understand the theme of the story</li> <li>Critically analyze the discrimination between good and evil</li> </ul>
July (4)	<p><b>FOOTPRINTS WITHOUT FEET CHAPTER 6</b></p> <ul style="list-style-type: none"> <li>The Making Of A Scientist</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Mind Map of Character sketch of Richard H. Ebright</li> <li>Mentioning his scientific discoveries</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate the author’s style of writing</li> <li>Can understand the theme of the story</li> <li>Understand what is biography</li> <li>Critically analyze the virtue of hard work and determination</li> </ul>

			(Science)			
August (4)	<b>FOOTPRINTS WITHOUT FEET CHAPTER 7</b> <ul style="list-style-type: none"> <li>The Necklace</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> <li>Short movie screening</li> <li>Jewelry designing</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>Art</li> <li>Mind Map of Character sketches of Mme Loisel, Mme Forestier and M. Loisel</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul> <p><b>AUDIO VISUAL:</b> Short video of the movie ‘The Necklace’</p>	The learner: <ul style="list-style-type: none"> <li>Can understand and appreciate the author’s style of writing</li> <li>Can understand the theme of the story</li> <li>Produce sophisticated written analysis in response to the text and outside materials</li> <li>Critically read and perform literary analysis on texts</li> </ul>
August (4)	<b>FOOTPRINTS WITHOUT FEET CHAPTER 8</b> <ul style="list-style-type: none"> <li>The Hack Driver</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Integrated Grammar (Revision)</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>Dramatics</li> <li>Mind Map of Character sketches of Oliver Lutkins and the lawyer</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	The learner: <ul style="list-style-type: none"> <li>Can understand and appreciate the author’s style of writing</li> <li>Infer the contextual meaning of the text</li> <li>Critically understand and react to the feelings of an individual</li> </ul>
September (4)	<b>FOOTPRINTS WITHOUT FEET CHAPTER 9</b> <ul style="list-style-type: none"> <li>Bholi</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <b>Inter Disciplinary linkage:</b> <ul style="list-style-type: none"> <li>Mind Map of Character sketches</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> </ul>	The learner: <ul style="list-style-type: none"> <li>Can understand and appreciate the author’s style of writing</li> <li>Can understand the theme of the story</li> </ul>

		<ul style="list-style-type: none"> <li>PPT</li> <li>Extra marks</li> </ul>	of Bholi and other characters		<ul style="list-style-type: none"> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Importance of emotional security, family support for children</li> <li>Critically analyze the importance of freedom</li> </ul>
September (6)	<p><b>FOOTPRINTS WITHOUT FEET CHAPTER 10</b></p> <ul style="list-style-type: none"> <li>The Book That Saved The Earth</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Integrated Grammar (Revision)</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Dramatics</li> <li>Mind Map of Character sketches of all the characters</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions</li> </ul>	<ul style="list-style-type: none"> <li>Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice.</li> <li>Explanation of the chapter</li> <li>Silent reading of the chapter</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Can understand and appreciate the author's style of writing</li> <li>Can understand the theme of the story</li> <li>Appreciate science fiction and the text</li> <li>Critically analyze text</li> </ul>
May (2)	<p><b>WRITING SKILLS:</b></p> <ul style="list-style-type: none"> <li>ANALYTICAL PARAGRAPH WRITING</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book</li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Mind Map of different paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the purpose of paragraph writing.</li> <li>Students to be given sample paragraphs to read and understand</li> <li>Writing the proper format of paragraph on the board for students to note down</li> <li>Giving few words that can be used in paragraph writing</li> </ul> <p><b>AUDIO VISUAL:</b> Short video on paragraph writing</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Write in an effectively organized logical and creative manner engaging introduction and conclusion</li> <li>Write narratives to develop real experiences and events using effective technique, relevant descriptive details, and well structured event sequences</li> <li>Produce clear and coherent writing in which the development,</li> </ul>

						organization and style are appropriate task, purpose and readers
April (2)	<p><b>WRITING/GRAMMAR SKILLS:</b></p> <ul style="list-style-type: none"> <li>DIALOGUE WRITING</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book</li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Dramatics</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions</li> </ul>	<ul style="list-style-type: none"> <li>Students to narrate their memorable experiences</li> <li>The class will read selected short stories by the teacher</li> <li>The class will discuss different short stories</li> <li>Students will be given words/phrases to write the story and writing the same on the board</li> <li>Students to identify setting characters and key events of sample dialogue writing.</li> <li>Students to write the dialogues on the basis of given/identified clues</li> </ul> <p><b>AUDIO VISUAL:</b> Power point presentation on dialogue writing</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Write in an effectively organized logical and creative manner engaging introduction and conclusion</li> <li>Students will be able to recognize the elements of a short story</li> <li>Develop their functional writing skills and display experience writing creatively in the medium of the short story</li> <li>Write narratives to develop real experiences and events using effective technique, relevant descriptive details, and well structured event sequences</li> <li>Produce clear and coherent writing in which the development, organization and style are appropriate task, purpose and</li> </ul>

						readers
April (3)	<p><b>WRITING SKILLS:</b></p> <ul style="list-style-type: none"> <li>FORMAL LETTER WRITING</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board, chalk , duster</li> <li>E book</li> <li>Dictionary</li> <li>Videos from internet</li> <li>PPT</li> <li>Extra marks</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Slide Show/PPT</li> </ul> <p><b>Inter Disciplinary linkage:</b></p> <ul style="list-style-type: none"> <li>Social Science(Interacting formally with different people who hold certain social responsibilities)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Oral tests/PK testing</li> <li>Written tests</li> <li>Classroom discussions based on textual topics</li> <li>Notebook evaluation of practice questions</li> </ul>	<ul style="list-style-type: none"> <li>The lesson will begin with students compiling a list of talking points which they believe may be of use for each other when writing their letters</li> <li>The class will read sample letters</li> <li>Students will be divided into groups of 4-5 and given topics to write about</li> <li>Students work in groups and as a class to create a brief template to guide them when writing their letters</li> </ul> <p><b>AUDIO VISUAL:</b> Power point presentation on formal letter writing</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Write in an effectively organized logical and creative manner engaging introduction and conclusion</li> <li>Collaborate with others to create a template for letter writing</li> <li>Plan and draft a formal letter</li> <li>Write an effective formal letter describing all the concerns they have</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan:हिंदी**  
**Class: दसवीं**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
फरवरी मार्च	स्पर्श-गद्य- बड़े भाई साहब व्याकरण- रचना के आधार पर वाक्य के भेद, अपठित गद्यांश	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	बड़े भाई साहब की आदर्शवादिता एवं छोटे भाई के मस्तमौलापर पर चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा एवं जीवंत उदाहरणों के माध्यम से छात्रों को पाठ समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि वे सदैव सकारात्मक दृष्टिकोण अपनाएँ
मार्च	स्पर्श-पद्य- कबीर की साखी व्याकरण-समास,पत्र लेखन,	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	परमात्मा में विश्वास उत्पन्न करना, भक्ति भाव से सही रास्ते पर चलने के लिए प्रेरित करना	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सस्वर कविता वाचन, हाव-भाव सहित कविता को सरल भाषा में समझाया जाएगा	छात्रों को आत्मविश्वास एवं आडंबर में अंतर सीखने के लिए प्रेरित किया जाएगा
अप्रैल	स्पर्श-गद्य-डायरी का एक पन्ना व्याकरण-अनुच्छेद लेखन,विज्ञापन	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	छात्रों को क्रांतिकारियों की कुरबानियों से परिचित करवाया गया	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	डायरी लिखने के क्या फायदे हैं इस विषय में छात्र स्वयं जानकारी एकत्रित करेंगे	छात्रों में आत्मविश्वास भरकर उन्हें यह सीख दी जाएगी कि यदि एक संगठित समाज कृतसंकल्प हो जाए तो किसी भी क्षेत्र में विजयी हो सकता है
अप्रैल	स्पर्श-पद्य-मीरा के पद व्याकरण-अपठित गद्यांश, सूचना,	पाठ्य पुस्तक,हरित पट्ट, वीडियो , पी पी टी एवं आपसी वार्तालाप	छात्रों को भक्ति भाव के साथ-साथ नैतिक आचरण की शिक्षा दी गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	जीवंत उदाहरणों के माध्यम से छात्रों को शिक्षित किया जाएगा कि सदैव परमात्मा में विश्वास रखें	छात्रों को प्रेरित किया जाएगा कि सदैव मीठी वाणी के प्रयोग करना चाहिए एवं नीतिपरक मूल्यों को अपने जीवन में उतारने के लिए प्रेरित किया जाएगा
अप्रैल	स्पर्श-पद्य- बिहारी के दोहे	पाठ्य पुस्तक,हरित पट्ट, वीडियो, पी पी टी एवं	परमात्मा में विश्वास उत्पन्न करना, भक्ति	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सस्वर कविता वाचन, हाव-भाव	छात्रों को प्रेरित किया जाएगा कि छोटी से

	व्याकरण—अपठित गद्यांश, मुहावरे	आपसी वार्तालाप	भाव से सही रास्ते पर चलने के लिए प्रेरित करना		सहित कविता को सरल भाषा में समझाया जाएगा	छोटी वस्तु का भी अपना महत्त्व होता है और हमें हर चीज में सकारात्मक दृष्टिकोण अपनाना चाहिए
मई	संचयन—स्पर्श—गद्य—तर्तार वामीरो व्याकरण—पदबंध, अलंकार	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	समाज में फैली रूढ़ियों पर चर्चा की गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा द्वारा पाठ का सरलीकरण किया जाएगा	छात्रों को प्रेरित किया जाएगा कि रूढ़ियाँ जब बंधन बनने लगे तब उनका टूट जाना ही अच्छा होता है और युवा पीढ़ी को इसके लिए सदैव आगे आना चाहिए
मई	संचयन—हरिहर काका व्याकरण—अनुच्छेद लेखन, विज्ञापन	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	मनुष्य की अलग-अलग प्रवृत्तियों के विषय में जानकारी दी गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा एवं व्याख्यान विधा द्वारा पाठ का सरलीकरण किया जाएगा	छात्रों को प्रेरित किया जाएगा कि वे सदैव सकारात्मक दृष्टिकोण अपनाएँ एवं गलत होने वाले कार्य के लिए बोलने की क्षमता रखें
जून	करवाए गए समस्त कार्य की पुनरावृत्ति, द्वीतिय इकाई परीक्षा एवं ग्रीष्मावकाश					
जुलाई	स्पर्श—पद्य—मनुष्यता व्याकरण—रचना के आधार पर वाक्य के भेद, अपठित गद्यांश	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	मृत्यु एवं सुमृत्यु पर चर्चा की गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सस्वर कविता वाचन, हाव भाव एवं जीवंत उदाहरणों से कविता को सरल अर्थों में समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि वे सदैव परोपकार पर विश्वास रखें
जुलाई	स्पर्श—गद्य—अब कहाँ दूसरों के दुख से दुखी होने वाले व्याकरण—समास, पत्र लेखन, अलंकार	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	प्राचीन एवं आधुनिक मूल्यों पर चर्चा की गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	जीवंत उदाहरणों के माध्यम से पुराने एवं नए मूल्यों को समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि समाज में फैली कुरीतियों को जड़ से उखाड़ फेंकने के लिए युवा पीढ़ी को आगे आना चाहिए
अगस्त	संचयन—सपनों के से दिन व्याकरण—अनुच्छेद	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	छात्रों ने अपने बचपन की यादों को सांझा किया	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कहानी विधा एवं व्याख्यान विधा द्वारा पाठ का	छात्रों को प्रेरित किया जाएगा कि सदैव दूसरों की सकारात्मक बातों को

	लेखन, विज्ञापन				सरलीकरण किया जाएगा	अपनाना चाहिए
अगस्त	स्पर्श-पद्य-पर्वत प्रदेश में पावस, तोप व्याकरण— रचना के आधार पर वाक्य के भेद, अपठित गद्यांश	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	पर्वतीय प्रदेशों में नित नए प्रकृति के स्वरूप पर चर्चा की गई एवं ऐतिहासिक स्मारकों पर चर्चा की गई	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	सस्वर कविता वाचन, हाव भाव एवं जीवंत उदाहरणों से कविता को सरल अर्थों में समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि हमें विरासत में मिली चीजों की संभाल रखनी चाहिए, ये आने वाली पीढ़ी की धरोहर होती है
सितंबर	समस्त पाठ्यक्रम की पुनरावृत्ति एवं अर्धवार्षिक परीक्षा					
सितंबर	संचयन—टोपी शुक्ला व्याकरण— लघु कथा, समास, पत्र लेखन, अलंकार	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	सच्ची मित्रता पर आपसी बातचीत की गई। छात्रों ने अपने अनुभव सांझा किए	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	जीवंत उदाहरणों के माध्यम से प्राचीन शिक्षा पद्धति एवं नवीन शिक्षा पद्धति को समझाया जाएगा	छात्रों को नई शिक्षा प्रणाली के सकारात्मक पहलुओं से परिचित किया जाएगा
अक्टूबर	स्पर्श-पद्य—कर चले हम फिदा, आत्मत्राण व्याकरण— अनुच्छेद लेखन, विज्ञापन	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	सैनिकों के संघर्षमय जीवन पर आपसी चर्चा	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	देश में अनेकता में एकता के पक्ष को समझाया जाएगा	छात्रों को प्रेरित किया जाएगा कि जब भी देश को हमारी ज़रूरत पड़े हमें आगे बढ़ना चाहिए
अक्टूबर	स्पर्श—गद्य—कारतूस व्याकरण— अपठित गद्यांश, सूचना, लघु कथा, अलंकार	पाठ्य पुस्तक, हरित पट्ट, वीडियो, पी पी टी एवं आपसी वार्तालाप	बहादुरी के किस्से कक्षा में सांझे किए गए	बहुविकल्पी परीक्षण, मौखिक परीक्षा एवं लिखित परीक्षा	कर्मठतापूर्वक जीवन जीने की सीख दी जाएगी	छात्रों को प्रेरित किया जाएगा कि जीवन में आने वाली कठिनाइयों से डर कर कभी घबराना नहीं चाहिए एवं जब तक मंज़िल न मिले आगे बढ़ते रहना चाहिए
नवंबर	समस्त पाठ्यक्रम की पुनरावृत्ति					
दिसंबर	वार्षिक परीक्षा					

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

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

	<p>respectively.</p> <ul style="list-style-type: none"> <li>A quadratic polynomial in <math>x</math> with real coefficients is of the form <math>ax^2 + bx + c</math>, where <math>a, b, c</math> are real numbers with <math>a \neq 0</math>.</li> </ul> <p>The zeroes of a polynomial <math>p(x)</math> are precisely the <math>x</math>-coordinates of the points, where the graph of <math>y = p(x)</math> intersects the <math>x</math>-axis.</p>		<p>and 'b', <math>a = bq + r</math>, where <math>0 &lt; r &lt; b</math> for some whole numbers <math>q</math> and <math>r</math>.</p>		<p>Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.</p>	
<b>March</b>	<p><b><i>Trigonometry and Applications of Trigonometry</i></b></p> <ul style="list-style-type: none"> <li>Trigonometric Ratios.</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> </ul>	<p><b>Art Integrated Project:</b> To show Pythagoras Theorem by using three sticks of length 5cm, 4cm and 3cm.</p>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments</li> <li>(CW &amp; HW)</li> </ul>	<p><b>Cognitive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>No. of Days:15</i>	<ul style="list-style-type: none"> <li>If one of the trigonometric ratios of an acute angle is known, the remaining trigonometric ratios of the angle can be easily determined.</li> <li>The values of trigonometric ratios for angles <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math> and <math>90^\circ</math>.</li> <li>The value of <math>\sin A</math> or <math>\cos A</math> never exceeds 1, whereas the value of <math>\sec A</math> or <math>\operatorname{cosec} A</math> is always greater than or equal to 1.</li> <li>Angle of elevation and angle of depression.</li> <li>Practical problems related to applications of trigonometry.</li> </ul>	<ul style="list-style-type: none"> <li>WacomTablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=ubO1PcrN2b4">https://www.youtube.com/watch?v=ubO1PcrN2b4</a></p>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>If sun's angle of elevation is <math>30^\circ</math> and length of the shadow of a tree is 10m. Height of the tree can be calculated by using concept of angle of elevation.</li> </ul>	<ul style="list-style-type: none"> <li>Remedial Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p>	<ul style="list-style-type: none"> <li>Got familiar with the Knowledge of T-Ratios</li> <li>Children are able to apply application of Trigonometry in practical life.</li> </ul>
<i>April-May</i>	<i>Linear Equations in two variables</i>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> </ul>	<b>Art Integrated Project:</b>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments</li> </ul>	<b>Cognitive Pedagogy:</b>	The following skills of the students are enhanced

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<i>No. of Days: 25</i>	<ul style="list-style-type: none"> <li>Frame a pair of linear equations in two variables from daily life examples</li> <li>Solve a pair of linear equations in two variables graphically.</li> <li>Learn different method of solving pair of linear equations in two variables</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=t8nhtl7pzuU&amp;list=RDCMUcbZJaJRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=t8nhtl7pzuU&amp;t=1">https://www.youtube.com/watch?v=t8nhtl7pzuU&amp;list=RDCMUcbZJaJRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=t8nhtl7pzuU&amp;t=1</a></p>	<ul style="list-style-type: none"> <li>To verify the conditions for consistency for pair of linear equations in two variables by graphical methods.</li> </ul> <p><b>Skill Assessment:</b> To find the solution of <math>2x + 3y = 6</math> <math>3x - 4y = 12</math> By using methods of linear equations.</p>	(CW & HW) <ul style="list-style-type: none"> <li>Remedial Worksheets</li> </ul>	<p>on cognitive psychology</p> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Learnt to frame a pair of linear equations in two variables from daily life examples</li> <li>Understood the concept of solving pair of linear equations in two variables graphically</li> </ul>
<i>July</i>	<p><b>Quadratic Equations:</b></p> <ul style="list-style-type: none"> <li>A quadratic equation in the variable x is of the form</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>Graph drawn based on Quadratic Equations (<math>x^2 - 1</math>) and concluded that graph intersect at point on x</li> </ul>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments (CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy</b></p> <p>:</p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>No. of Days:10</i>	$ax^2 + bx + c = 0$ , where a, b, c are real numbers and $a \neq 0$ . <ul style="list-style-type: none"> <li>A real number <math>\alpha</math> is said to be a root of the quadratic equation <math>ax^2 + bx + c = 0</math>, if <math>a\alpha^2 + b\alpha + c = 0</math>. The zeroes of the quadratic polynomial <math>ax^2 + bx + c</math> and the roots of the quadratic equation <math>ax^2 + bx + c = 0</math> are the same.</li> </ul> $\neq 0$ , into a product of two linear factors, then the roots of the quadratic equation $ax^2 + bx + c = 0$ can be found by equating each factor to zero. <ul style="list-style-type: none"> <li>Solve various word problems.</li> </ul>	<a href="https://www.youtube.com/watch?v=MAD1370UFPg&amp;list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=MAD1370UFPg&amp;t=1">https://www.youtube.com/watch?v=MAD1370UFPg&amp;list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=MAD1370UFPg&amp;t=1</a>	- axis <b>Experiential Learning:</b> If a train travels 360 km at a uniform speed. If the speed had been 5km/hr. more, it would have taken 1 hour less for the same journey. Speed can be calculated on applying quadratic concept.		<ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <b>Social pedagogy:</b> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <b>Bloom Taxonomy:</b> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> The students are taught on basis of Bloom Taxonomy.  Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.	<ul style="list-style-type: none"> <li>Learnt to express a Quadratic equation in Standard form.</li> <li>Learnt to solve a quadratic equation by factorization, by completing the square and by using quadratic formula.</li> <li>Learnt how to solve various word problems.</li> </ul>
<i>July</i>	<i>Arithmetic Progression:</i>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> </ul>	<b>Experiential Learning:</b> Drawing of different AP patterns	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> </ul>	<b>Cognitive Pedagogy</b> :	The following skills of the students are 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
<p><i>No. of Days:14</i></p>	<ul style="list-style-type: none"> <li>An arithmetic progression (AP) is a list of numbers in which each term is obtained by adding a fixed number <math>d</math> to the preceding term, except the first term. The fixed number <math>d</math> is called the common difference.</li> </ul> <p>The general form of an AP is <math>a, a + d, a + 2d, a + 3d, \dots</math></p> <ul style="list-style-type: none"> <li>To observe geometrical patterns and understand concept of AP.</li> <li>To get familiar with terms like <math>n^{\text{th}}</math> term, <math>S_n</math>, etc.</li> <li>To understand situations in daily life where AP is observed.</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=9N5yuojfKGo&amp;list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=9N5yuojfKGo&amp;t=0">https://www.youtube.com/watch?v=9N5yuojfKGo&amp;list=RDCMUCBZJajRBYBiT3qDNiOHhr8A&amp;start_radio=1&amp;rv=9N5yuojfKGo&amp;t=0</a></p>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify that the given sequence is an arithmetic progression by paper cutting and pasting method.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>To verify that the sum of first 'n' natural numbers is <math>n(n+1)/2</math> by graphical method.</li> </ul> <p><b>Skill Assessment:</b> Find the sum of first 20 even numbers by using concept of AP.</p>	<ul style="list-style-type: none"> <li>Assignments (CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p> <p>Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation</p>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Will be able to observe geometrical patterns and understand concept of AP.</li> <li>Understood the terms like <math>n^{\text{th}}</math> term, <math>S_n</math>, etc.</li> <li>Will be able to relate situations in daily life where AP is observed.</li> </ul>





Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>Hemisphere</b> = <math>2\pi r^2</math></p> <p><b>Total Surface Area of a Hemisphere</b> = <math>3\pi r^2</math></p> <p><b>Volume of a Cuboid</b> = base area <math>\times</math> height = length <math>\times</math> breadth <math>\times</math> height</p> <p><b>Volume of a Cube</b> = edge <math>\times</math> edge <math>\times</math> edge = <math>a^3</math></p> <p><b>Volume of a Cylinder</b> = <math>\pi r^2 h</math></p> <p><b>Volume of a Cone</b> = <math>\frac{1}{3} \pi r^2 h</math></p> <p>Volume of a Sphere = <math>\frac{4}{3}\pi r^3</math></p>		the capacity and surface area of the house.		Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.	
<i>September</i>	<p><b>Circle and Area related to circle:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Chord, Diameter, Tangents, Secants of a circle.</li> <li>• Understand the terms: Major &amp; segments, Major &amp; Minor</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• PPT's</li> <li>• Videos</li> <li>• Chalk Board</li> <li>• White Board</li> <li>• Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=FxrFkyS">https://www.youtube.com/watch?v=FxrFkyS</a></p>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Prepare architectural Project layout of a house/flat. Also write a detailed report on the whole procedure carried out. The plan should include all shapes related to circles (circular lawn,</li> </ul>	<ul style="list-style-type: none"> <li>• Crossword Puzzles</li> <li>• MCQ's</li> <li>• Assignments (CW &amp; HW)</li> <li>• Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy</b> :</p> <ul style="list-style-type: none"> <li>• Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It is a theory and practice of helping students achieve critical co</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Life skills</li> </ul> <ul style="list-style-type: none"> <li>• Understood the meaning of tangents of a circle.</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<i>No. of Days:16</i>	<p>sectors and formula for calculating their areas.</p> <ul style="list-style-type: none"> <li>• Circumference of a circle = <math>2\pi r</math>.</li> <li>• Area of a circle = <math>\pi r^2</math>.</li> <li>• Length of an arc of a sector of a circle with radius <math>r</math> and angle with degree measure <math>\theta</math> is <math>\frac{\theta}{360} \times 2\pi r</math>.</li> <li>• Area of a sector of a circle with radius <math>r</math> and angle with degree measure <math>\theta</math> is <math>\frac{\theta}{360} \times \pi r^2</math>.</li> <li>• Area of segment of a circle = Area of the corresponding sector – Area of the corresponding triangle.</li> <li>• Apply the knowledge of area of plane</li> </ul>	<p><a href="#">CSTY&amp;list=PLIJ3MdWYpofTxcKFtTzFroZm5d2Zgjl6</a></p>	<p>semicircular balcony, kitchen in the shape of a segment, sectorial washrooms etc.)</p> <p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>• To verify using the method of paper cutting, pasting and folding that the lengths of tangents drawn from an external point to a circle are equal.</li> </ul>		<p>consciousness.</p> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>• It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>• This pedagogical method often relies on a student-centered approach to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Understood the terms, major &amp; segments, Major &amp; minor sectors and formula for calculating their areas.</li> </ul> <p>Will be able to apply the knowledge of area of plane figures in solving problems with combination of figures.</p>



Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><i>November</i></p> <p><i>No. of Days:15</i></p>	<p><b>Triangles - Constructions</b></p> <ul style="list-style-type: none"> <li>If a line divides any two sides of a triangle in the same ratio, then the line is parallel to the third side.</li> <li>If in two triangles, corresponding angles are equal, then their corresponding sides are in the same ratio and hence the two triangles are similar (AAA similarity criterion).</li> <li>If in two triangles, corresponding sides are in the same ratio, then their corresponding angles are equal and hence the triangles are similar (SSS similarity criterion)</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> <li>PPT's</li> <li>Videos</li> <li>Chalk Board</li> <li>White Board</li> <li>Wacom Tablet</li> </ul> <p><a href="https://www.youtube.com/watch?v=AUteeKrMDDU&amp;list=RDCMUCh_e_fPrjERyNFH6sj35yfp&amp;start_radio=1&amp;rv=AUteeKrMDU&amp;t=0">https://www.youtube.com/watch?v=AUteeKrMDDU&amp;list=RDCMUCh_e_fPrjERyNFH6sj35yfp&amp;start_radio=1&amp;rv=AUteeKrMDU&amp;t=0</a></p>	<p><b>Art Integrated Project:</b></p> <ul style="list-style-type: none"> <li>To verify the Pythagoras Theorem by method of paper folding, cutting and pasting.</li> </ul> <p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>To show Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm.</li> </ul> <p><b>Project:</b></p> <p>To verify the Basic Proportionality Theorem using parallel line board and triangle cutouts.</p>	<ul style="list-style-type: none"> <li>Crossword Puzzles</li> <li>MCQ's</li> <li>Assignments (CW &amp; HW)</li> <li>Remedial Worksheets</li> </ul>	<p><b>Cognitive Pedagogy</b> :</p> <ul style="list-style-type: none"> <li>Students are taught based on cognitive psychology</li> </ul> <p><b>Critical pedagogy:</b></p> <ul style="list-style-type: none"> <li>It is a theory and practice of helping students achieve critical consciousness.</li> </ul> <p><b>Social pedagogy:</b></p> <ul style="list-style-type: none"> <li>It suggests that education is critical to a student's social development and wellbeing</li> </ul> <p><b>Bloom Taxonomy:</b></p> <ul style="list-style-type: none"> <li>Knowledge, comprehension, application, analysis, synthesis, and evaluation.</li> </ul> <p>The students are taught on basis of Bloom Taxonomy.</p> <p><b>Culturally Responsive Pedagogy:</b></p> <ul style="list-style-type: none"> <li>This pedagogical method often relies on a student-</li> </ul>	<p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Life skills</li> <li>Understood the concept of Similarity</li> <li>Learnt different criterions of similarity</li> <li>Children can use concept of similar triangle in practical life</li> </ul>

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



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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>Month: Feb.- March.</b></p> <p><b>No. of Periods: 15</b></p>	<p><b>Light – Reflection and Refraction</b></p> <ul style="list-style-type: none"> <li>• <b>Set Induction:</b></li> <li>• Image of rainbow and sun. Dark and bright room.</li> <li>• Concept of reflection and laws of reflection.</li> <li>• Types of reflection diffused and regular.</li> <li>• Refraction.</li> <li>• Experiment, demonstration, glass slab method.</li> <li>• Mirrors and lenses. Difference and properties.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teaching Aids:</b> Black board, Chalk, smart board, extra marks, torch, flashlight, magnifying glass etc.</li> <li>• <b>PowerPoint Presentations.</b> For reflection, refraction, and lenses.</li> <li>• <b>Extra marks Modules, Videos.</b></li> <li>• <b>Model making</b> for glass slab experiment by pin method.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment method</b> to demonstrate the presence of rays (beam of light) in a source of light.</li> <li>• <b>Group activity</b> on a set of questionnaires.</li> <li>• <b>Inter disciplinary Linkages:</b> Light reactions, photosynthesis, bioluminescence. Chemistry to understand the electron excitation, photolysis etc.</li> <li>• <b>Art Integration:</b> Diagrams of lenses, mirrors, refraction, and reflection.</li> <li>• <b>Model making</b> , Magnifying glass experiment for</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Questions, Chapter end test, MCQs, Exercise Questions.</li> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>• Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge:</b> by random Questioning</li> <li>• <b>Experimental Method</b> For the topic of reflection and refraction taught after getting the expected response from the students.</li> <li>• <b>Model making</b> to understand the phenomenon of refraction.</li> <li>• <b>Interactive Lecture Discussion.</b> Using ppts, modules, YouTube videos.</li> <li>• <b>Experimental demonstration</b> to explain the topics.</li> </ul>	<p><i>The learners</i></p> <ul style="list-style-type: none"> <li>• Differentiate between plane, concave, and convex mirrors</li> <li>• Explain the laws of reflection and rules for image formation in spherical mirrors</li> <li>• Draw correct ray diagrams showing image formation by spherical mirrors for different position of objects</li> <li>• Use Cartesian sign conventions correctly</li> <li>• Interpret and draw correct information from given statement and solve numerical using mirror formula</li> <li>• State define refraction and state the laws of refraction</li> <li>• Explain the refraction of light through a glass slab</li> <li>• Draw ray diagrams for image formation in spherical lenses</li> <li>• Apply New</li> </ul>

			<p>concrete learning.</p> <ul style="list-style-type: none"> <li>● <b>Practical/Experiments</b> to be conducted in the lab.</li> <li>● <b>Project work</b> on working of LASERS, MASERS etc.</li> </ul>			<p>Cartesian sign conventions and lens formula to solve numerical.</p> <ul style="list-style-type: none"> <li>● Reason out the application of different mirrors and lenses in everyday life.</li> </ul>
<p><b>Month:</b> <b>March</b></p> <p><b>No. of Periods:</b>8</p>	<p><b>Chemical Reactions and Equations</b></p> <ul style="list-style-type: none"> <li>● Set Induction Changes in our day to day life by examples.</li> <li>● Classifying the changes as permanent and non-permanent.</li> <li>● Activity to find the changes as physical as chemical.</li> <li>● Different types of reaction like <ul style="list-style-type: none"> <li>a) Combination</li> <li>b) Decomposition</li> <li>c) Displacement</li> <li>d) Double Displacement.</li> <li>e) Precipitation.</li> <li>f) Redox Reactions.</li> </ul> </li> <li>● Practical modules and help of virtual labs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids</b> Blac kboard, Chalk, Duster, Smart Board</li> <li>● <b>Videos and Ppt.</b> for reinforcing the ideas for reaction and their types</li> <li>● <b>Olabs.com</b> for Practical on types of reaction.</li> <li>● Flow charts to understand the types of chemical reactions</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Activity:</b> to make students perform different activities like stretching the rubber, performing melting of ice, adding curd to milk etc.</li> <li>● <b>Flow charts:</b> to understand the process of permanent change and temporary change. Types of reaction.</li> <li>● <b>Industrial visit</b> to Chemical labs, Industries and to understand the process of manufacturing.</li> <li>● <b>Life skills</b> examples from day to day activities and use of chemicals.</li> <li>● <b>Inter</b></li> </ul>	<ul style="list-style-type: none"> <li>● Oral Questions, Chapter end test, MCQs, Exercise Questions.</li> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</li> <li>● <b>Developing hypothesis</b> by brainstorming and demonstrating experiments.</li> <li>● <b>Interactive Lesson:</b> Using ppts, modules, YouTube videos.</li> <li>● <b>Experimental demonstration</b> to explain the topics and understand the topics of</li> </ul>	<p><i>The learners:</i></p> <ul style="list-style-type: none"> <li>● Understand and differentiate between a physical change and chemical change</li> <li>● Develop scientific skills of observation, drawing conclusions and handling chemicals</li> <li>● Learn to write word equations and chemical equations and understand the need to balance a chemical equation.</li> <li>● Categorize the given reactions as combination, decomposition, displacement, double displacement, or redox reaction</li> <li>● Relate and process the products formed during reactions and the reactivity of two elements based on the products formed.</li> </ul>

			<p><b>disciplinary Linkages:</b>          Biology for respiration and digestion as examples of chemical/permanent changes.          Physics to understand the reaction states, conditions, temp. pressure etc.          Economics for cheap and expensive industrial processes and chemicals.</p> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>• <b>Practical/Experiments</b> to be conducted in the lab.</li> <li>• <b>Project work</b> on types of reaction and industrial application of reactions studied.</li> </ul>		<p>formation of precipitate.          Uses and applications of redox reactions in our day to day life.</p>	
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<p><b>Month:</b> April</p> <p>Topic/Chapter: Periodic Classification of Elements</p>	<p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>• Set Induction. Introduction with the help of various activities like physical activities, sports, breathing deep, eating food as potluck to make students understand the science.</li> </ul>	<p>• <b>Teaching Aids.</b> black board, chalk, smart board, extra class.</p> <ul style="list-style-type: none"> <li>• PowerPoint Presentations.</li> <li>• Extra marks Modules, YouTube Videos.</li> <li>• Chart and handouts for Modern Periodic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flip Teaching</b> Students are taught the function, properties of various life processes like digestion, assimilation, ingestion, absorption,</li> </ul>	<ul style="list-style-type: none"> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>• Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by</b> random questioning and displaying pictures of foodstuffs along with digestive tract.</li> <li>• <b>Critical</b></li> </ul>	<p><i>The learners:</i></p> <ul style="list-style-type: none"> <li>▪ Define life processes</li> <li>▪ Explain modes of nutrition</li> <li>▪ Describe parts of digestive system in humans and the role of enzymes in digestion process</li> <li>▪ Explain how amoeba obtains food</li> </ul>

<p><b>No. of Periods: 15</b></p>	<ul style="list-style-type: none"> <li>● Nutrition, respiration, excretion, circulation (heart) and brain.</li> <li>● Neuron etc.</li> <li>● Function of Kidney and nephron in detail.</li> </ul>	<p>Table.</p> <ul style="list-style-type: none"> <li>● 3D model of heart and human digestive system and their structures.</li> </ul>	<p>excretion etc.</p> <ul style="list-style-type: none"> <li>● <b>Interdisciplinary Linkages:</b> Release of chemicals with their reactions. Biochemical reactions with importance.</li> <li>● <b>Practical/Experiments</b> to be conducted in the virtual lab.</li> <li>● <b>Art Integrated</b> Project work on Life Processes. Model making for the structure of the heart and its function.</li> </ul>	<ul style="list-style-type: none"> <li>● Project Making for development of artificial heart, hemodialysis.</li> </ul>	<p><b>thinking:</b> the role of oxygen and how everything works in sync.</p> <ul style="list-style-type: none"> <li>● <b>Real Life situations and Decision making.</b> food to be consumed, applying knowledge of hemodialysis and CPR.</li> <li>● <b>Research Attitude.</b> exploring the in-detail functions of heart and creating motivation for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiate between aerobic and anaerobic respiration.</li> <li>▪ Understand the pathways by which glucose breaks down</li> <li>▪ Explain the parts of the human respiratory system.</li> <li>▪ Describe the structure and functioning of the human heart.</li> <li>▪ Explain double circulation</li> <li>▪ Differentiate between arteries, veins and capillaries.</li> <li>▪ Understand the concept of formation of urine by nephron.</li> <li>▪ Parts of the excretory system in humans.</li> <li>▪ Explain excretion in plants.</li> </ul>
<p><b>Month: May</b></p> <p><b>No. of Periods:10</b></p>	<p>Topic/Chapter: Human Eye and the Colourful World</p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p>Practicals/Experiments to be conducted in the virtual lab, Art Integrated Project work on Working of human eye, defects of vision.</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the structure of the human eye and correlate the parts of the human eye to their practical function</li> <li>▪ Study the defects of vision and their correction</li> <li>▪ Differentiate between the defects of vision</li> <li>▪ Study the use of</li> </ul>

					Using ppts, modules, youtube videos, experimental demonstration to explain the topics.	<p>lenses to correct defects of vision</p> <ul style="list-style-type: none"> <li>▪ To enable the learners to get familiar with some natural phenomenon based on dispersion of light, atmospheric refraction and scattering of light</li> <li>▪ Understand the ways and means of presenting these observed phenomenon through suitable drawings/diagrams/p hotographs</li> <li>▪ Understand the reason behind some natural phenomenon e.g. colour of sky, early sunrise and delayed sunset, formation of rainbow etc</li> </ul>
<b>June</b>	<b>Revisions, Exams and assessment</b>			<b>Unit 1 Pen- Paper assessment conducted</b>		
<b>Month: July</b> <b>No. of Periods: 12</b>	<p><b>Periodic Classification of Elements</b></p> <ul style="list-style-type: none"> <li>● <b>Set Induction:</b> Introducing the topic with Sanskrit word 'Anu' and 'Parmanu' by Rishi Kanad.</li> <li>● Different elements have different properties and hence need classification.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids</b> Blackboard, chalk, smart board, extra class modules.</li> <li>● PowerPoint Presentations.</li> <li>● Extra marks Modules, YouTube Videos.</li> <li>● Chart and handouts for Modern Periodic Table.</li> <li>● <b>3D models</b> of elements and their</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Activity.</b> Students to enact as Scientists and play the role to explain the background, need and hypothesis for classification.</li> <li>● <b>Self-Awareness Skill:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Oral Questions, Chapter end test, MCQs, Exercise Questions.</li> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</li> <li>● <b>Decision Making Skill</b></li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>● to process the need of classifying elements and appreciate the classification done by different scientists</li> <li>● to compare salient features of each classification and understand the requirement of change in</li> </ul>

	<ul style="list-style-type: none"> <li>● Mendeleev's Periodic Table.</li> <li>● Newland's Octaves.</li> <li>● Doberniener's Triads.</li> <li>● All the above based on the property of Atomic Mass.</li> <li>● Atomic Number for Modern Periodic Table.</li> <li>● Periodic properties of elements.</li> </ul>	structures.	<p>By demonstrating the role play understanding the concept.</p> <ul style="list-style-type: none"> <li>● <b>Art Integration:</b> <b>Role play:</b> to increase awareness skill as students will enact like scientists behind discovery of Periodic Table.</li> <li>● <b>Practical/Experiments</b> to be conducted in the virtual lab, Project work on study of physical and chemical properties of first 20 elements in Modern Periodic Table.</li> <li>● <b>Model making and charts</b> for elements their shell structure to determine the number of electrons and valency.</li> <li>● <b>Flash Cards</b> to help students enact Decision making skill, so students can</li> </ul>	<p>assessment.</p> <ul style="list-style-type: none"> <li>● Project Making for development of Modern Periodic Table and flash cards to determine properties.</li> </ul> <p><b>Unit -1 Pen Paper assessment postponed due to pandemic.</b></p>	<p>by providing hypothesis and questionnaire for the properties of elements and their reactivity in groups and periods.</p> <ul style="list-style-type: none"> <li>● <b>Interactive Lecture:</b> By smart board, ppts., videos etc. Flip teaching, role play will help students develop a better understanding of the concept for properties of elements.</li> <li>● <b>Discussion method</b> by group activity of Flash Cards.</li> <li>● <b>Hands on Experience</b> and constructive learning by flashcards.</li> <li>● <b>Public Speaking</b> skills by providing topics of elements raising research attitude.</li> </ul>	<p>classification with time.</p> <ul style="list-style-type: none"> <li>● explain the salient features of Modern Periodic Table</li> <li>● comprehend the electronic configuration of an element and find the position of an element in the periodic table.</li> <li>● Reason out the trends of different properties in the Modern Periodic Table.</li> <li>▪ research mindset and attitude for the topic provided to expand the Knowledge of students</li> </ul>
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			say the position and properties of elements.			
<b>Month:</b> July  <b>No. of Periods:</b> 12	<b>How do organisms reproduce.</b> <ul style="list-style-type: none"> <li>● Set Induction</li> <li>● Introduction of the topic by relating with life process and previous Knowledge.</li> <li>● Types of reproduction,</li> <li>● Sexual and Asexual modes.</li> <li>● Mitosis and Meiosis.</li> <li>● Male reproductive system.</li> <li>● Female reproductive system.</li> <li>● Hormones and their functions.</li> <li>● Birth of progenies.</li> </ul>	<b>Teaching Aids:</b> Black board, chalk, smart board. <ul style="list-style-type: none"> <li>● PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>● Models of Human reproductive system.</li> <li>● Flow charts for the process of birth. Mitosis and meiosis.</li> <li>● Flashcards for group activity on hormones</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Discussion/Activity Based Learning:</b> role of sex cells, somatic cells and occurrence of chromosomes.</li> <li>● <b>Collecting data and samples</b> from various plants and trees like pine, hibiscus etc. to study the male and female reproductive organs in flower and pollination.</li> <li>● <b>Flash Cards/ Flowcharts</b> to study the function of hormones and stages of development in humans.</li> <li>● <b>Debate:</b> effect on earth due to population explosion and need of the hour to curb it.</li> <li>● <b>Inter disciplinary Linkages:</b></li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning and testing the knowledge by showing the picture of progenies with parents.</li> <li>● <b>Developing research attitude:</b> by helping with campus tours and studying the parts of flowers.</li> <li>● <b>Raising Curiosity</b> by campus tour, hands on learning, flash cards and flow diagrams.</li> <li>● <b>Analysis and Critical thinking</b> by understanding the process of reproduction, different time span for different organisms and formation of embryos.</li> <li>● <b>Interactive Lectures</b> by</li> </ul>	<i>The learner,</i> <ul style="list-style-type: none"> <li>▪ Define reproduction.</li> <li>▪ Relate variations to evolution</li> <li>▪ Explain different ways by which organisms can reproduce asexually</li> <li>▪ Define and state advantages of vegetative propagation</li> <li>▪ Describe Sexual reproduction in flowering plants</li> <li>▪ Explain the parts of male and female reproductive system in humans</li> <li>▪ Realize the importance of reproductive health</li> </ul>

			<p>Chemistry for the roles of various hormones and their reaction. Math's for the calculation of time frame, incubation period, progeny and time of development for embryos. Sociology and Psychology to study social stigmas and relating it with science behind the girl childbirth.</p> <ul style="list-style-type: none"> <li>● <b>Art Integration:</b> Use of flash cards, videos and ppts. to improve concrete, critical and cognitive skills.</li> </ul>		<p>using various tools, group discussion,</p> <ul style="list-style-type: none"> <li>● <b>Scientific Temper</b> by understanding the science behind the reproduction and cause of girl childbirth and removal of social stigma.</li> </ul>	
<p><b>Month:</b> August</p> <p><b>No. of Periods: 10</b></p>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>● Introduction:</li> <li>● Relating the previous knowledge. (Set Induction by flash cards)</li> <li>● Definition of electricity.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Black board, chalk, smart board.</li> <li>● PowerPoint Presentations, extra marks Modules, you tube Videos.</li> <li>● Circuit Diagrams.</li> <li>● Model making and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Flashcard's/C hart</b> of Metals to activate previous Knowledge for Set Induction.</li> <li>● <b>Images</b> of objects like</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by showing images and flashcards to relate with the topic.</li> <li>● <b>Self-Awareness:</b> by</li> </ul>	<p><i>The learners:</i></p> <ul style="list-style-type: none"> <li>▪ Define electric current, potential difference and resistance and express relation between them</li> <li>▪ Identify symbols of different circuit elements and be able to</li> </ul>

	<ul style="list-style-type: none"> <li>● Components of a circuit.</li> <li>● Series and Parallel connections.</li> <li>● Ohm's Law</li> <li>● Electricity from day to day.</li> <li>● Insulators, safety measures.</li> <li>● Consumption of electricity</li> </ul>	<ul style="list-style-type: none"> <li>● building circuits.</li> <li>● Bulb, bell etc. for working on electrical circuits.</li> </ul>	<ul style="list-style-type: none"> <li>● bulb, bell, computer etc. to show common links</li> <li>● <b>Group Activity/Role Play</b> to understand the series and parallel connections.</li> <li>● <b>Inter disciplinary Linkages:</b> Economics to understand the consumption of electricity and methods to save it. Chemistry to understand the role of electrons and metals. Biology about electrical impulses being carried by nerve cells.</li> <li>● <b>Art Integration.</b> Use of models and circuit diagrams. Videos and ppts. for better understanding and constructive learning.</li> <li>● <b>Experiment and Practical</b></li> </ul>	<ul style="list-style-type: none"> <li>● Summative assessment.</li> <li>● Practical's and learning to make circuits.</li> </ul>	<ul style="list-style-type: none"> <li>● making students realize the need of insulators for protection and our safety.</li> <li>● <b>Problem Solving</b> attitude by making circuits, finding the reasons for nonfunctional devices.</li> <li>● Developing hypothesis by brainstorming and changing the connections from series to parallel.</li> <li>● <b>Interactive Lecture Discussion</b>, to invoke curiosity about the connections in classroom and home.</li> </ul>	<ul style="list-style-type: none"> <li>● draw simple circuit diagrams</li> <li>▪ Connect circuits in series and parallel combination</li> <li>▪ To identify different components/devices used in domestic electric circuits and understand the practical use of these components</li> <li>▪ Understand the advantages of safety measures used in electric circuits</li> <li>▪ To calculate electricity bill for electric energy consumed by a - household for a given month</li> </ul>
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			<p>to find the potential difference and current in series and parallel connections.</p> <ul style="list-style-type: none"> <li>● <b>Critical thinking</b> by relating with flow of electrons and properties in day to day life.</li> <li>● <b>Activity based learning</b> by learning to make circuits.</li> <li>● Observational and identification skills by taking readings for Current (ampere), Potential Difference(voltage)</li> </ul>			
<p><b>Month:</b> August</p> <p><b>No. of Periods: 8</b></p>	<p><b>Acids, Bases and Salts</b></p> <ul style="list-style-type: none"> <li>● Set Induction: Examples of foodstuffs and identifying the taste.</li> <li>● Presence of certain mysterious chemicals which make them sour and bitter.</li> <li>● Indicators and their types.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Black board, chalk, smart board, extra marks.</li> <li>● PowerPoint Presentations, cut outs of foodstuffs, fruits and vegetables.</li> <li>● Indicators strips, bottles of universal indicators etc.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Observation and Abstract thinking:</b> Taste of foodstuffs, fruits and vegetables.</li> <li>● <b>Critical Thinking</b> with daily life examples of food substances as acidic, basic,</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by giving examples of fruits and vegetables, using images of foodstuffs to classify them according to their taste.</li> <li>● <b>Research</b></li> </ul>	<p><b>The learner.</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate between acids and bases and define acids and bases according to Arrhenius concept</li> <li>▪ Identify acidic, basic or neutral nature of chemicals using indicators</li> <li>▪ Write various reactions shown by acids and bases.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use of indicators.</li> <li>● Compiling the properties of acids and bases.</li> <li>● Reactions of acids and bases.</li> <li>● Salts with reactions and uses in day to day life.</li> </ul>		<p>neutral in nature. Presence of substances as indicators called as Natural indicators.</p> <ul style="list-style-type: none"> <li>● <b>Inter disciplinary Linkages:</b> Biology for food substances as acidic and alkaline its effect on digestion. Physics for the rate of reaction and effect of temperature and pressure on it.</li> <li>● <b>Art Integration: Practical's/Experiments</b> to be conducted in the virtual lab, Project work for experiential learning on acidic, basic and salty substances/food items/products used in everyday life.</li> <li>● <b>Project work:</b> explore about the various natural indicators and</li> </ul>		<p><b>Attitude:</b> by project work on indicators and their uses in day to day life activities.</p> <ul style="list-style-type: none"> <li>● <b>Analysis and Interpretation</b> by the students about the taste and relating it with acids and bases.</li> <li>● <b>Self-Awareness</b> about the presence of acids, bases, salts and their reaction in our day to day life.</li> <li>● <b>Interactive Lecture:</b> by questioning and reasoning skills, developing research attitude and using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write balanced chemical equations for reactions of acids and bases with metals, carbonates and hydrogen-carbonates, metallic oxides etc.</li> <li>▪ explain the role of water in showing acidic behavior</li> <li>▪ Define pH and correlate its application in real life</li> <li>▪ Correlate the acidic, basic or neutral nature of the salt to the strength of the acid and base used to obtain the salt</li> <li>▪ Correlate common names, preparation, uses and chemical properties of various salts in the syllabus</li> </ul>
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			their uses.			
<b>Sep</b>	<b>Revisions, Exams and assessment</b>			<b>Unit 2 Pen- Paper assessment conducted</b>		
<b>Month:</b> September	<b>Heredity and evolution</b>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids.</b> Black board, chalk, smart board, extra class.</li> <li>● PowerPoint Presentations for Punnett's square.</li> <li>● Extra marks Modules, YouTube Videos.</li> <li>● 3D model of DNA and chromosomes by ppt. and virtual effect.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>3D Model of DNA:</b> to raise curiosity and develop the base for inquisitive learning.</li> <li>● <b>Graphics and images</b> of progenies with parents e.g. son with parents, amoeba cells, animals etc.</li> <li>● <b>Flowchart</b> to explain the process of birth.</li> <li>● <b>Interdisciplinary Linkages:</b> Chemistry for composition of DNA. Math's for Punnett's square.</li> <li>● <b>Art Integrated:</b> Videos of evolution from apes. Images for understanding the mixing of genes and passing of</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative assessment.</li> <li>● Project, Basis of Evolution, theory of Lamarckism.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by displaying images of progenies with parents, DNA, chromosomes.</li> <li>● <b>Self-Awareness</b> by evolution theory in documentary of Discovery.</li> <li>● <b>Analysis and Interpretation</b> of genotypic and phenotypic ratio for F1 and F2 generations.</li> <li>● <b>Brainstorming Interactive Lecture Discussion.</b></li> <li>● <b>Facilitate learning</b> by using ppts, modules, YouTube videos to explain the topics.</li> </ul>	<p><b>The learners.</b></p> <ul style="list-style-type: none"> <li>● analyze and interpret the contribution of Mendel in the field of Genetics.</li> <li>● conceptualize monohybrid and dihybrid cross</li> <li>● state how traits are expressed</li> <li>● explain the method of sex determination in humans</li> <li>● Differentiate between acquired and inherited traits</li> <li>● State the evidence of evolution</li> <li>● explain the concept of artificial hybridization</li> <li>● Research how humans evolved?</li> </ul>
<b>No. of Periods: 10</b>	<ul style="list-style-type: none"> <li>● Set Induction: By activating prior knowledge and asking some questions.</li> <li>● Alleles, chromosomes, DNA, Genes</li> <li>● Theory of Hybridization.</li> <li>● Gregor Mendel's theory of pea plant crossing.</li> <li>● Punnett's Square.</li> <li>● Evolution of Theory by Darwin.</li> <li>● Replacement by Modern Theory of Evolution.</li> </ul>					

			traits. Diagrams for structure of DNA, Punnett's square. Models of DNA, chromosomes.			
<b>Month:</b> <b>September</b> - October  <b>No. of</b> <b>Periods: 12</b>	<b>Magnetic effects of current</b> <ul style="list-style-type: none"> <li>● Set Induction</li> <li>● Magnet. North and South Poles.</li> <li>● Magnetic field. Iron filings test around a bar magnet. Magnetic field lines. Magnetic field lines for a closed loop.</li> <li>● Fleming's Left- and Right-Hand Rule.</li> <li>● Electromagnetic Induction.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Blackboard, chalk, smart board.</li> <li>● PowerPoint Presentations, extra marks Modules, you tube Videos.</li> <li>● Magnets of various shapes.</li> <li>● Copper wire to make Solenoid (electromagnet).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Objects on display</b> magnets, iron block, wood, copper wire for set induction.</li> <li>● <b>Hands on learning by</b> giving different types of magnets like bar, horseshoes, disc shape to find north and south pole.</li> <li>● <b>Learning by Doing</b> for FLEMING'S Left-Hand Rule and Right-Hand Rule.</li> <li>● <b>Interdisciplinary Linkages:</b> Chemistry for studying the magnetic and nonmagnetic substances.</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by showing objects like iron, magnets, copper, wood etc. to understand the linkage.</li> <li>● <b>Constructivism and Demonstration:</b> by making electromagnetic and testing its working.</li> <li>● <b>Application of Knowledge</b> in understanding the working of D.C motor and need of electromagnets.</li> <li>● <b>Critical Knowledge:</b></li> </ul>	<b>The students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Understand the meaning and properties of magnetic field lines</li> <li>▪ Draw magnetic field lines using compass needle</li> <li>▪ Explain different physical phenomenon and to make careful observations/ deductions and to draw inferences</li> <li>▪ Explain and apply right hand thumb rule, Fleming's left hand and right-hand rule in different situations</li> <li>▪ Explain the working principle of electric motor and electric generator</li> <li>▪ Understand the basic details of the AC supply used in domestic circuits in India</li> </ul>

			<p>Geography to study the sites of ores and deposits. Math's for calculation of electromagnetic induction.</p> <ul style="list-style-type: none"> <li>● <b>Arts Integration:</b></li> <li>● <b>Model making</b> and developing an electromagnet.</li> <li>● <b>Diagrams and power point</b> presentation on magnets, magnetic field and Fleming's rule.</li> <li>● <b>Virtual Lab and Practical's</b> for measuring the strength of magnetic fields using galvanometer.</li> </ul>		<p>for learning Fleming's Rule.</p> <ul style="list-style-type: none"> <li>● <b>Developing hypothesis</b> by giving students the example of working on D.C motor and uses of electromagnets in electric power stations.</li> <li>● <b>Interactive lecture</b> by discussing Maglev trains by Germany, use of electromagnets in scrap yard etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiate between AC and DC current and understand basic design of domestic electric circuit</li> <li>▪ Identify different components/devices used in domestic electric circuits and understand the practical use of these components</li> </ul>
<p><b>Month:</b> October</p> <p><b>No. of Periods: 10</b></p>	<p><b>Metals and Non-Metals</b></p> <ul style="list-style-type: none"> <li>● Introduction and testing of previous knowledge.</li> <li>● Properties and difference of metals and nonmetals.</li> <li>● Reaction of metals.</li> <li>● Reaction of nonmetals.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Black board, chalk, smart board.</li> <li>● PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>● Utensils, objects made up of metals and nonmetals.</li> <li>● Flow charts for the process of reaction</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identification</b> by Images, Pictures to test previous knowledge.</li> <li>● <b>Group Activity</b> to allow students collect, note down any 6 objects and classify them accordingly as</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by showing images of objects and relating with everyday life.</li> <li>● <b>Hands on learning</b> by making electrical circuits using</li> </ul>	<p><i>The Learners,</i></p> <ul style="list-style-type: none"> <li>▪ Explain physical and chemical properties of metals and non-metals</li> <li>▪ Differentiate between metals and nonmetals based on physical and chemical properties</li> <li>▪ Explain and make use of reactivity</li> </ul>

	<ul style="list-style-type: none"> <li>● Reactivity series.</li> <li>● Uses of metals and nonmetals in day to day life.</li> </ul>	<p>and reactivity series.</p> <ul style="list-style-type: none"> <li>● Flashcards for group activity on metals and nonmetals for their properties.</li> </ul>	<p>metals and nonmetals.</p> <ul style="list-style-type: none"> <li>● <b>Flash Cards</b> to help them remember the properties of metals and nonmetals. as a method of <b>deep learning</b>.</li> <li>● <b>Inter disciplinary Linkages,</b>            Geography to find the sites of minerals in India.            Physics to understand the electrical, thermal properties.            Biology to relate use of metals and nonmetals in biological processes.</li> <li>● <b>Art Integration: Song</b> on the reactivity series of metals.            Please stop calling me a careless zebra instead try learning how copper saves gold.</li> <li>● <b>Role Play</b> students acting like metals and</li> </ul>		<p>graphite (pencil) to make understanding of some nonmetals conduct electricity.</p> <ul style="list-style-type: none"> <li>● <b>Creativity</b> by students making their own flash cards.</li> <li>● <b>Interactive class</b> by use of reactivity series song, modules of extra marks, ppt. etc.</li> <li>● <b>Experimentation and constructivism</b> by making circuits, studying the various components of a circuit and why insulation is important.</li> </ul>	<p>series to complete reactions</p> <ul style="list-style-type: none"> <li>▪ Draw inference about reactive metal</li> <li>▪ Understand the properties and formation of ionic compounds</li> <li>▪ Able to draw the dot structures for ionic compounds</li> <li>▪ Learn and understand basic metallurgical processes</li> <li>▪ Understand corrosion and ways to prevent it</li> </ul>
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			<p>nonmetals to describe themselves and their properties.</p> <ul style="list-style-type: none"> <li>● <b>Circuit</b> making by help of graphite (pencil)</li> </ul>			
<p><b>Month:</b> October</p> <p><b>No. of Periods: 10</b></p>	<p><b>Control and Coordination</b></p> <ul style="list-style-type: none"> <li>● Set Induction.</li> <li>● Control and Coordination in Animals.</li> <li>● Receptors.</li> <li>● Types of receptors.</li> <li>● Role of Nervous System.</li> <li>● Receptors as Sensory Organs.</li> <li>● Human Nervous System.</li> <li>● Human Brain in detail with different lobes.</li> <li>● Reflex action.</li> <li>● Tropisms in plants and function of Endocrine glands.</li> </ul>	<p>● <b>Teaching Aids:</b> Black board, chalk, smart board.</p> <ul style="list-style-type: none"> <li>● PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>● Model of Human Brain with various lobes.</li> <li>● Flashcard's and Charts for Classification of receptors, Human Brain, Endocrine Glands, Tropisms and hormones in plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hands on Learning:</b> Mimosa plant (Touch Me Not). Students will study response to stimulus.</li> <li>● <b>Flashcards</b> for learning the receptors and sensory organs.</li> <li>● <b>Role Play</b> to study the various types of tropisms and students enact, like phototropism, hydrotropism, geotropism and chemotropism.</li> <li>● <b>Flip Teaching</b> as group activity by students to explain the various lobes of brain along with their function</li> <li>● <b>Inter disciplinary</b></li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis.</li> <li>● Formative and Summative assessment.</li> <li>● Lab activity to study parts of the brain with various structures.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by displaying the touch me not plant(mimosa)</li> <li>● <b>Self-Awareness:</b> understanding the movement of our limbs, eyes etc. are all controlled by the brain, nerve cells etc.</li> <li>● <b>Critical Thinking:</b> about response to stimulus, control, coordination, hormones all work in sync.</li> <li>● <b>Health and Balanced Lifestyles values</b> by understanding the balanced working of all the systems hormonal, nervous etc.</li> </ul>	<p><i>The learner</i></p> <ol style="list-style-type: none"> <li>Explain the parts of a neuron and the method of transmission of impulses from one neuron to another</li> <li>Understand how reflex action occurs</li> <li>Draw the structure and highlight the functions of different parts of brain</li> <li>List the role of hormones in coordination in plants</li> <li>locate various Endocrine glands on the outline of human body and state the role of hormones secreted by them</li> </ol>

			<p><b>Linkages:</b> Physics to study electrical impulses by nerve cells. Chemistry to study about the role of hormones. Psychology to study the effects of hormones and stimulating effects on the brain.</p> <ul style="list-style-type: none"> <li>● <b>Art</b></li> </ul> <p><b>Integration:</b></p> <ul style="list-style-type: none"> <li>● 3D model of brain to study the lobes and their function.</li> <li>● Diagrams of nerve cells, tropisms etc.</li> <li>● Ppts Videos etc. for concepts.</li> </ul>			
<p><b>Month:</b> November</p> <p><b>No. of Periods: 12</b></p>	<p><b>Carbon and Its Compounds</b></p> <ul style="list-style-type: none"> <li>● Set Induction: By atomic structure and students will be able to identify.</li> <li>● Properties of carbon and reason for its catenation.</li> <li>● Hydrocarbons as aliphatic and aromatic</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Black board, chalk, smart board.</li> <li>● PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>● Ball and stick model for constructing simple hydrocarbons.</li> <li>● Flow charts for the classification of</li> </ul>	<ul style="list-style-type: none"> <li>● <b>3D structure</b> of carbon showing shells, electrons and valency.</li> <li>● <b>Objects on display</b> to feel and study like pieces of coal, pencil lead, artificial diamond to understand the</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> <li>● Project work on</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by displaying the model of carbon.</li> <li>● <b>Constructivism and Demonstration</b> by Ball and Stick model of</li> </ul>	<p><i>The Learners,</i></p> <ul style="list-style-type: none"> <li>▪ Understand the concept of sharing of electrons and formation of covalent bonds</li> <li>▪ Correlate the bonds formed as single, double or triple to the number of pairs of electrons shared between the atoms.</li> </ul>

	<p>compounds. Alkanes, alkenes, alkynes.</p> <ul style="list-style-type: none"> <li>● Properties and reactions of hydrocarbons.</li> <li>● Aromatic compounds, which contain benzene rings.</li> <li>● Soap, detergents, micelles.</li> </ul>	<p>hydrocarbons and their types.</p>	<p>concept of allotropes of carbon and their uses.</p> <ul style="list-style-type: none"> <li>● <b>Ball and stick model</b> of various hydrocarbons and can be used to construct newer molecules.</li> <li>● <b>Inter disciplinary Linkages:</b> Math to study the geometry and shape of molecules. Physics for understanding the conditions and stability of molecules, reaction conditions etc.</li> <li>● <b>Art Integration.</b></li> <li>● <b>Constructing molecules</b> with the help of a ball and stick model.</li> <li>● <b>PowerPoint presentation</b> on fullerenes, nanotubes, Bucky ball's and detergents/soaps.</li> <li>● <b>Practical and experiment</b> for</li> </ul>	<p>fullerenes and soap/detergents</p>	<p>hydrocarbons and Practical's.</p> <ul style="list-style-type: none"> <li>● <b>Problem Solving Attitude</b> when developing new molecules using Ball and Stick model.</li> <li>● <b>Interactive Lecture</b> by discussion method, <b>inquiry-based learning (IBL).</b></li> <li>● <b>Curiosity</b> development by relating the uses of carbons in our day to day life.</li> <li>● <b>Inquisitive attitude</b> by Project on nanotubes, fullerenes etc.</li> <li>● <b>Real Life</b> examples of glucose, coal, soaps, detergents, plastics, graphite etc. all have carbon in them.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn writing electron dot structure for formation of covalent compounds.</li> <li>▪ Calculate and identify the number and types of bonds formed in a compound by sharing of electrons.</li> <li>▪ Understand the versatile nature of carbon.</li> <li>▪ Recognize Alkanes, Alkenes and Alkynes and differentiate between them.</li> <li>▪ Understand concepts of homologous series and different functional groups.</li> <li>▪ Study the technique of naming different hydrocarbons.</li> <li>▪ Understand physical and chemical, properties of hydrocarbons, alcohols and carboxylic acid.</li> <li>▪ Study the cleansing action of soaps and detergents</li> </ul>
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			reactions and practice on virtual labs as hydrocarbons are hazardous and unsafe to handle.			
<p><b>Month:</b> November</p> <p><b>No. of Periods:</b> 7</p>	<p><b>Sources of energy</b></p> <ul style="list-style-type: none"> <li>● <b>Set Induction.</b></li> <li>● Energy Sources and their types. Testing Previous Knowledge for introducing the chapter.</li> <li>● Types of energy.</li> <li>● Uses of energy their advantage.</li> <li>● Latest Technological advances in the field</li> <li>● Nuclear energy, geothermal energy, Tidal energy.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teaching Aids:</b> Black board, chalk, smart board, extra marks.</li> <li>● PowerPoint Presentations, videos for the sources of energy.</li> <li>● 3D Model of Windmill as a project to students.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Debate</b> on energy crises and need for developing alternate sources of energy. Latest advancement in the field of energy.</li> <li>● <b>Role Play/Group Activity:</b> On the topic of energy, it's consumption and measures taken by countries to reduce usage of fossil fuels.</li> <li>● <b>Flip Teaching:</b> Students are given topics of energy sources and their types.</li> <li>● <b>Field visit:</b> Visit to solar fields, geothermal sites, thermal</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by Random Questioning,</li> <li>● <b>Imaginative and Cognitive skills</b> by Previous Knowledge from grade 8 about energy resources, coal and petroleum, renewable and nonrenewable resources.</li> <li>● Observational and self-awareness by presenting pictures, images and videos before the actual topic to develop insight and test the previous knowledge.</li> <li>● <b>Hands on learning, Creativity</b> by model making</li> </ul>	<p><i>The learner,</i></p> <ul style="list-style-type: none"> <li>▪ Recognizes various available sources of energy and categorize them into renewable, non-renewable, conventional and non-conventional sources of energy</li> <li>▪ Explain the criteria to select a source of energy.</li> <li>▪ Realizes and explains the need to adopt non-conventional sources of energy.</li> <li>▪ Differentiate and compare between different sources of energy.</li> <li>▪ Develops research attitude by project making and develops socio- cognitive skills by various activities.</li> </ul>

			<p>power plants.</p> <ul style="list-style-type: none"> <li>• <b>Inter disciplinary Topics:</b> Chemistry for studying reactions occurring during conversion of energy into electricity. Physic to study the machines used and technology. Engineering for the technology, its progress, EVS for pollution. Economics to understand the cost-effective technology.</li> <li>• <b>Art Integration:</b> Model making i.e. of windmill. Videos and ppt. to improve learning and induce research attitude. Images and pictures of</li> </ul>		<ul style="list-style-type: none"> <li>• of windmill. <b>Social Skills</b> by field visit and industrial tours.</li> </ul>	
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			various sources and the industrial process of conversion of energy.			
<p><b>Month:</b> November</p> <p><b>No. of Periods:</b> 6</p>	<p><b>Our Environment</b></p> <ul style="list-style-type: none"> <li>• Mode of nutrition in animals and plants. Autotrophic and Heterotrophic.</li> <li>• Saprophytes and decomposers. ...</li> <li>• Abiotic components. ...</li> <li>• Biotic components. ...</li> <li>• Ecosystem. ...</li> <li>• Trophic levels. ...</li> <li>• Pyramid of trophic levels.</li> <li>• Law of conservation of energy.</li> </ul>	<p><b>Teaching Aids:</b></p> <ul style="list-style-type: none"> <li>• Black board, chalk, smart board.</li> <li>• PowerPoint Presentations, extra marks Modules, YouTube Videos.</li> <li>• Flash Cards and Charts for understanding the various levels in the ecosystem for Nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Model of Human Digestive</b> system for introducing the topic of nutrition.</li> <li>• <b>Images and pictures</b> of various animals, organisms and the way they consume food.</li> <li>• <b>Flow charts</b> for understanding the food pyramid and law of conservation of energy.</li> <li>• <b>Art Integration</b></li> <li>• Drama, students enact various organisms and try to explain their mode of nutrition and food requirements to understand the various trophic levels.</li> <li>• Ppts. and videos for biotic and abiotic components.</li> </ul>	<ul style="list-style-type: none"> <li>• The L.O. will be assessed with an oral and written test.</li> <li>• Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>• Formative and Summative assessment.</li> <li>• Project Making for Food Pyramid and Food Chain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge</b> by model of digestive system, images of various animals carrying out ingestion of food.</li> <li>• <b>Scaffolding technique</b> to make sure students link the topics of nutrition and trophic.</li> <li>• <b>Inquisitive Learning</b> by making students understand the law of conservation of energy.</li> <li>• <b>Interactive Lecture</b> by using ppts, modules, flow charts and flash cards, to explain the topics.</li> </ul>	<p><i>The learner</i></p> <ul style="list-style-type: none"> <li>▪ explain the process of nutrition and their types.</li> <li>▪ define ecosystem and its components</li> <li>▪ state relationship between food chain and food web</li> <li>▪ understand how human activities have led to the depletion of ozone layer</li> <li>▪ understand how we can manage garbage we produce</li> </ul>

<p><b>Month:</b> November</p> <p><b>No. of Periods:</b> 12</p>	<p><b>Management of Natural Resources</b></p> <ul style="list-style-type: none"> <li>● Pollution, Wildlife Conservation, Ganga Action Plan, Water for All.</li> <li>● Why do we need to manage our resources, Dams, Forests and wildlife, Water harvesting?</li> <li>● Stakeholders, Watershed management, Sustainable development.</li> <li>● Coal and petroleum.</li> <li>● Chipko Andolan, Wildlife.</li> </ul>	<p>● <b>Teaching Aids:</b> Blackboard, chalk, smart board.</p> <ul style="list-style-type: none"> <li>● PowerPoint Presentations, Extra marks Modules, YouTube Videos.</li> <li>● Map of India, Physical and Political.</li> <li>● Charts, newspaper cut outs, magazines etc. to understand the steps for conservation of our natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Abstract thinking and application</b> of knowledge by using maps, newspaper cut outs and images, to study forest reserves, dams, rivers, coal and mining activity reserves etc.</li> <li>● <b>Industrial Visit and Study tour:</b> Visit to Sewage Treatment Plan, natural reserve, dams etc.</li> <li>● <b>Interdisciplinary Linkages:</b> Geography to study maps, places of dams, thermal power stations etc. SST for Chipko Andolan etc.</li> <li>● <b>Art Integration:</b> <b>Flash Cards:</b> for understanding the process of sustainable</li> </ul>	<ul style="list-style-type: none"> <li>● The L.O. will be assessed with an oral and written test.</li> <li>● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis.</li> <li>● Formative and Summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activating Prior Knowledge</b> by showing maps both physical and political.</li> <li>● <b>Inquisitiveness</b> by industrial visit and study tours.</li> <li>● <b>Social and cognitive skills</b> by the help of role play and enacting Chipko Andolan.</li> <li>● <b>Public speaking</b> skills will be enhanced when</li> <li>● <b>Interactive Lecture by debate</b>, flash cards, role play, ppts. and videos.</li> </ul>	<p><i>The learners,</i></p> <ol style="list-style-type: none"> <li>Define natural resources</li> <li>Realize the importance of 3 R's</li> <li>understand the reasons to manage our resources</li> <li>Role of forests and wildlife as natural resources and realize as to why we need to conserve them.</li> <li>conceptualize the role of Water Harvesting System</li> <li>List the ways by which an individual contributes to conserve coal and petroleum</li> </ol>
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			development. <ul style="list-style-type: none"> <li>● <b>Role Play</b> for Chipko Andolan</li> <li>● <b>Debate</b> for sustainable development, steps taken to conserve wildlife, water resources etc.</li> </ul>			
<b>Dec (13)</b>	Exams and assessment			<b>Unit 3 Pen Paper assessment conducted</b>		

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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>February (4)</b>	<b>Lesson -1 Political Science</b>  <b>Power Sharing</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Group Discussion:</b></p> <ul style="list-style-type: none"> <li>• Impact of Power Sharing in Sri Lanka and Belgium</li> <li>• Impact of Sharing in India.</li> <li>• Why power sharing is desirable?</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Europe Map</li> <li>• Map of Sri Lanka</li> <li>• Map of Belgium</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• For the Concept formation the students will be introduced to the centrality of power sharing in democracies.</li> <li>• The students will understand the working of spatial &amp; social power sharing mechanisms.</li> <li>• In a Brain storming session, the students will analyze the federal provisions and institutions.</li> <li>• Understand the new PanchayatiRaj institutions in rural and urban areas.</li> <li>• Discussion of queries session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why and how power is shared in democracies.</li> <li>• Understand the working of power sharing mechanisms.</li> <li>• Understand the advantages of power sharing.</li> <li>• Understands the absence of power sharing leads to conflicts.</li> <li>• The students will be able to understand the importance of mutual respect &amp; understanding to make power sharing a success.</li> <li>• <b>Values learned.</b> Sharing Mutual Respect</li> </ul>
<b>March (5)</b>	<b>Lesson - 1 Economics</b>  <b>Development</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Group Discussions</b></p> <ul style="list-style-type: none"> <li>• The Importance of Public Facility and Sustainable Development.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic &amp; the</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to elaborate macroeconomic concepts like per capita income,</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>Impact of cutting of trees to make National Highway-5</li> <li>Development is the need of the hour but not at the cost of harming the nature.</li> <li>What precautionary measures are required for development?</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>The children were given the task to calculate their BMI as an activity to create interest and practical application of one's own awareness.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>Modern development associated with progress has led to problems.</li> <li>Is increase in income alone sufficient for a nation?</li> </ul>		<p>students will be made familiar with some macroeconomic concepts.</p> <ul style="list-style-type: none"> <li>The students will be sensitized about the rationale for overall human development in our country, which includes the rise of income, improvement in health &amp; education.</li> <li>The students will be made to understand the terms like HDI, IMR, BMI, per capita income, national income, net attendance ratio, literacy rate etc.</li> <li>The importance of health &amp; education for people will be explained.</li> <li>In a Brain storming session discussion on the development of India since its Independence &amp; promotion of sustainable development.</li> </ul>	<p>literacy rate and sustainable development etc.</p> <ul style="list-style-type: none"> <li>The student will be able to identify the different indicators of development.</li> <li>The student will be able to appreciate different perspectives of development.</li> <li>The student can compare economic &amp; non-economic indicators of development.</li> <li>The student can correlate quality of life to HDI.</li> <li>Student will be able to identify the significance of sustainability.</li> <li><b>Value Learned</b> Sustainable Development</li> </ul>
<p><b>March (5)</b></p>	<p><b>Lesson - 1 Geography</b></p> <p><b>Resource and Development</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>Soil Types</li> <li>Identify types of soil on the map of India.</li> </ul> <p><b>Diagrams</b></p>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic.</li> <li>The student will be explained the</li> </ul>	<ul style="list-style-type: none"> <li>The students will understand the usability of terms like resource, renewable and nonrenewable resources</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<ul style="list-style-type: none"> <li>• Soil Profile</li> <li>• <b>Role Play</b> Role Play on a resource, exhibits its importance, and need for conservation.</li> <li>• After teaching the chapter, the students will be asked to pick up a resource of their choice and perform a role play on it.</li> <li>• The students will introduce themselves as a resource, an example coal and talk about its importance, ways of depletion and how it can be preserved.</li> <li>• Each student plays the role of a resource and speaks on the following.</li> <li>• Who am I?</li> <li>• What type of a resource am I?</li> <li>• What is my importance?</li> <li>• Where am I available?</li> <li>• How long do I exist?</li> <li>• Where am I getting exhausted?</li> <li>• How can you save me?</li> </ul>		<p>meaning of resources.</p> <ul style="list-style-type: none"> <li>• The students will be explained the classification of resources.</li> <li>• Make the students understand the process of soil formation. Learn different types of soils with the help of their color, texture and composition and relate them with the geographical areas of India shown on the map.</li> <li>• In a brain storming session, the students will learn and discuss about the different types of land the land use pattern.</li> <li>• Recapitulation and doubt clearance session to take up student queries organized.</li> </ul>	<p>cesand sustainable development.</p> <ul style="list-style-type: none"> <li>• The student can Perceive inter-dependence of human beings and resources and the effects of resource depletion &amp; suggest measures to check wastage and preserve it for future.</li> <li>• The students will be able to identify different types of soils, its region and can identify the kind of soil erosion taking place and identify what measures should be adopted to check erosion.</li> <li>• The students will be able to assess and appreciate the planned utilization of resources.</li> <li>• The students will understand the usability of the resource, classify the resources into different groups, suggest its measures to check its wastage and</li> </ul>

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						preserve for future and identify areas where the resources are depleted.
March (6)	Lesson –3 History Nationalism in India	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• India Map as per the Syllabus related to the chapter.</li> </ul> <p><b>Picture Interpretation</b> Bharat Mata</p> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Why did various classes and groups of Indians citizens participate in the Civil Disobedience Movement?</li> <li>• How did the Indian National Congress respond to the Partition of Bengal and why?</li> <li>• Analyze the writings and ideas of different political groups and individuals like Sarojini Naidu, Jawaharlal Nehru, Khan Abdul Gaffar Khan etc.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Make a collection of images, fiction, popular folklore, songs, prints and symbols with which people can identify</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and the students will get to understand the concept of nation, nationalism, liberty colonialism, democracy, and satyagraha.</li> <li>• Acquaint with the writings and ideals of different social, political groups and individuals.</li> <li>• Students will brainstorm and discuss the strategy of <i>satyagraha</i> and non-violence adopted by Gandhiji and different movements where <i>satyagraha</i> was adopted by the leaders to recognize the immense strength &amp; courage it requires to internalize characteristics of <i>satyagraha</i> and non-violence.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to trace the origin and growth of nationalism in India.</li> <li>• Will be able to analyze and comprehend the nature of British Colonialism in India.</li> <li>• Can explain different phases of Indian struggle against the British from Non-Co-operation to Civil Disobedience Movement.</li> <li>• The students will be able to compare the difference and relationship between European Nationalism and India's Anti Colonial Movement.</li> <li>• The students will be able to appreciate the ideas promoting Pan Indian belongingness</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Patriotism</li> <li>• Nationalism</li> <li>• Unity in Diversity</li> </ul>

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			thenation. <ul style="list-style-type: none"> <li>• <b>Role play</b> on various National Movements.</li> <li>• A <b>timeline</b> of the events of India's National Movement.</li> </ul>		<ul style="list-style-type: none"> <li>• Comparing the image of Bharat Mata with image of Germania.</li> </ul>	
<b>April (8)</b>	<b>Lesson - 2 Economics</b>  <b>Sectors of the Indian economy</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Activity</b> <ul style="list-style-type: none"> <li>• The students will be asked to draw tables related to employment in primary, secondary and tertiary sectors into <b>bar diagrams</b>.</li> </ul> <b>Group Discussion</b> <ul style="list-style-type: none"> <li>• Why does a large section of India's population depend on primary sector?</li> <li>• What contributed to rapid increase in service sector output?</li> <li>• The contribution of different sectors to output and employment.</li> </ul> <b>GRAPH ANALYSIS</b> <ul style="list-style-type: none"> <li>• Sector contribution to India's GDP and Employment.</li> <li>• The students will explore and discover what the graphs are representing by asking them relevant questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained the terms like primary, secondary, tertiary sectors, economic activity, Types of goods, GDP, under employment, seasonal &amp; open unemployment, unorganized &amp; organized, public and private sectors.</li> <li>• The students will be explained the significance of service sector in the Indian economy &amp; its contribution to GDP &amp; creating employment.</li> <li>• The students will be explained the difference between organized and unorganized sectors, economic activities etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to explain the three sectors of the economy.</li> <li>• The students can differentiate between various types of unemployment.</li> <li>• They can analyze and identify major employment generating sectors and reason out the government investment in different sectors of the economy, the change in sectoral composition of GDP</li> <li>• They will be able to categorize the different occupations and, economic activities in different sectors using different criteria.</li> <li>• The students will be able to assess India as a major service provider to the world.</li> </ul>

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					<ul style="list-style-type: none"> <li>Brain storming,discussion, recapitulation,and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>Though graph analysis, the student will develop their observation and graph reading skills along with helping them construct their own knowledge.</li> </ul> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>Dignity of Labour</li> <li>Empathy towards the Laboure's</li> <li>The students will be motivated to involve themselves in certain NGO programs, Social Servicing,etc. help the people of the unorganized sectors, those who come under disguised and seasonal unemployment.</li> </ul>
<p><b>April (8)</b></p>	<p><b>Lesson – 5 History</b></p> <p><b>The Age of Industrialization</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Divide your class into small groups. Using an informal <b>debate</b> format, assign each group an innovation or invention from the Industrial Revolution to discuss why it was the most important advancement of the time.</li> <li>Each group will speak</li> </ul>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic.</li> <li>The students will be explained the terms like Orient, proto, stapler, carding, weaving and entrepreneur.</li> <li>Discussion and explanation on the</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to explain and distinguish between proto industrial phase and early factory system.</li> <li>Being familiar with the process &amp; impact of industrialization on labor class will enable the students to</li> </ul>

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			<p>for 1-2 minutes on the following subjects:</p> <ul style="list-style-type: none"> <li>• Describing what their innovation or invention was.</li> <li>• Why their assigned innovation or invention was the most important?</li> <li>• The impact on society of their innovation (These can be both positive and negative).</li> <li>• The student's job is to convince the class that their invention was the most important invention of the industrial revolution.</li> <li>• Possible innovations and inventions are: <ul style="list-style-type: none"> <li>• Steam Engine</li> <li>• Railroad</li> <li>• Interchangeable</li> <li>• Parts Steamboat</li> <li>• Spinning Jenny</li> </ul> </li> </ul>		<p>Proto –Industrial phase and early factory system in Britain and India.</p> <ul style="list-style-type: none"> <li>• The children will be made to understand the process of Industrialization and its impact on labour class.</li> <li>• Open discussion organized for them to understand industrialization in the colonies.</li> <li>• The students will understand the effects of World War - I on the industrial revolution and the benefits to the Indian factories.</li> <li>• Discussion and doubt clearing session organized.</li> </ul>	<p>understand the process in the colonies.</p> <ul style="list-style-type: none"> <li>• The students will be able to assess different aspects of pictures &amp; extracts to allow a critical connect with these visuals of cloth labels to answer questions like: <ul style="list-style-type: none"> <li>• What information do they get from these images &amp; labels?</li> <li>• Why are images of important gods, goddesses &amp; figures shown in these labels?</li> <li>• Did industrialists of both Britain &amp; India use these figures for the same purpose?</li> </ul> </li> </ul>
<p><b>April (8)</b></p>	<p><b>Lesson - 4 Geography</b></p> <p><b>Agriculture</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Tree Plantation.</li> <li>• Gardening</li> <li>• Sowing seeds on a Pot or in the garden. The students will monitor and click the pics of the Plant till it grows.</li> <li>• Time duration 1 Month</li> </ul> <p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• On a Political Map of</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• In the concept formation the following terms with their meaning will be explained resources subsistence agriculture, plantation etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to classify various types of farming &amp; will be able to find out spatial distribution of crops and cropping pattern.</li> <li>• The students can analyze government policies for institutional &amp;</li> </ul>

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			<p>India, locate different type of agricultural crops produced in India.</p> <ul style="list-style-type: none"> <li>• comparison of areas growing rice and wheat with the help of Maps.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Genetically modified crops are the need of the hour.</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion related to different types of cropping patterns in India and their impact on economic development and discuss in the class.</li> <li>• Brain storming session organized for the students to understand the factors responsible for production of different types of crops produced in India.</li> <li>• Recapitulation and doubt clearance session to take up student queries organized.</li> </ul>	<p>technological reforms in India.</p> <ul style="list-style-type: none"> <li>• Students will be able to locate and identify areas or regions known for wheat, rice, tea, coffee production.</li> <li>• The students can explain the terms like plantation, subsistence farming, shifting agriculture.</li> <li>• Can analyze the reasons for poor output and get to know how farming methods depend on the kind of crop, soil and climate?</li> <li>• <b>Values Learned</b> Respect for nature &amp; environment.</li> <li>• Conservation of resources &amp; their Sustainability.</li> </ul>
<p><b>May (4)</b></p>	<p><b>Lesson - 4 Political Science</b></p> <p><b>Gender Caste and Religion</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Women's political representation in India</li> <li>• Gender division in India</li> <li>• Analyze the challenges posed by communalism to a democracy &amp; how secularism helps in addressing this challenge.</li> </ul> <p><b>Group Activity</b></p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• In the concept formation the following terms will be explained:</li> <li>• Sexual division of labour</li> <li>• feminist movement</li> <li>• patriarchal society</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to identify and analyze the challenges posed by communalism in a democracy,</li> <li>• They will recognize the enabling &amp; disabling effects of caste and ethnicity in politics &amp; develop a gender perspective</li> </ul>

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			<ul style="list-style-type: none"> <li>• <b>Role play</b> on Gender Discrimination.</li> </ul>		<ul style="list-style-type: none"> <li>• Scandinavian countries</li> <li>• secularism</li> <li>• communalism</li> <li>• caste hierarchy etc.</li> <li>• The students will be taught about the relation between religion &amp; politics.</li> <li>• The students will understand communalism and how communal politics leads to social differences and divisions.</li> <li>• In a brain storming session, the students are made to discuss and understand the need for secularism in a democracy like India.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<p>on politics.</p> <ul style="list-style-type: none"> <li>• Can distinguish between overlapping and cross cutting difference. Justify how democracy accommodates social diversities.</li> <li>• They will be able to analyze the concept of social differences and its causes.</li> <li>• Create awareness regarding gender equality.</li> <li>• Engage in initiatives that helps promote religious harmony amongst people of all religions.</li> </ul> <p><b>Values learned.</b></p> <ul style="list-style-type: none"> <li>• Respect for all</li> </ul>
May	<b>Unit Tests Revision</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	Map Practice	<ul style="list-style-type: none"> <li>• Unit Tests were conducted from 05-05-20 to 13-05-20</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of question and answers, in text questions etc. Clearing of the doubts of the students</li> </ul>	<ul style="list-style-type: none"> <li>• The students understood the content of the chapters, got acquainted with the topics &amp; revised the chapters coming for Unit Tests.</li> </ul>

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May (7)	<b>Lesson - 4 Economics</b>  <b>Globalisation and the Indian Economy</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Can globalization potentially contribute to better environment?</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Why MNCs from developed nations set up their production and assemble units in their own countries and not in other countries and what are its impacts on employment in their own countries?</li> <li>• Prepare a bulletin board on the following topic.</li> <li>• Tracing the origin (Finding a logo, relating it to the company and finding its origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• In the concept formation the following terms and meaning will be explained SEZ, liberalization, trade barrier, MNCs', and globalization.</li> <li>• The students will be explained how globalization is experienced by different social groups using goods and services used by people in their daily lives such as, television, mobile phones, home appliances etc.</li> <li>• In a brain storming session, the children will understand, why did India not go for privatization?</li> <li>• Students will be explained the reasons behind the choice of location of factory and its implication on people's livelihood.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will get acquainted with the working of the Global Economic process they will study globalization in different contexts and will assess the impact of globalization in their area, region &amp; local economy.</li> <li>• Get familiarize with the meaning of Globalization, liberalization, privatizing, M.N.C., trade barrier etc.</li> <li>• The student will be able to appreciate the reasons for setting up MNC in India.</li> <li>• Classify various features of MNC, foreign trade and foreign investment.</li> <li>• Evaluate the role of WTO &amp; analyze merits &amp; demerits of globalization.</li> <li>• Examine the role of MNC in globalization.</li> <li>• The students will become interested in products that they consume and will</li> </ul>

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						<p>appreciated liberalized policies of government that bring wide range of products.</p> <p><b>Values Learned:</b> Mutual Co-operation and Interdependence.</p>
<p><b>May (7)</b></p>	<p><b>Lesson 2 Political Science</b></p> <p><b>Federalism</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Location of Federal countries of the world.</li> </ul> <p><b>Field Visit</b></p> <ul style="list-style-type: none"> <li>• The students will be taken to the nearest <b>Panchayat</b> and meet the village Pradhan and understand the working of the Local self-government of the village the Panchayat.</li> </ul> <p><b>Integrated Activity</b></p> <ul style="list-style-type: none"> <li>• Activity with Art integration in the form of <b>Poster Making</b> on the topic 'Key features of Federalism'.</li> </ul> <p><b>Picture /Cartoon interpretation.</b> The teacher should provide any picture or cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same.</p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about different types of governments in the world democratic, communist, military dictatorships, etc.</li> <li>• Within democracies, various forms of governments, such as federal, unitary, monarchy and republican etc. will be studied.</li> <li>• The students will be explained how the independent status of the judiciary has affected in smooth functioning of federalism.</li> <li>• The Concept of decentralization explained, and the working</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to analyze federal provisions and institutions.</li> <li>• The students will be able to explain decentralization in rural and urban areas.</li> <li>• The students will be able to explain the concept of federal and non-federal government</li> <li>• The students will develop the ability to recognize the features of each type of government.</li> <li>• The students will understand the centrality of power sharing in a democracy.</li> <li>• <b>Values Learned</b> Foster sharing Equality</li> </ul>

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					of local self-government understood. • Random questioning session and discussion of in text question done.	Dignity of Citizens. Power sharing.
<b>June (7)</b>	<b>Unit Tests Revision</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<ul style="list-style-type: none"> <li>• Map Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Tests were conducted from 7-6-20 to 17-6-20</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of question and answers, in text questions etc.</li> <li>• Clearing of the doubts of the students</li> </ul>	<ul style="list-style-type: none"> <li>• The students understood the content of the chapters, got acquainted with the topics &amp; revised the chapters coming for Unit Tests.</li> </ul>
<b>July (7)</b>	<b>Lesson - 6 Political Science Political Parties</b>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<b>Art Integrated Activity</b> Draw the distinctive symbol of any two political parties  <b>Group Discussion</b> <ul style="list-style-type: none"> <li>• Read Cartoons, messages to be conveyed in sketches, photographs associated with political events and the students will participate in discussions.</li> <li>• The students will be asked to read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as, slogans, agenda, symbols, and</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The terms used in political discussion will be explained like Gandhian, communist, secularist, feminist, communalist etc.</li> <li>• Functioning of state governments ruled by different political parties or coalition will be explained.</li> <li>• The students will brainstorm and examine features such as slogans, agenda, symbols, and characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to analyze the importance of political parties in a democracy and examine the relationship between the social cleavages and political competition with reference to Indian situation.</li> <li>• The students will understand and analyze the party systems in democracies, role of political parties, challenges faced by them &amp; reforms in the country, the comparison of the</li> </ul>

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			<p>characteristics of their leaders.</p> <p><b>Skit</b> Class may be provided into three groups. Each group will prepare a skit on party system, one party system, two party system and multi-party system. They will try to highlight the importance of party system and merits and demerits of party system.</p>		<p>political parties.</p> <ul style="list-style-type: none"> <li>• The students will get acquainted with the importance of National Politics.</li> <li>• Distinctive features of different Political Parties, their victories and defeats in general elections will be explained.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<p>powers and functions of the state &amp; the central government in India.</p> <ul style="list-style-type: none"> <li>• They will be able to classify the National and regional parties in India &amp; understand the distinctive features of these Political Parties with their symbols, policies, and programs.</li> <li>• The students will understand the importance and the different party systems.</li> <li>• The students will also understand the necessity of political parties in a democracy.</li> </ul>
<p><b>July (8)</b></p>	<p><b>Lesson - 5 History</b></p> <p><b>Print Culture and the Modern World</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b> The students are asked to make a <b>Power Point Presentation</b> on the development of print in the world.</p> <p><b>Field Visit</b> Visit to a printing press to understand the modern-day printing process.</p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will study and discuss different perspectives on diversification of print and printing techniques.</li> <li>• The students will understand the changes in printing. technology</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the history &amp; development of print in Europe.</li> <li>• The student will understand the role and impact of print revolution.</li> <li>• The student can establish the link between print culture and circulation of ideas.</li> </ul>

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					<p>throughout the world.</p> <ul style="list-style-type: none"> <li>• In a brain storming session, the students will discuss the advantages of Print.</li> <li>• The students will be explained about the emerging of a new reading class.</li> <li>• Discussion, recapitulation, and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past.</li> <li>• The student can examine the impact of print in India.</li> <li>• The students will understand that forms of writing have a specific history &amp; they reflect historical changes within the society &amp; shape the forces of change.</li> </ul>
<p><b>July (6)</b></p>	<p><b>Lesson - 6 Political Science</b></p> <p><b>Outcomes of Democracy</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Democracy stands much superior to any other form of government.</li> </ul> <p><b>Picture Interpretation.</b></p> <ul style="list-style-type: none"> <li>• Students are expected to see a given picture or cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same.</li> <li>• They students are also</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and discuss the functioning of democracies in comparison to alternative forms of governments.</li> <li>• In due course the students will be explained about the key features expected and provided by a democracy.</li> <li>• The students will be</li> </ul>	<ul style="list-style-type: none"> <li>• The students can discuss and explain the importance of democracy and about various outcomes.</li> <li>• The students now understand and can examine the importance of people's participation in democracy.</li> <li>• The students can analyze the role of democracy in</li> </ul>

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			<p>expected to answer few questions given by the teacher.</p>		<p>explained the transparent, accountable, and legitimate nature of the government.</p> <ul style="list-style-type: none"> <li>The students will learn about economic growth and development, the reduction of poverty and inequality, accommodation of social diversity and enhancing the dignity of citizens in a democracy.</li> <li>Recapitulation and doubt clearance session organized.</li> </ul>	<p>economic growth and development.</p> <ul style="list-style-type: none"> <li>Analyze the role of democracy in reduction of inequality and poverty.</li> <li>The students understand that democracy promotes dignity and freedom of an individual.</li> <li>The students understand the causes for continuation of democracy in India and distinguish between sources of strength and weaknesses of Indian democracy.</li> </ul>
<p><b>August (9)</b></p>	<p><b>Lesson – 6 Geography</b></p> <p><b>Manufacturing Industries</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>Locate and label the following on the map of India:</li> <li>Cotton Textile Industries</li> <li>Iron and steel plants</li> <li>Software technology parks</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>Why did India not go for privatization of manufacturing activities after 1947?</li> </ul> <p><b>Group Discussion</b></p>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic, the students will be explained the importance of manufacturing.</li> <li>The students will learn about the contribution of industry to the national economy and explained terms like agglomeration economy, integrated</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to assess the importance of industries in the national economy.</li> <li>The students will be able to establish relationship between natural resources and types of industries. Speculate regional disparities and the factors affecting industrial location.</li> <li>The students can analyze impact of</li> </ul>

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			<ul style="list-style-type: none"> <li>The students will discuss about environmental pollution and degradation and the role of NTPC in this direction.</li> </ul>		<ul style="list-style-type: none"> <li>steel plants etc.</li> <li>The students learn the importance of industrial location.</li> <li>The students will learn about agro-based &amp; mineral based industries, consumer-based industry, small- and large-scale industries, public and private sector industries.</li> <li>The students will be explained the process of manufacturing of garment, steel, and aluminum.</li> <li>Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>industries on man know the steps taken to check environmental degradation.</li> <li>The student will understand the impact of overuse of natural resources such as ground water and crude oil, the industries, and their impact on the environment.</li> <li>The students can classify different types of industries based on raw materials &amp; relate with pollution in nearby areas.</li> </ul>
<p><b>August (5)</b></p>	<p><b>Lesson - 5 Geography</b></p> <p><b>Mineral and Energy Resources</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>On an outline map of India identify major iron mines, coal mines and oil fields.</li> <li>Locate and label major thermal power plants and nuclear power plants on the map of India.</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>The students will discuss the benefits of non-conventional sources of energy over the conventional sources of energy.</li> </ul>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic and the students will be explained the terms. geologists, iron ore, minerals, ferrous &amp; nonferrous metals, quarrying, mining, conventional and non-conventional energy resources etc.</li> <li>The students will be explained the importance of minerals and the</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to distinguish between metallic and non-metallic minerals.</li> <li>Identify different types of minerals and energy resources.</li> <li>The student can recognize the regions rich in mineral deposits and places of their availability.</li> <li>The students can list the major iron ore</li> </ul>

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			<p><b>Slogan Writing</b></p> <ul style="list-style-type: none"> <li>The students will write slogan to encourage save energy campaign.</li> </ul>		<p>different modes of occurrence of minerals.</p> <ul style="list-style-type: none"> <li>The students will learn about classification of minerals.</li> <li>In a brain storming session, the students will discuss and understand the importance of conservation of minerals.</li> <li>The students will be explained various types of energy resources in detail.</li> <li>Recapitulation and doubt clearance session organized.</li> </ul>	<p>belts in India.</p> <ul style="list-style-type: none"> <li>The students feel and realize the need of the hour i.e. the judicious use of mineral and energy resources.</li> <li>The students understand and can explain the difference between the conventional and non-conventional sources of energy.</li> </ul>
<p><b>August (8)</b></p>	<p><b>Lesson - 3 Economics</b></p> <p><b>Money and Credit</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Activity: -Flip Learning</b></p> <ul style="list-style-type: none"> <li>Divide your class into small groups. Using the online platform, assign each group a topic from the chapter.</li> <li>Each group will speak for 5 - 8 minutes on their topics.</li> <li>The students can use various audio-visual aids in the form of Power Point presentation, videos from the internet and other extracts for facts and figures to teach.</li> </ul>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test.</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic and the students will be explained the important terms to be used in the chapter like credit, collateral, formal and informal sector.</li> <li>The students will be explained about the barter system that existed earlier before the use of money as a medium of exchange.</li> </ul>	<ul style="list-style-type: none"> <li>The student will understand money as an economic concept, the role of financial institutions from the point of view of day-to-day life.</li> <li>The students can identify the importance of money as a medium of exchange.</li> <li>They can evaluate the limitations of the barter system and recognize the</li> </ul>

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			<ul style="list-style-type: none"> <li>• Possible topics to be covered are as follows.</li> <li>• Loan facilities of banks</li> <li>• Self- help Groups</li> <li>• PMRY</li> <li>• MNREGA</li> <li>• Formal and Informal Sectors of Credit.</li> <li>• <b>Role Play</b></li> <li>• Self Help Groups</li> <li>• The activity could be undertaken after a class discussion on the Self Hel Groups in improving the economic conditions of the rural poor. Also, the students must understand the advantages and disadvantages taking credit from money lenders.</li> </ul>		<ul style="list-style-type: none"> <li>• The students will learn about the features of the formal sector of credit with reference to banks.</li> <li>• The students will be explained about the terms of credit</li> <li>• In a brain storming session, the students will discuss the advantages and disadvantages of both formal and informal sectors of credit.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<p>modern forms of money.</p> <ul style="list-style-type: none"> <li>• The students understand the terms of credit and can assist people to deal with normal proceedings of a bank related to extension of loan.</li> <li>• The students can identify the functions and the advantages of self-help groups.</li> <li>• The students can help people understand the advantages of formal sector of credit.</li> <li>• After the task and the activity of SHGs, the students shall be able to understand the features of SHGs, the exploitative nature of local money lenders and appreciated the impact that a SHG can maker on the economic condition of tis members.</li> <li>• <b>Values</b></li> <li>• Empathy, Self-reliant. Self-respect, Dignity, Leadership.</li> </ul>

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September (4)	Lesson – 8 Political Science Challenges to Democracy	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Role Play Activity</b> The students will be divided into groups and will be given a challenge to perform as a group i.e. Foundational Challenge Challenge of Expansion Challenge of Deepening of Democracy.</p> <p><b>Group Discussion</b> The students will discuss and suggest political reforms in India.</p>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic and the students will be explained the challenges faced by every democracy.</li> <li>• The students will be explained the foundational challenge to democracy.</li> <li>• The students will be explained the Challenge of expansion to democracy.</li> <li>• The students will be explained the challenge of deepening of democracy.</li> <li>• The students will discuss and suggest political and democratic reforms in a discussion session.</li> <li>• The students will understand and redefine the definition of democracy.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to understand and define the important challenges faced by democracies.</li> <li>• The students will be able to describe the foundational, expansion and deepening challenges to democracy.</li> <li>• The students now understand the guidelines required for the success of political reforms.</li> <li>• The students will be able to redefine democracy as per their understanding of the concept.</li> <li>• The students can assess, evaluate and then suggest political or democratic reforms for making the democratic system better.</li> </ul>
September (7)	Unit Tests Revision	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Map Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Tests were conducted from 15-9-20 to 23-9-</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of question and answers.</li> <li>• Clearing of the doubts</li> </ul>	<ul style="list-style-type: none"> <li>• The students understood the content &amp; revised</li> </ul>

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		<ul style="list-style-type: none"> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>		20	of the students.	the chapters coming for Unit Tests.
<p><b>October (9)</b></p>	<p><b>Lesson - 1 History</b></p> <p><b>The Rise of Nationalism in Europe</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• In the <b>Art Integration</b> activity, the students are told to draw a table of all the attributes and write their importance in the national movement of Europe and India.</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• The students will discuss the causes of the French revolution and its outcome as a recapitulation activity based on their previous class learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• PK Testing by random questioning</li> <li>• The students will be explained the terms nationalism, absolutists, allegory plebiscite, ideology, conservatism etc.</li> <li>• The students will understand the idea of nation, nation states and measures that introduced collective identity.</li> <li>• The students will learn the difference between European nationalism and anti-colonialism.</li> <li>• The students learn how nationalism developed along with the formation of nation states in Europe post 1830.</li> <li>• The students will learn about treaty of Vienna 1815, romanticism and national feeling.</li> <li>• Recapitulation and doubt clearance session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to analyze the impact of French revolution on other European nations.</li> <li>• The students can evaluate the two practices of imperialism and nationalism.</li> <li>• The students will be well versed with the important events that took place in the European history i.e., making of Germany, unification of Italy, the Balkan issue.</li> <li>• The students can very well define the meaning of various national symbols associated with the national movement of Europe and India.</li> </ul>

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October (3)	Lesson - 2 Geography  Forest and Wildlife Resources	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• The students will narrate <b>stories</b> of different communities involved in environmental conservation from different parts of India and study them from geographical perspective.</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Comparison of depletion of forests and wildlife before and after independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the forest and wildlife. They will learn the about flora and fauna, the forest cover in India.</li> <li>• The students will be explained the classification of species into: <ul style="list-style-type: none"> <li>➤ Normal</li> <li>➤ Endangered</li> <li>➤ Vulnerable</li> <li>➤ Rare</li> <li>➤ Endemic</li> <li>➤ Extinct.</li> </ul> </li> <li>• The students will be explained various types of forests: <ul style="list-style-type: none"> <li>➤ Reserved forests</li> <li>➤ Protected forests.</li> <li>➤ Unclassed forests</li> </ul> </li> <li>• The students will learn about various wildlife sanctuaries and national parks of India.</li> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the concept and the importance of forests and wildlife in one environment as well as develop concept towards depletion of resources.</li> <li>• The students will develop an appreciation of the richness and variety of India's heritage both natural and cultural and the need for its preservation.</li> <li>• The students get familiarized with the old and modern methods of conservation of forest and wildlife.</li> <li>• The students can categorize the various animals in their class of species.</li> </ul> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>• Conservation of our environment, natural resource, animals and wildlife.</li> </ul>
October (3)	Lesson - 2 Popular Struggles and movements	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> </ul>	<p><b>Case Studies</b></p> <ul style="list-style-type: none"> <li>• Nepal and Bolivia will be discussed with</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to distinguish out the political and</li> </ul>

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		<ul style="list-style-type: none"> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p>reference to the problems existing there and understand the course of the movement and the struggle done by the people to resolve their issue.</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• The students will collect information of any one movement and speak about it in the class for at least 2 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> </ul>	<p>new topic.</p> <ul style="list-style-type: none"> <li>• The students will be explained the difference between movements and struggle.</li> <li>• The students will be explained about the movements in Nepal and Bolivia.</li> <li>• The students will learn and understand the similarities and dissimilarities between Nepal's and Bolivia's protests.</li> <li>• The students will be explained about the mobilization and organizations behind popular struggles.</li> <li>• The students will be explained types of pressure groups i.e. public interest group and sectional interest group.</li> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>social movements in India.</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze the movement of democracy in Nepal.</li> <li>• The students can examine the water war of Bolivia.</li> <li>• The students can correlate democracy with popular struggles.</li> <li>• The student can recognize pressure groups and movements.</li> <li>• The students will be able to understand the influence of pressure groups on politics.</li> <li>• The students will be able to generate an awareness about the role of pressure group in healthy functioning of democracy.</li> </ul>
<p><b>October (3)</b></p>	<p><b>Lesson – 3 Geography</b></p> <p><b>Water Resources</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• On an outline map of India locate and label the important dams of India</li> </ul> <p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• The students will be</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the causes and aspects of</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to explain the importance of water as resource, develop awareness towards its judicious use &amp; get familiarized with</li> </ul>

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			<p>divided into groups and asked to prepare a report or make a PPT on the reasons for water scarcity of region like drought prone areas Gujarat, Rajasthan, snow covered areas like Jammu and Kashmir, flood prone areas like West Bengal, Bihar and Assam, regions located in different climatic areas.</p>		<p>water scarcity.</p> <ul style="list-style-type: none"> <li>The students will learn and understand about the hydraulic structures of ancient India.</li> <li>The students will be explained the classification of dams based on the structure and material used.</li> <li>The students will be explained about the rainwater harvesting systems referring to Guls, Kuls, Khadins, Johads and Tankas.</li> <li>The students will discuss the need and advantages of rainwater harvesting system.</li> <li>Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>the old and modern method of conservation of water.</p> <ul style="list-style-type: none"> <li>List out various uses of water. Identify different sources of water and collect information on various methods of traditional rainwater harvesting.</li> <li>Examine the ratio between demand and supply of water and reason out the causes of water scarcity.</li> <li>Investigate process of global warming &amp; climate change.</li> <li>The students will be able to locate dams on the map.</li> </ul> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>Sustainable development.</li> <li>Conservation of water resources and management.</li> </ul>
<p><b>October (4)</b></p>	<p><b>Lesson - 3 Political Science</b></p> <p><b>Democracy and Diversity</b></p>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps</li> <li>PPT</li> <li>Internet</li> <li>Mind map</li> <li>Flow charts</li> </ul>	<p><b>Case Studies</b></p> <ul style="list-style-type: none"> <li>Mexico Olympics</li> <li>Northern Ireland</li> <li>Netherland</li> <li>Yugoslavia</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>The students are asked to read about some great</li> </ul>	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test</li> <li>Quiz</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>P K Testing by random questioning</li> <li>Introduction to the new topic.</li> <li>The students will be explained about the terms like diversity, social differences, social divisions etc.</li> </ul>	<ul style="list-style-type: none"> <li>The student will understand the reasons for drawing international attention to racial discrimination during Mexico Olympics.</li> <li>The students will</li> </ul>

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			<p>personality who fought against racial discrimination and speak about them in the class for at least 2 minutes.</p>		<ul style="list-style-type: none"> <li>• The students will be explained about the social differences based on the accident of birth and based on our own choices.</li> <li>• The students will be explained about types of social divisions like overlapping differences and cross-cutting differences.</li> <li>• The students will be explained the negative and positive outcomes of social divisions.</li> <li>• The students will also learn the determinants of politics of social division.</li> <li>• Discussion, recapitulation and doubt clearing session organized.</li> </ul>	<p>understand the origin of social differences.</p> <ul style="list-style-type: none"> <li>• The student can explain the difference between overlapping and cross-cutting difference.</li> <li>• The students can examine the reasons for continued tension in Northern Ireland.</li> <li>• The students can analyze the cause leading to the division of Yugoslavia.</li> <li>• Can assess the crucial factors in deciding the outcomes of politics of social division.</li> </ul> <p><b>Values Learned</b></p> <ul style="list-style-type: none"> <li>• Brotherhood</li> <li>• Accommodation of social diversity.</li> </ul>
<p><b>October (6)</b></p>	<p><b>Lesson – 7 Geography</b></p> <p><b>Lifelines of National Economy</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Map Activity</b></p> <ul style="list-style-type: none"> <li>• Identify the Golden Quadrilateral, North-South corridor, East-West corridor NH-1, NH-2 and NH-7.</li> <li>• Locate and label major ports of India.</li> <li>• Locate and label the International Airports of India.</li> <li>• <b>Interpretation of</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Written test.</li> <li>• Quiz</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the various means of transport.</li> <li>• The students will discuss and learn about roadways, railways, waterways</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand the importance of transport, communication and trade for country's progress.</li> <li>• The students will be able to identify the types of roads in India and list the organisations who</li> </ul>

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			<p><b>diagrams of Roadways, and Pipelines</b></p>		<p>pipelines and airways.</p> <ul style="list-style-type: none"> <li>• The students will be explained about the classification of roads in detail.</li> <li>• The students will learn about the major waterways and major ports in India.</li> <li>• The students will be explained the means of personal &amp; mass communication and class of mails.</li> <li>• The students will be explained international trade and Tourism in India.</li> <li>• Discussion, recapitulation, and doubt clearing session organized.</li> </ul>	<p>maintain them.</p> <ul style="list-style-type: none"> <li>• The students can identify the factors affecting the construction of railways.</li> <li>• The student can list the major pipelines, airports and sea ports of India.</li> <li>• The students will be able to appreciate the tourism industry in India.</li> <li>• The students understands that the economy of a nation depends on its lifeline i.e. transport, communication and trade.</li> <li>• On interpreting the diagrams of Roadways and Pipelines, the students will be able to understand the concept and its significance.</li> </ul>
<p><b>November (4)</b></p>	<p><b>Lesson – 5 Economics</b></p> <p><b>Consumer Rights</b></p>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<p><b>Project Report</b></p> <ul style="list-style-type: none"> <li>• The students will prepare a project report on the Rights of the Consumer.</li> </ul> <p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>• The students will be divided in groups and each group will deal with a consumer right</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Project Work</li> </ul>	<ul style="list-style-type: none"> <li>• P K Testing by random questioning</li> <li>• Introduction to the new topic.</li> <li>• The students will be explained about the factors exploiting consumers in marketplace.</li> </ul>	<ul style="list-style-type: none"> <li>• The chapter will be done in a project form hence the students will be able to understand the exploitation of consumers in the market place in a better way.</li> </ul>

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			each and make others aware of the same as part of the consumer awareness.		<ul style="list-style-type: none"> <li>• The students will be explained Consumer movement (COPRA-1986).</li> <li>• The students will be explained about consumer rights.</li> <li>• The students will be explained about the duties of a consumer.</li> <li>• The students will learn about the consumer redressal forum.</li> <li>• Discussion, recapitulation, and doubt clearing session organized.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand, assess and can apply the major objective of the consumer movement (COPRA-1986).</li> <li>• The students can explain the consumer rights to others.</li> <li>• The students can absorb the duties of consumer in a better way.</li> <li>• The students understand the consumer redressal process and can help other in the same.</li> </ul>
November (20)	Revise for the Pre-Boards	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Maps</li> <li>• PPT</li> <li>• Internet</li> <li>• Mind map</li> <li>• Flow charts</li> </ul>	<ul style="list-style-type: none"> <li>• Map Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Board Exams conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of question and answers.</li> <li>• Clearing of the doubts of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students understood the content &amp; revised the chapters coming for Pre-Board Exams.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>April</b> <b>Periods: -</b> <b>4</b></p>	<p><b>Hornbill: Prose</b> <b>The Portrait of a Lady</b></p> <p>In this story, the author draws a pen portrait of his grandmother. He beautifully unfolds his relationship with her while describing her appearance and daily activities. The grandmother herself was not formally educated but was serious about the author's education</p>	<ul style="list-style-type: none"> <li>• NCERT e book pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Research on Khushwant Singh</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on growing distance between the young and the older generation. Group activity comprising all range of learners.</li> <li>• A video depicting elders“ unconditional love will be shown to the students.</li> <li>• Each group will comprise of 6 differentiated learners i.e. (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>Comprehension questions: -</p> <ul style="list-style-type: none"> <li>• Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student.</li> <li>• Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now.</li> <li>• The author's grandmother could never have been pretty; but she was always beautiful. Discuss.</li> <li>• Textual questions/ Extracts/Value based/Character sketches</li> <li>• Quiz on vocabulary and specific incidents</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>• The background knowledge of the author and his works would be given.</li> <li>• The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>• Enriching Vocabulary: veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum</li> </ul>	<p>Students will be able</p> <ul style="list-style-type: none"> <li>• to develop an independent attitude in thought and action</li> <li>• to improve working relations and respect for identities in relation to other people</li> <li>• to show care and concern for animals</li> <li>• to accept and manage the situations with patience and tolerance</li> <li>• to respect the relations in the family</li> <li>• to understand the use of past perfect tense</li> <li>• to develop responsibility and sensitivity towards the sufferings of others</li> <li>• to know the sacrifices and support given by the grandparents in the family</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April Periods:- 2	<p><b>Hornbill: Poetry A Photograph</b></p> <p>The poem is to capture moments from life which remains as pictures in our minds. It is about the moments in life which leave an indelible imprint on our minds and past memories keep flashing back into our mind when we look at the photograph years later. It highlights that when death strikes we humans are expected to accept the loneliness, the vacuum it creates.</p>	<ul style="list-style-type: none"> <li>• Power Point Presentation based on the poem will be shown.</li> <li>• Class reading with suitable expression and intonation</li> <li>• PPT</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Description of an old photograph in class.</li> <li>• To write a short synopsis after reading and recognizing the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers.</li> <li>• Complete the above based on the poem.</li> </ul>	<p>Pre-activities:</p> <ul style="list-style-type: none"> <li>• Read out a poem on a similar theme/ discuss an incident/ describe an old mounted photograph.</li> <li>• Recapitulation of Figures of Speech with examples.</li> <li>• Summary of each stanza will be written in the notes copy.</li> <li>• Exercises from the book will be discussed and written in the notebook.</li> <li>• Diary Entry on Mother Nature and its invaluable gifts</li> </ul>	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• express effectively, sharing ideas and develop appropriate style of writing.</li> <li>• understand the importance of human relationship.</li> <li>• understand child psychology.</li> <li>• understand the attachment with family members.</li> <li>• understand the nostalgic experiences of the past.</li> <li>• understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss.</li> <li>• understand that death has overpowered the innocence of those moments and the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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						pleasure they treasured. <ul style="list-style-type: none"> <li>• understand that time and tide wait for none and change is the harsh and bitter reality of life.</li> <li>• understand that death comes as the greatest leveler.</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice</li> </ul>
<b>April</b> <b>Periods:-</b> <b>5</b>	<b>Hornbill: Prose</b> <b>We're Not Afraid to Die.. If we Can All Be Together</b>  A first-person account	<ul style="list-style-type: none"> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be explained about the parts of a boat with the help of a model to comprehend better.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension questions: -</li> <li>i). What difference did you notice between the reaction of the adults</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up activity-</li> <li>• Why do you think people undertake adventurous expeditions despite</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• learn the parts of ship and different terms/words related to voyage</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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	of an adventurous ordeal that a family experiences. This is a story of extreme courage and skill exhibited by a family of four comprising of the narrator, his wife Mary and two children Suzanne and Jonathan along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death	and intonation <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• A report on „Worst Disasters at Sea“ to be prepared in 200-250 words</li> <li>• Research on Storms and their causes</li> </ul>	and the children when faced with danger? ii). What lesson do we learn from such hazardous experiences? iii). Comprehension questions will be asked to check the understanding. iv). Textual questions/ Extracts/Value based/Character sketches	the risks involved? <ul style="list-style-type: none"> <li>• Share any adventure/experience (you had) which reflected your presence of mind or practical knowledge</li> <li>• Optimism helps to endure the direst stress. Discuss.</li> <li>• Brief up about Captain Cook and his work.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that presence of mind along with the practical knowledge is important to take instant decisions</li> <li>• know that determination and self-confidence can conquer adverse circumstances</li> <li>• inculcate values of sharing, caring and responsible attitude towards others</li> <li>• enhance and develop Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills.</li> <li>• <b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• <b>By NEP 2020</b> TO encourage and facilitate true philanthropic private and community spirit.</li> </ul>
<b>May</b> <b>Periods:4</b>	<p><b>Hornbill: Prose</b>  <b>Discovering Tut :The Saga Continues</b></p> <p>The story tells us about the intricate details of the boy Pharaoh- Tutankhamen, his mysterious death, his power, his forensic reconstruction and his CT Scanning for investigation purpose</p>	<ul style="list-style-type: none"> <li>• A PPT on Tutankhamun</li> <li>• Short Video</li> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Project on researching various Ancient languages and dialects and the reasons for their extinction.</li> <li>• Activity: research with pictures and present it in the form of a collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Discussion</li> <li>• Writing task</li> <li>• An article on „Myths surrounding the Mummies“ in about 250 words</li> <li>• Class Test</li> <li>• Quiz</li> </ul>	<p>Pre Reading Activities:</p> <ul style="list-style-type: none"> <li>• A documentary on King Tut and Pyramids will be shown</li> <li>• The session would start with an interaction on the ways you think we could help prevent the extinction of languages and dialects.</li> <li>• The title of the prose would be open for class interpretation.</li> <li>• The facilitator would develop the format of text in sequence or discourse (spoken</li> </ul>	<p>The Students will be able to:-</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe how advances in technology have brought about paradigm shift in the approach to archeology and improved forensic analysis</li> <li>• Understand the wastefulness of war</li> <li>• inculcate the values of concern, responsibility, curiosity and respect other“s beliefs, customs, rituals</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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					with reference to the ethical/global, public and personal domains of social and personal life. <b>Post- reading activity</b> <ul style="list-style-type: none"> <li>• King Tut's Family tree will be drawn along with their description</li> <li>• Textual questions will be discussed</li> </ul>	empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice
May Periods:-2	Hornbill: Poetry Voice of the Rain  The poem is an imaginary dialogue between the poet and the rain. Surprisingly, the rain answers the questions asked by the poet and tells about its birth and end. The poet has drawn a parallelism between the rain and a song.	<ul style="list-style-type: none"> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be encouraged to read similar poem by other poets like Khalil Gibran's, <i>Song of the Rain</i> will be read for pleasure and draw a parallel.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension Questions                             <ul style="list-style-type: none"> <li>➤ Behind apparent simplicity, the poem hides a deeper meaning.</li> <li>➤ What exactly does the poem convey to the reader?</li> <li>➤ Why are the last two lines put within brackets?</li> <li>➤ Textual questions/RTC</li> </ul> </li> </ul>	Warm up Questions <ul style="list-style-type: none"> <li>• What is water cycle? How is the cycle getting disturbed?</li> <li>• What is the similarity between rain and music?</li> <li>• Reading followed by explanation and discussion</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• inculcate values like care and concern to save environment</li> <li>• understand rain as the life giving force on the earth</li> <li>• understand the critical appreciation of the poem based on rhyme, content and theme</li> <li>• understand the process of sustainable development</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• discuss methods for safeguarding environment</li> <li>• inculcate thinking skills, analytical skills, imaginative skills</li> </ul>
July Periods:-5	<p>Hornbill: Prose The Ailing Planet: The Green Movement"s Role</p> <p>The chapter is about the issues regarding the degrading environment of the planet and the immediate need to promote sustainable development. It is also includes that despite efforts of environmentalists and the rapid awareness towards the „Green Movement“. The chapter highlights the principal biological systems of the Earth,</p>	<ul style="list-style-type: none"> <li>• Short Video on Saving Environment and Our role in it.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the Green House and understanding the concept.</li> <li>• A JAM session highlighting the moral of the story and ways to repair and replenish would be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – short answers, long answers and value based answers will be discussed and written in the notes copy.</li> <li>• The class will be divided into groups and each group will be asked to pick up a chit and explain the important aspects of the chapter to check their understanding.</li> <li>• Poster making based on „Environment“-to write and deliver a speech based on the poster.</li> <li>• Assignment</li> </ul>	<p><b>Pre-reading activities:</b></p> <ul style="list-style-type: none"> <li>• Books and pictures shown based on the main theme followed by discussions.</li> <li>• A debate on „Law and Order in India“</li> <li>• A video clipping based on the theme.</li> <li>• Use of pictures from magazines and papers related to Earth.</li> <li>• Theme and message conveyed.</li> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• understand the</li> <li>• issues of the decline state of Mother Earth and sustainable development.</li> <li>• analyse the judicious use and over exploitation of natural resources</li> <li>• create awareness to save and protect the environment.</li> <li>• not to dominate but to share and care.</li> <li>• learning to assess and analyse situations.</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	the depletion of the planet and the immediate need felt to promote the concept of „Sustainable Development“. It emphasizes on population control – the only solution. And it is about the transcending concern towards saving the planet.				<ul style="list-style-type: none"> <li>Exercises given in the book will be discussed and written in the notebook.</li> </ul>	empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice <ul style="list-style-type: none"> <li><b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience</li> </ul>
July Periods :- 4	Hornbill: Prose The Browning Version  The story is an excerpt from the play „The Browning Version“ which tells us about the mannerism and attitude the students should have for teachers and the same is applicable in teacher- teacher relationship. Taplow,	<ul style="list-style-type: none"> <li>Excerpt of the play from Youtube.</li> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Class reading with suitable expression and intonation</li> <li>Smart Board</li> <li>Extramarks Module</li> <li>PPT</li> <li>Handout</li> </ul>	Group Discussion/ Debate on: <ul style="list-style-type: none"> <li>„Changing attitude of students towards their teachers“</li> <li>Old Education System v/s New Education System</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Comprehension questions:-               <ul style="list-style-type: none"> <li>How according to Taplow Mr. Crocker Harris is unlike other masters?</li> <li>Why do you think Frank envies Mr. Crocker Harris?</li> <li>How does Taplow refute the charge that he is exaggerating?</li> <li>What impression do</li> </ul> </li> </ul>	Activities <ul style="list-style-type: none"> <li>Short review</li> <li>Dramatization of the story</li> <li>Commentary on the characters</li> <li>Critical evaluation of the plot, storyline and characters</li> <li>Comparing and contrasting the characters within the story</li> <li>Extrapolating about</li> </ul>	The Students will be able to:- <ul style="list-style-type: none"> <li>enhance vocabulary</li> <li>know how to do a role play</li> <li>learn how to display mannerism and attitude towards others</li> <li>to be punctual and develop a sense of duty</li> <li>not to indulge in criticism</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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	the protagonist was asked to do extra work on the last day of his school for his absenteeism and he was kept waiting by the strictest disciplinarian Mr. Crocker Harris. Meanwhile the other teacher came and began to ask him the questions about Mr. Harris, tried to make fun of him, create his negative image and seemed jealous of his popularity despite his strictness.			you form of Mr. Crocker Harris on the basis of the explanation of the play	the story and defending characters actions in the story	<ul style="list-style-type: none"> <li>Understanding the universal theme of teacher-student relationship and the sanctity of it.</li> </ul>
August Periods:- 3	Hornbill: Prose Landscape of the Soul: Art in any region is representative of its culture. The lesson Landscape of the Soul pertains to the essential differences between Chinese and European Paintings. The author compared	<ul style="list-style-type: none"> <li>Short videos on-                             <ul style="list-style-type: none"> <li>➤ Daoism</li> <li>➤ Shanshui Paintings</li> <li>➤ Horizontal Scroll</li> <li>➤ Rock Garden</li> </ul> </li> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Class reading with</li> </ul>	<ul style="list-style-type: none"> <li>A painting competition will be organized on realism and figurative painting with the help of Art Department.</li> <li>The title of the lesson would be open for class interpretation and a</li> </ul>	Assignments <ul style="list-style-type: none"> <li>Discussions on the topic that the landscape is an inner one, a spiritual and conceptual space and A classical Chinese landscape is not meant to reproduce an actual view, as would a western figurative painting</li> </ul>	<ul style="list-style-type: none"> <li>A documentary on well-known artists (Leonardo da Vinci) and the techniques employed by them will be shown</li> <li>Post Activity: A trip to Art Museum will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>The Students will be able to:-</li> <li>Write a short note on the distinctive features of each school of painting.</li> <li>find out about the experiments in recycling that helps environmental conservation</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>how the purpose of creation of artwork differs among these two cultures. Two interesting examples were used to illustrate this. According to her, a Chinese painter intended for the viewers to see the creator's mind through his paintings, while Western paintings reproduced an actual view based on „delicate realism“. The lesson also contains a report from Hindustan Times about „art brut“ or raw art. The Indian amateur artist Nek Chand's work has been mentioned in detail here. Each statement in the first section of the lesson tries to bring out the contrast in art between East and West.</p>	<p>suitable expression and intonation</p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>paragraph will be submitted by the students on their understanding of the concept.</p>	<ul style="list-style-type: none"> <li>• Quiz related to the chapter</li> </ul>		<ul style="list-style-type: none"> <li>• note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions.</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August Periods: - 2	<p>Hornbill: Poetry Childhood</p> <p>The poem highlights about the process of growing up, individuality, rationalism and realization of falsehood and hypocrisy of adult world. The poem „Childhood“ deals with the poet’s curiosity to know when an individual cease to be a child. He wonders whether it is the age or the stage when the young, unsullied mind learns to see through the adults’ hypocrisy and identifies his own distinctiveness. Childhood disappears to hide itself in an infant’s innocent expression. The poet further teaches us the values of self-belief,</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Group Discussion/ Debate on:</p> <ul style="list-style-type: none"> <li>• Is attainment of maturity a sigh of loss of innocence?</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Writing task Comprehension questions:-             <ul style="list-style-type: none"> <li>➤ What did the speaker learn about existence of Hell and Heaven?</li> <li>➤ Write a brief note on „Childhood is an essential state in the process of growing up, but it can’t go on forever.“</li> </ul> </li> <li>• Reference to Context:- „Where did my childhood go? It went to some forgotten place, That’s hidden in an infant’s face, That’s all I know“             <ul style="list-style-type: none"> <li>➤ What does the first line of stanza indicate?</li> <li>➤ How does the speaker feel about the loss of his childhood? iii). What is the mental state of the poet here</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Share your childhood experience(How you were innocent)</li> <li>• How can you define „maturity“? Can we exactly say at what age you became mature?</li> <li>• Silent reading followed by loud reading, reading between the lines, questioning, interaction will be done</li> <li>• textual questions will be discussed</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe</li> <li>• Know how to identify rhyme scheme</li> <li>• Gain individuality</li> <li>• Differentiate between innocence and maturity</li> <li>• Respect different people</li> <li>• Appreciate poem</li> <li>• Learn where and when has the poets childhood gone</li> <li>• To recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to buildup didactics, empathy and sympathy with the loss of the speaker and the final resigned acceptance and</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	determination, self-learning and insight formation.					optimism.
September Periods:-2	<p>Hornbill: Poetry Father to Son</p> <p>The poem highlights a universal problem generation gap and the lack of communication between father and son. The father laments for not understanding his son and later the realization dawns upon him that they must live together. The grief of separation causes anger, but they make no efforts to make up the loss.</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>• To tackle the situation as a problem-solving exercise:                             <ul style="list-style-type: none"> <li>➤ identifying the problem</li> <li>➤ considering the options</li> <li>➤ weighing the pros and cons of each option</li> <li>➤ reaching an empathetic decision with the protagonist.</li> </ul> </li> </ul>	<p>Express effectively (both verbal and written form)</p> <ul style="list-style-type: none"> <li>• Value relationship</li> <li>• Confess and resolve conflicts</li> <li>• Learn social norms</li> <li>• Respect elders and their views</li> <li>• Quiz related to the poem</li> </ul>	<ul style="list-style-type: none"> <li>• A video will be shown on generation gap and students will be asked to enter a debate about generation gap.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem.</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Textual questions and exercises will be discussed.</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• Comprehend and appreciate poetry</li> <li>• Learn new words</li> <li>• Enhance understanding of literary devices</li> <li>• Read with proper intonation and stress</li> <li>• Express effectively (both verbal and written form)</li> <li>• Value relationship</li> <li>• Confess and resolve conflicts</li> <li>• Learn social norms</li> <li>• Respect elders and their view</li> <li>• Understand the hidden pathos and nuances of a precious father-child relationships that is crumbling</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>Correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father</li> </ul>
<p style="text-align: center;">April Periods :- 2</p>	<p>Hornbill: Poetry The Laburnum Top</p> <p>The poem “The Laburnum Top” by Ted Hughes describes the mutual relation between a Laburnum Tree and a goldfinch. Both of them are yellow in colour (the tree is yellow because of its flowers) and quite beautiful in appearance. The Laburnum Tree is beautiful, large but quite silent and getting naked because of winter. However, the bird, Goldfinch appears from the sky and soon the whole tree is surrounded by</p>	<ul style="list-style-type: none"> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Class reading with suitable expression and intonation</li> <li>Smart Board</li> <li>Extramarks Module</li> <li>PPT</li> <li>Handout</li> </ul>	<p>Writing task: -</p> <ul style="list-style-type: none"> <li>Write four lines in verse form on any tree that you see around you.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments             <ul style="list-style-type: none"> <li>➤ Textual Questions</li> <li>➤ Extracts</li> <li>➤ Quiz related to the poem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Meaning and usage of new vocabulary will be carried out</li> <li>Silent reading followed by loud reading and explanation will be carried out.</li> <li>Textual questions and exercises will be discussed</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Apply the principles of literary criticism to the analysis of poetry</li> <li>Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>Develop their own creativity</li> <li>Enhance their writing skills</li> <li>Enhance understanding of following literary devices :-             <ul style="list-style-type: none"> <li>➤ Alliteration:- “(S)eptember(s)unli</li> </ul> </li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	the sweet chirps of the bird and her young ones. It was previously dead and now it seems to be alive and shaking until the bird vanishes away again. Dead silence prevails.					ght”, “a (s)uddenness, a (s)tartlement”, “the whole (t)ree (t)rembles”, “(w)histle-chirrup (w)hispering. ➤ Simile: “then sleek as a lizard” ➤ Metaphor: “a machine starts up of chitterings”, “the engine of her family”, “Her barred face identity mask” ➤ Personification: “the whole tree trembles and thrills”. ➤ Transferred epithet: “Her barred face identity mask”.
October Period:- 4	Hornbill: Prose The Silk Road  This article is travelogue presenting a panoramic view of Mt. Kailash.	<ul style="list-style-type: none"> <li>• Small video on <b>‘Kailas Yatra’</b></li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> </ul>	Students will be asked to get information about geological formations from internet and discuss in the class	Assignments <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the Chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be</li> </ul>	<ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• Apply the principles of literary criticism to the analysis of prose</li> <li>• Broaden their</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>It gives an account of a journey from gently rolling hills of Ravu to Mount Kailash. The narrator wanted to complete the kora at Mount Kailash. Lhamo gave him a long sleeved sheep skin coat to keep him warmer. He hired Tsetan's car and took Daniel as companion for escorting him upto Darchen. He seems a lover of adventure who is not at all afraid of taking risks.</p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>			<p>carried out.</p> <ul style="list-style-type: none"> <li>• Textual questions and exercises will be discussed</li> </ul>	<p>vocabularies and to develop an appreciation of language and its connotations and denotations</p> <ul style="list-style-type: none"> <li>• Develop their critical thinking skills</li> <li>• Develop a deeper appreciation of cultural diversity and life of hill folk</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> </ul>
<p>October Period:-5</p>	<p>Hornbill: Prose The Adventure</p> <p>The story of The Adventure belongs to science fiction and hinges on a particular historical event. Professor Gangadhar</p>	<ul style="list-style-type: none"> <li>• Small video on '<i>Kailas Yatra</i>'</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> </ul>	<p>Students will be asked to find about popular scientific theories: -</p> <ul style="list-style-type: none"> <li>• Quantum Theory</li> <li>• Theory of Relativity</li> <li>• Big Bang Theory</li> <li>• Theory of</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Textual questions</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of literary criticism to the analysis of prose</li> <li>• Broaden their vocabularies and to develop an</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Pant Gaitonde finds himself in a strange world. No doubt he is in Pune, but the facts do not agree with history. He decides to go to Bombay and consult history books. Bombay is not what he expected to find it. East India Company is still ruling there. According to the history known to him, the East India Company was wound up just after the events of 1857. He goes to the library and finds the answer. The events took a different course after the battle of Panipat. The Marathas had won the battle, not lost it.</p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Evolution</p>		<p>and exercises will be discussed</p>	<p>appreciation of language</p> <ul style="list-style-type: none"> <li>• Develop their critical thinking skills</li> <li>• note how the contrast between two</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> <li>• thoughts or ideas is expressed in a sentence with the help of conjunctions</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>
<p>April Periods:-4</p>	<p>Snapshots: The Summer of the White Beautiful Horse: The story is about the</p>	<ul style="list-style-type: none"> <li>• Small video on '<b>Horse Riding</b>'</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> </ul>	<p>The learners would be encouraged to apply the literal, interpretative and critical level in</p>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Comprehension questions:             <ul style="list-style-type: none"> <li>➤ What traits of</li> </ul> </li> </ul>	<p>Pre-activity:</p> <ul style="list-style-type: none"> <li>• Rearrange the sentences to complete the story based on a similar</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• enhance vocabulary</li> <li>• enjoy humour</li> <li>• inculcate the values</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	two boys and their desire to ride a horse. They were extremely poor and could not afford to buy one, so they stole a horse but as they belonged to the family who were known for their honesty, their conscience got pricked and they returned the horse back to its owner.	<ul style="list-style-type: none"> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	analyzing a short story. They would be able to determine the tone of a short story. They would be able to comprehend the irony hidden in the story. They will present it in form of a short synopsis in 100 words.	<p>Garoghlanian family are highlighted in the story?</p> <ul style="list-style-type: none"> <li>➤ Give an account of Mourad"s joy ride?</li> <li>➤ How can you say that Mourad has a way with everything?</li> <li>➤ Comment on the role of Aram the narrator.</li> </ul> <ul style="list-style-type: none"> <li>• Quiz related to the chapter</li> </ul>	<p>theme.</p> <ul style="list-style-type: none"> <li>• Describe qualities of a horse.</li> </ul> <p>Post-activity:</p> <ul style="list-style-type: none"> <li>• Character Sketch of the different characters in the chapter.</li> <li>• Analyse the important incidents.</li> <li>• Textual questions will be discussed</li> </ul>	<p>of respecting one"s belief, honesty, confession, truth, faith, cultural values and sharing responsibility</p> <ul style="list-style-type: none"> <li>• To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people - democratic citizenship. [global aim]. Recognize Marginalization.</li> <li>• find solutions to the unforeseen circumstances</li> </ul>
April Periods: 4	Snapshots: The Address The chapter is a poignant account of a daughter who goes in search of her family"s	<ul style="list-style-type: none"> <li>• Small video on <i>'WWII: A Survivor's Tale'</i></li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with</li> </ul>	To facilitate making connections between similar situations in different storylines/life experiences the	<ul style="list-style-type: none"> <li>• Extra exercises – small answers, long answers and value-based answers will be discussed and written in the notes copy.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Pre-activity: Sharing experience about the significance of articles/memories/p eople.</li> </ul>	<p>To enable the students-</p> <ul style="list-style-type: none"> <li>• to inculcate values like courage, empathy, sensitivity, critical thinking and maintaining</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	belongings after the Second World War. It is about when she finds them, the objects evoke memories of her earlier life. The chapter highlights on how she decides to leave all the belongings behind and resolves to move on.	suitable expression and intonation <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	students will be asked to write an article on the video, ' <i>WWII: A Survivor's Tale</i> '.	<ul style="list-style-type: none"> <li>• Group wise analysis of different situations in the chapter.</li> <li>• Assignment</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of characters</li> <li>• Theme and message</li> <li>• Exercises given in the book will be discussed and written in the notebook.</li> </ul>	relations. <ul style="list-style-type: none"> <li>• to learn from past experiences.</li> <li>• to understand to forget the past and move ahead in life.</li> <li>• to appreciate family members and family bonding.</li> <li>• to value the with all that they are blessed with.</li> <li>• develop the comprehension skill, analytical skill, language skill and thinking skill.</li> </ul>
April Periods:3	Snapshots: Ranga" a Marriage The chapter is a humorous narration and the plot is set in the village of Hosahalli. It is about Ranga, the accountant"s son who returns to the village after he completes his studies in the city. It is about how impressed	<ul style="list-style-type: none"> <li>• Small video on '<i>Aping An English Gentleman</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Interactive session wherein the students would discuss on ' <i>The role of English in a man's life</i> ' on basis of the theme of the story.	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Extra questions based on the last five years papers will be discussed and written in the notes copy</li> <li>• Assignment</li> <li>• Quiz related to the</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Discussion about the importance of English language or English as a global language.</li> <li>• Discussion on Importance of traditions followed in India.</li> <li>• Introduction of characters</li> <li>• Theme and</li> </ul>	To enable the students to- <ul style="list-style-type: none"> <li>• to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking.</li> <li>• understand that the story brings out the conflict between tradition and</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	the narrator is by his values and tries to play match maker and gets him married to Ratna. The chapter highlights about city education, gradually changing mind set and adoption of English customs. It is about the people who were simple in the village, child marriage, superstitious, blind faith in astrology and horoscopes.			chapter	message conveyed <ul style="list-style-type: none"> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> <li>• Exercises given in the book will be discussed and written in the notebook.</li> </ul>	modernity and shows how tradition is deep-rooted in our culture. <ul style="list-style-type: none"> <li>• to understand that tradition is deep rooted in our culture.</li> <li>• to develop comprehension skill, analytical skill, language skills and thinking skill.</li> <li>• realise the influence of the English language and Western culture in villages.</li> </ul>
July Periods:-5	Snapshots: Mother"s Day  The play is a humorous portrayal of the status of the mother in a family. The humour springs from the unusual situation where the personalities of two	<ul style="list-style-type: none"> <li>• Small video on play <b>'Mother's Day'</b>.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> </ul>	<ul style="list-style-type: none"> <li>• A poem to be composed on <b>'My Mother's Daily Lessons'</b> after deliberation in the Class.</li> <li>• A Poster to be made on <b>'Mother's Role in the Family'</b></li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Textual exercises/ Character sketches <ul style="list-style-type: none"> <li>➤ How does the play resolve the issue? Do you agree with the resolution?</li> <li>➤ Justify the title of the play</li> </ul> </li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up Questions <ul style="list-style-type: none"> <li>➤ Is drama a good medium for conveying a social message? Discuss</li> <li>➤ Mother works from morning till night catering to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to: -</li> <li>• imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance</li> <li>• understand the struggles and</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	ladies (Ms. Fitzgerald and Ms. Pearson) get exchanged. Their subsequent behaviour is in total contrast to the previous one is the powerful source of laughter.	<ul style="list-style-type: none"> <li>• Handout</li> </ul>		<ul style="list-style-type: none"> <li>➤ Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play</li> <li>➤ Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like servants. Explain.</li> <li>• Quiz related to the chapter</li> </ul>	<p>the needs of everyone. Do we ever realize that she too is a human being and needs rest? Share your views about the role of mother in your life.</p> <ul style="list-style-type: none"> <li>➤ Loud reading by the students taking on different roles from the chapter followed by explanation and discussion by the teacher.</li> </ul>	<p>sacrifices of parents and to draw inspiration from them</p> <ul style="list-style-type: none"> <li>• strengthen the family bonding with sharing and solving problems</li> <li>• accept the members of the family without complaining</li> <li>• develop analytical skills, thinking skills, decision making, management skills, logical skills</li> <li>• realize the worth of sacrifice and struggles of parents</li> </ul>
May Period:-04	Snapshots: Albert Einstein At School This biography describes Einstein"s clashes with his teachers, his stay as a paying guest, his noisy landlady, his securing	<ul style="list-style-type: none"> <li>• Small video on '<i>Albert Einstein's Advice to Young Minds</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> </ul>	Story Telling: <ul style="list-style-type: none"> <li>• Students will be encouraged to find one story each on Albert Einstein and narrate it in class.</li> <li>• Rest of the class will find values</li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Character sketches/ Textual questions</li> <li>• The school system often curbs individual talents. Discuss.</li> <li>• Albert felt the medical certificate almost burning a hole</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up activity- Express your views on prevailing system of education.</li> <li>• Do you think that the teacher"s role should be</li> </ul>	To enable the students to - <ul style="list-style-type: none"> <li>• gain insight into the attitude of various teachers towards Einstein</li> <li>• know about Einstein"s nature based on his</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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	a fake medical certificate to study in an Italian college and his expulsion from the school. It also describes the bitter experience of the great scientist at his own school in Germany and exposes the hollowness of school education in Germany	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	reflected through the story.	in his pocket. What does the author mean? <ul style="list-style-type: none"> <li>• Quiz related to the chapter</li> </ul>	primarily to make students think? <ul style="list-style-type: none"> <li>• Incidents from the life of the great scientist</li> <li>• Loud reading followed by explanation and discussion.</li> </ul>	conversation with various teachers <ul style="list-style-type: none"> <li>• understand the difference between information gathering and insight formation</li> <li>• understand the struggles and conflicts faced by Einstein</li> <li>• know Einstein's theory of education</li> <li>6. know that ideas matter rather than the facts</li> <li>• have an honest approach towards solving the problem</li> <li>• know various incidents from the life of the scientist</li> </ul>
August Periods:04	Snapshots: Birth The chapter is about an impressive story of a doctor's successful efforts to resuscitate the precious life of a newborn baby	<ul style="list-style-type: none"> <li>• Small video on '<i>Stillborn revived to life</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> </ul>	Poster Making on ' <i>Corona Warriors</i> ', highlighting the contribution of the Doctors and medical fraternity during the Pandemic.	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written in the notebook.</li> <li>• Character sketches</li> <li>• Quiz related to the</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Pre-activities:</li> <li>• Classroom discussion based on-               <ul style="list-style-type: none"> <li>➤ Advancements in Medical Science.</li> </ul> </li> </ul>	The students will be able to- <ul style="list-style-type: none"> <li>• understand the sense of duty.</li> <li>• appreciate and accept the selfless service to mankind. realize and create a</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	hopelessly given up as a still born child by an experienced mid-wife. It is about a young doctor"s relentless efforts – determination, will power, satisfaction, sense of achievement and fulfillment	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>		chapter	<ul style="list-style-type: none"> <li>➤ Sharing of experiences and knowledge based on situations, news, articles, movies etc.</li> <li>➤ Noble profession of doctors and service to mankind.</li> <li>➤ Introduction of characters</li> <li>➤ Theme and message conveyed.</li> <li>➤ Characters and incidents</li> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> </ul>	balance between the knowledge gained and practical approach. <ul style="list-style-type: none"> <li>• interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant, and a doctor can retrieve and restore</li> <li>• inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.</li> </ul>
August Periods:03	Snapshots: The Tale of the Melon City The poem is a humorous one about a just and peaceful but	<ul style="list-style-type: none"> <li>• Small video on play '<i>The Tale of the Melon City</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with</li> </ul>	Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers will be discussed and written</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Pre-activities: Classroom discussions based on - Examples of a kings and rulers.</li> </ul>	The students will be- <ul style="list-style-type: none"> <li>• aware of different situations and dealing them well.</li> <li>• realize that peace and liberty are the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>foolish king and his foolish subjects. It is about the atrocities of those in power and their blind followers. The poem is about the foolishness that creates problems for the king and his people as well. The Tale of the Melon City by Vikram Seth satirizes any government system that follows age-old traditions or being proud of beliefs and traditions too primitive.</p> <p>The Melon City represents any nation whose policies are based on superstitions, beliefs and age old convictions. The king is said to be a placid (peace loving) one but soon we realize how hollow/ironic that</p>	<p>suitable expression and intonation</p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>		<p>in the notes copy.</p> <ul style="list-style-type: none"> <li>• Word power and expressions checked in the form of a Quiz.</li> <li>• Extra exercises based on reference to context, short answers, long answers, value based answers and questions</li> <li>• Quiz related to the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Loud reading of the poem with voice intonation and modulation.</li> <li>• Theme and message will be explained and written in the notes copy.</li> <li>• Loud reading of each stanza and each line will be explained with word meanings, figures of speech and rhyming scheme.</li> <li>• Summary of each stanza will be written in the notes copy.</li> <li>• Exercises from the book will be discussed and written in the notes copy.</li> </ul>	<p>two strong factors for a state to flourish.</p> <ul style="list-style-type: none"> <li>• able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.</li> <li>• to understand that the ruler of the state must understand the problems and needs of the people.</li> <li>• able to understand that if the principles of laissez-faire are allowed to flourish then there will be complete disorder.</li> <li>• inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds.</li> <li>• recognize the purpose of economy</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	claim is. He wished to establish peace by eliminating anyone who committed a trifle of mistake. Looking at the way he is passing orders to execute innocent people, we can easily get this. Looking at the way how the convicts escape the law, too, we can see how people benefited from the nation"s policies.					and the hidden satire, irony and pun in the nuances - to build up didactics on the role of democracy in a state.
<b>October Period:5</b>	<b>Snapshots: The Ghat of the Only World</b> This is a tribute by Amitav Ghosh penned in the memory of his close friend and famous Kashmiri poet, Agha Shahid Ali. Both were teaching in New York and met a year before Shahid learned about his brain tumour. Before his demise, he had	<ul style="list-style-type: none"> <li>• Short video on Aga Shahid Ali Khan</li> <li>• Video: Article 370, AFSPA followed by Period long class discussion on the above written</li> <li>• You Tube Presentation: Kashmir and current political and social status</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Wikipedia: Short biographical account of Shahid Ali and AmitavGhosh" life and literary achievements</li> <li>• A Class discussion on "Terror and its manifestations" w.r.t. Terrorism in India and Kashmir</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on Text Studied</li> <li>• Reference to context extracts for greater clarity</li> <li>• Long Answer Question for Writing Assignment and Discussion</li> <li>• Quiz related to the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>• The background knowledge of the author and his works would be given.</li> <li>• The facilitator would develop the chain of events,</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>• Learn and understand core ethical values of Nationalism, Secularism and Patriotism</li> <li>• inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	requested Ghosh to write about him and immortalize him through his words.	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>			with TEXT sequence or discourse/spoken with reference to the educational and personal domains.	and concern, humility, optimism, helping and tolerance.
<p><b>Done Every Month</b></p> <p><b>Periods: 30</b></p>	<p><b>NOTE MAKING &amp; SUMMARIZING</b></p> <p>Note making is an important study skill.</p> <ul style="list-style-type: none"> <li>• It is an organization of main points for future use</li> <li>• Note making helps in keeping the information handy whenever we require</li> <li>• It helps in recollecting and recalling the past events said or heard</li> <li>• Assists in concentrating, understanding and provides a permanent record</li> <li>• Note making format helps a writer to go</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Students will be encouraged to use Note Making in other subjects and then get the summaries checked by the respective subject teachers and submit the work as an assignment.	<ul style="list-style-type: none"> <li>• Assignment Handouts</li> <li>• Hornbill pg. 99 A new deal for old cities</li> <li>• Class Test</li> </ul>	<p><b>Group discussions,</b> writing skills</p> <ul style="list-style-type: none"> <li>• FORMAT.</li> <li>• INSTRUCTIONS.</li> <li>• HORNBILL – Pg.89, PHEASANTS.</li> <li>• HORNBILL – Pg 96, GREEN SAHARA</li> <li>• Hornbill,</li> <li>• support material in form of passages</li> <li>• English practice test materials</li> <li>• Mind Map</li> </ul>	<p>With detailed explanation of procedure and format students will be able to</p> <ul style="list-style-type: none"> <li>• make notes in the following Format :-</li> </ul> <p style="padding-left: 20px;">Title (Main Idea)</p> <ol style="list-style-type: none"> <li>1. main point sub point</li> <li>1.2</li> <li>1.3 (a) sub sub point (b)</li> <li>2. Main point</li> <li>2.1</li> <li>2.2</li> </ol> <p>Key to abbreviations used</p> <p>Summary- 80-100 words</p>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>through bulky documents quicker and two-three related points can be combined into one point apart from changing the verbs to nouns</p> <ul style="list-style-type: none"> <li>• It helps in understanding a material if the notes are in own words</li> <li>• It distinguishes between main points and details</li> </ul> <p>Summarising is the selection and paraphrasing of all important information of the original source. The process involves the following steps:-</p> <ul style="list-style-type: none"> <li>• underline important ideas</li> <li>• writing them down, abridging the verbs</li> <li>• avoiding examples,</li> </ul>					

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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	explanations, repetition • instead of nominalising the points the points are expanded into full sentences and linked with suitable connectors.					
<b>Done Every Month</b>  <b>Period :- 20</b>	<b>FORMAL LETTER WRITING</b> Letters are very important means of staying in touch with friends and relatives and communicating with clients, colleagues and officials. Formal letters are written to business houses, customers, government officials, school/ college authorities, editors, strangers, etc.	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Students will be encouraged to use write Letters in different contexts and then submit the work as an assignment.	<b>Example Scenario:</b> The <i>iPhone nano</i> just came out, and of course, as one who keeps up with technology, you were the first in line at Best Buy to buy it (because who wants to pay and wait for shipping?). <b>Problem:</b> There are major glitches with your new <i>iphonenano</i> . Your awesome touch screen freezes every five seconds, the internet connection isn't compatible with your wireless network at home and your battery life is	Activities <ul style="list-style-type: none"> <li>• Format of the letter will be explained with the help of a Power Point Presentation.</li> <li>• Students will be advised to use the proper format for spacing and margins</li> <li>• Letter types may include:                             <ul style="list-style-type: none"> <li>(a) business or official letters (for making enquiries, registering complaints, asking for and giving</li> </ul> </li> </ul>	Student will be able to acquire comprehensive understanding of the format, content and style of formal letters: - <ol style="list-style-type: none"> <li>1. <b>SENDER'S ADDRESS</b></li> <li>2. <b>DATE</b></li> <li>3. <b>REFERENCE</b></li> <li>4. <b>RECIPIENT'S NAME AND ADDRESS</b></li> <li>5. <b>SALUTATION</b></li> <li>6. <b>SUBJECT</b></li> <li>7. <b>BODY-It is always a good idea to follow the 'Rule of 3' that is not using more than three paragraphs to convey the message.</b></li> </ol>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
				non-existent • <b>Assignment:</b> Your purpose is to ask the Company or retailer for help with the issues you are experiencing with their product	information, placing orders and sending replies) (b) letters to the editor (giving suggestions/opinions on an issue) (c) application for a job with a biodata or résumé • Letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.	<b>8.COMPLIMENTARY CLOSE</b> <b>9. SIGNATURE</b>
<b>Done Every Month</b>  <b>Period:15</b>	<b>Notice/ Poster/ Advertisement</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Students will be encouraged to use draft Notice/ Poster/ Advt. in different contexts and then submit the work as an assignment.	Worksheets will be given to the students on Notice/Poster/ Advertisement	Activities • Format of the Notice/Poster/ Advertisement will be explained with the help of a Power Point Presentation.  Students will be advised to use the proper format for	Students will be able to • Create a persuasive Notice/Poster/ Advertisement with guidance and independently.

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**Class: XI**  
**Session 2021-22**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					spacing and margins	
<b>Done Every Month</b>  <b>Periods:- 15</b>	<b>Article/Speech/Report writing</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Reference material will be in form of Video/Debates/Documentary/Newspapers/Magazine	<ul style="list-style-type: none"> <li>• Worksheets will be given to the students.</li> <li>• Assignments to be given on various topics.</li> </ul>	Teacher will be explain the concept of Article/Speech/Report writing	Students will be able to:- <ul style="list-style-type: none"> <li>• write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)</li> <li>• write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.</li> <li>• express opinions, facts, arguments in the form a speech or debates. draft papers to be presented in symposia.</li> </ul>
<b>Done Every Month</b>	<b>Grammar A.Error Correction, editing tasks</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with</li> </ul>		Worksheets will be given to the students to check their understanding.	Teacher will explain with the concepts with the help of online	Students will be able to edit their own sentences, paragraphs,



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**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2021-22**

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

**PINEGROVE SCHOOL, SUBATHU**  
**Affiliation No. 630065; School Code: 43054**  
**Annual Pedagogy Plan**  
**Political Science ( Code: 028)**  
**Class: XI**  
**Session**  
**2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May	<p>Ch 1: Constitution: Why and How? (Philosophy of the Constitution)            Constitution as a living document.            -Why do we need a Constitution?            - How was the Indian Constitution made?</p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p>Co-relating with the Indian uprising against the British.</p> <p>Contemporary India and the need for Amendments.</p> <p>Flowchart for the events influencing its formation right from <i>The Nehru Report</i> of 1928 to the <i>Cabinet Mission Plan</i> of 1946</p>	<p>Assessment through a verbal quiz and a discussion on the topic 'Constitution as a living document'.</p>	<p>Activating Prior Knowledge by asking questions related to the Indian Freedom Movement.</p> <p>Lecture, Discussion and Question-Answer method.</p> <p>Showing and discussing clippings from the movie <i>Gandhi</i>.</p>	<p>Students will be able to comprehend the past and the present in a more logical and interesting manner.</p> <p>They will come to know about the contribution of our founding fathers in giving us one of the finest Constitutions in the world.</p> <p>They will be able to understand the basic functions of a Constitution and how it relates to our daily existence.</p>
May	<p>Ch 2 : Rights and Duties in the Indian Constitution</p> <p>Fundamental Rights and their importance.</p> <p>Directive Principles of State Policy</p>	<p>Power points, videos, text book, maps, chalk and blackboard, charts and globe.</p>	<p>Showing the movie Article 15.</p> <p>Co-relating the topic with some poems and stories in literature. E.g. 'Kanyadan' and 'Ek kahani ye bhi'.</p>	<p>Assessment through an oral and written test.</p> <p>2.Having debate on expanding the scope of our Fundamental Rights and on making the Directive Principles legally binding</p>	<p>Co-relating with our day-to-day life.</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>.Developing the</p>	<p>Students will learn about the importance and the strength of Fundamental Rights.</p> <p>They will be able to differentiate between the Fundamental Rights and the Directive Principles of State Policy.</p>

					concept by: Lecture, Discussion and Question-Answer method	Students should be able to understand that to enjoy the Rights, certain Duties ought to be performed.
May - June	<p><b>Ch 3 :Election and Representation</b></p> <p><b>Elections and Democracy</b></p> <p><b>Electoral Reforms</b></p>	Power points, videos, text book, maps, chalk and blackboard.	<p><b>Coining some catchy slogans based on ideologies of different political parties.</b></p> <p><b>Drawing and interpreting cartoons.</b></p> <p><b>Holding mock elections in class in three different ways</b></p>	<p><b>Through debate on the present system of elections in our country.</b></p> <p><b>Suggestions for Electoral Reforms.</b></p>	<p><b>Activating Prior Knowledge by asking questions related to the Indian Freedom Movement.</b></p> <p><b>Lecture, Discussion and Question-Answer method.</b></p> <p><b>Showing and discussing clippings from the movie <i>Gandhi</i>.</b></p>	<p><b>Students will come to know about different methods of election.</b></p> <p><b>They will be able to understand our electoral system.</b></p> <p><b>Students should be able to understand the role and importance of the Election Commission of India</b></p>
June - July	<p><b>Ch 4: Executive</b></p> <p><b>Types of Executive</b></p> <p><b>The Union Executive in India</b></p> <p><b>Permanent Executive : Bureaucracy</b></p>	Power points, videos, text book, maps, chalk and blackboard.	<p><b>Drawing flow charts to differentiate between the types of executive.</b></p> <p><b>Mock distribution of portfolios to the Council of Ministers.</b></p> <p><b>Flowchart for the classification of Civil Services.</b></p> <p><b>Following the current affairs</b></p>	<p><b>Assessment through a written test based on objective questions.</b></p> <p><b>Team-wise Quiz on the topic</b></p>	<p><b>Lectures, skit presentation, class debates, research and analysis. Visual expression through poster making.</b></p>	<p><b>Students will be able to know :</b></p> <p><b>The difference between the Parliamentary, Semi Presidential and Presidential types of Executive.</b></p> <p><b>Understand the Constitutional position of the President and the powers of the Indian Prime Minister.</b></p> <p><b>Understand the difference between the political and the</b></p>

			<b>and drawing cartoons on contemporary issues.</b>			<b>permanent executive</b>
July	<p>Ch 5 :The Legislature</p> <p><b>Why do we need a Parliament?</b></p> <p><b>What does the Parliament do?</b></p> <p><b>How does the Parliament control the Executive?</b></p>	<p>Power points, videos, text book, maps, chalk and blackboard, watching news and parliamentary debates.</p>	<p><b>Drawing flowcharts and posters for understanding the procedure for making laws.</b></p> <p><b>Role play and skits.</b></p>	<p><b>Assessment through verbal and written tests .</b></p> <p><b>Conducting mock legislature in class.</b></p>	<p><b>Showing live telecast of Lok Sabha and Rajya Sabha T.V.</b></p> <p><b>Drawing flowchart for understanding the procedure for making laws.</b></p> <p><b>Lectures and discussions.</b></p>	<p><b>Students will be able to understand the composition of the Parliament.</b></p> <p><b>They will be able to understand the law making procedure and the ways and means through which the Parliament keeps a check on the Executive.</b></p>
July	<p>Ch 6 :</p> <p><b>The Judiciary</b></p> <p><b>Why do we need an independent Judiciary?</b></p> <p><b>Structure of the Judiciary</b></p> <p><b>Judicial Activism</b></p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p><b>Drawing and analysing cartoons.</b></p> <p><b>Making flowcharts to understand the structure of judiciary.</b></p>	<p><b>Written tests, MCQs, debates and discussions.</b></p> <p><b>Dance-Drama and skit presentation.</b></p>	<p><b>Drawing and analysing cartoons.</b></p> <p><b>Making flowcharts to understand the structure of judiciary</b></p> <p><b>Mock trials of some cases where students play all the roles</b></p>	<p><b>Students should be able to learn about:</b></p> <ol style="list-style-type: none"> <li><b>1. The importance of independent judiciary.</b></li> <li><b>2. How judiciary checks the violation of our rights.</b></li> <li><b>3. The balance of power between the judiciary and the parliament.</b></li> </ol>

					including that of the judge.	
July - August	<p>Ch 7 : Federalism</p> <p>What is Federalism?</p> <p>Conflicts in India's Federal System.</p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p>Using political map of India to know about the location and the ruling parties in various states of India.</p> <p>Exchange of information about different states of India.</p> <p>Emphasis on activities given under 'Ek Bharat Shreshtha Bharat'.</p>	<p>Group collaboration and discussion. Questionnaires and Quizzes. Entry and exit cards. P.K. Testing</p>	<p>Lectures and Discussions.</p> <p>Using political map of India to know about the location and the ruling parties in various states of India.</p> <p>Making flowchart to know about the division of powers between the central government and the state governments</p>	<p>Students should be able to learn about</p> <ol style="list-style-type: none"> <li>1. The division of powers between the central and the state governments.</li> <li>2. The rationale behind the division of powers.</li> </ol> <p>Preserving unity in the midst of diversity.</p>
August	<p>Ch 8 :</p> <p>Local Governments</p> <p>Growth of Local Governments in India.</p> <p>73<sup>rd</sup> and 74<sup>th</sup> Amendments</p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p>Using drawings, dance-drama etc to explain the working of the local government.</p>	<p>Student self-assessment, peer assessment, practical work, examinations, aptitude tests, class participation. Entry and exit cards.</p>	<p>Interviewing the people who have first hand experience of that era. Role plays and recreating history.</p> <p>Debates and Discussions.</p>	<p>Students should be able to understand the merits of de-centralisation.</p> <p>They should be able to understand the role of 73<sup>rd</sup> and 74<sup>th</sup> Amendments in strengthening the system of local governments.</p>
August	<p>Ch 9 :</p> <p>Political Theory: An Introduction</p> <p>What is Politics?</p> <p>Putting Political Theory</p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p>Reading the newspapers and discussing some of the headlines.</p> <p>Role play : Socrates, Plato,</p>	<p>Student self-assessment, peer assessment, practical work, project work, concept maps, examinations, tests, class participation. Entry and</p>	<p>Introducing the chapter with a bit of information about the Greek city-states and the famous</p>	<p>Students will be able to understand</p> <ol style="list-style-type: none"> <li>1. What do we study in</li> </ol>

	to Practice		Aristotle, Chanakya.	exit cards.	philosophers Socrates, Plato and Aristotle.  Lecture, Discussion and Question-Answer method.	Political theory.  2. How political theories evolve.  3. Why should they study political theory.
August	Ch 10 : What is Freedom ?  Why do we need constraints?  The difference between negative and positive liberty.	Power points, videos, text book, maps, chalk and blackboard.	Co-relating with Chapter 2 ' <i>Nelson Mandela – Long Walk to Freedom</i> ' of Class X English text-book.  Showing BBC documentary on Nelson Mandela. .	Interview, Questionnaires, Quizzes, Role plays, Analysis of a given text/newspaper,	.Lecture, Discussion and Question-Answer method .  Interviewing people.	Students will be able to understand and appreciate 1. The importance of freedom in society.  2. The need for constraints on freedom.  3. The difference between negative and positive liberty.
August - September	Ch 11: Equality  What is equality?  How may we pursue equality and minimize inequality in different spheres of life?  How do we distinguish between different dimensions of equality – political,	Power points, videos, text book, maps, chalk and blackboard, watching movies or serials like 'B R Ambedkar'.	Showing the video of 'I have a dream' speech of Martin Luther King.	Student self-assessment, peer assessment, tests examinations and group discussions.	Asking random questions based on previous knowledge and general observation of the society.  Lecture, Discussion and Question-Answer method	Students will be able to understand:  1. The different dimensions of equality  2. The causes of inequality in society and will become more sensitive towards the

	economic and social?					issue.
September	<p><b>Ch 12 : Social Justice</b></p> <p>To be able to identify some of the principles of justice which have been put forward at different societies and at different periods of time.</p> <p>To know what is just distribution of goods and services.</p> <p>To understand John Rawls' theory of justice</p>	Power points, videos, text book, maps, chalk and blackboard.	Encouraging students to read Munshi Premchand's <i>Godan</i> , writing essays, making cartoons.	<p>Student self-assessment, peer assessment, tests examinations and group discussions.</p> <p>Asking random questions based on previous knowledge and general observation of the society.</p> <p>Lecture, Discussion and Question-Answer method</p>	<p>Interviewing the lower caste poor people. Discussions and debates.</p> <p>Lecture, Discussion and Question-Answer method</p>	Students will be able to understand the principles of social justice.
September	<p><b>Ch 13 : Rights</b></p> <p>Understanding</p> <ol style="list-style-type: none"> <li>1. What are rights?</li> <li>2. What is the basis on which rights are claimed?</li> <li>3. Why are they so important?</li> </ol>	Power points, videos, text book, maps, chalk and blackboard.	<p>Co-relating with contemporary situation and with stories given in Hindi or English textbooks.</p> <p>Having debate on the topics given in the chapter.</p>	Interview, Questionnaires, Quizzes, Analysis of a given text/newspaper/movie.	<p>Lecture and Explanation. Discussing the NCERT Text Book exercise.</p> <p>Having debate on the topics given in the chapter.</p>	Students will learn about the importance of rights and the basis on which they are claimed.
October	<p><b>Ch 14 : Citizenship</b></p> <p>To understand:</p> <p>The meaning of citizenship.</p>	Power points, videos, text book, maps, chalk and blackboard.	<p>Reading newspapers.</p> <p>Discussing the issues related to NCR, Chakmas and Rohingyas.</p>	Interview, Questionnaires, Quizzes, Analysis of a given text/newspaper/movie.	<p>1.Lecture, Discussion and Question-Answer method.</p> <p>2.Using Smart</p>	Students will understand the meaning of citizenship and the challenges associated with it in the contemporary world..

	<b>How the meaning of citizenship is being expanded or challenged today.</b>				<b>Class for Recapitulation.</b>	
October	<b>Ch 15 : Nationalism</b>  <b>To understand:</b>  <b>The concept of nation and nationalism.</b>  <b>The strengths and limitations of nationalism.</b>  <b>The link between democracy and nationalism.</b>	<b>Power points, videos, text book, maps, chalk and blackboard.</b>	<b>Co-relating the topic with the first chapter ‘The Rise of Nationalism in Europe’ of Class X history book.</b>	<b>Written test, Quiz and Exam.</b>	<b>Lecture, Discussion and Question-Answer method.</b>  <b>2. Showing the movie <i>Sardar</i>.</b>  <b>3. Using Smart Class for Recapitulation.</b>	<b>Students will be able to understand the concept of nation and nationalism.</b>
October	<b>Ch 16 : Secularism</b>  What is secularism? Secular State Analysis of Indian Secularism	<b>Power points, videos, text book, maps, chalk and blackboard.</b>	<b>1. Historical background of the Constituent Assembly.</b> <b>2. Memorisation of the Preamble</b> <b>3. Making posters</b> <b>4. Poem writing</b>	<b>Oral and written test.</b>  <b>Recitation of the Preamble and explanation of its meaning..</b>	<b>Activating Prior Knowledge by Random Questioning .</b>  <b>2. Introducing the topic to be taught after getting the expected response from the students.</b> <b>3. Lecture, Discussion and Question-Answer method</b>	<b>Students will learn about:</b> <b>1. The basic features of our Constitution.</b> <b>2. The unforgettable contribution of the founding fathers of India.</b> <b>3. The value and importance of Constitution in a democratic society.</b>
October	<b>Ch 17 : Peace</b>  The meaning of Peace	<b>Power points, videos, text book, maps, chalk and blackboard.</b>	<b>Graphical representation of data</b>	<b>Writing Question-Answers. Class debate on the topic.</b>	<b>Interviewing the elderly people and getting first hand information</b>	<b>Students will be able to understand the importance of peace and the challenges</b>

	Can violence ever promote peace? Peace and the State Contemporary Challenges		<b>Art Integration: Drawing pictures based on human capital formation</b>		<b>about the Indian political scene in the 1960s and 70s. Discussions and debates</b>	<b>before it.</b>
November	Ch 18 : Development  The challenge of Development Environmental costs of Development  Alternative Conceptions of Development	<b>Power points, videos, text book, maps, chalk and blackboard.</b>	<b>Encouraging children to read Anne Frank's Diary 2. Conducting a verbal quiz on the topic. 3. NCERT Activity Write a one page history of Germany  As a schoolchild in Nazi Germany  As a Jewish survivor of a concentration camp  As a political opponent of the Nazi regime</b>	<b>Interview, Questionnaires, Quizzes, Analysis of a given text/newspaper/movie.</b>	<b>Activating Prior Knowledge by Random Questioning .  2. Introducing the topic to be taught after getting the expected response from the students. 3. Lecture, Discussion and Question-Answer method 4. Showing videos (BBC Series)</b>	<b>Children should be able to understand how a single man's hunger for power can destroy the mankind How unity among nations can save us from the scourge of war.</b>
<b>Nov</b>	Revision	Revision	Revision	Revision	Revision	Revision
Dec	Exams	Exams	Exams	Exams	Exams	Exams

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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>Month: March.</b></p> <p><b>No. of Periods: 10</b></p>	<p><b>Topic/Chapter: Unit I Changing Trends and Career in Physical Education</b></p>	<p>Power Point Presentations, Extra marks , YouTube Videos</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Chapter end test, MCQs, Exercise Questions.</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppt, YouTube videos, and demonstration to explain the topics.</p>	<p>The students will be able explain</p> <ul style="list-style-type: none"> <li>▪ <b>Meaning &amp; definition of Physical Education</b></li> <li>▪ <b>Aims &amp; Objectives of Physical Education</b></li> <li>▪ <b>Career Options in Physical Education</b></li> <li>▪ <b>Competitions in various sports at national and international level Khelo-India Program</b></li> </ul>
<p><b>Month: APRIL</b></p> <p><b>No. of Periods:10</b></p>	<p>Topic/Chapter: <b>Unit II Olympic value Education</b></p>	<p>Power Point Presentations, Extra marks , YouTube Videos</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Olympics, Paralympics and Special Olympics</b></li> <li>• <b>Olympic Symbols, Ideals, Objectives &amp; Values of Olympics</b></li> </ul>

					Discussion.  Using ppts YouTube videos, experimental demonstration to explain the topics.	<ul style="list-style-type: none"> <li>• <b>International Olympic Committee</b></li> <li>• <b>Indian Olympic Association</b></li> </ul>
<b>Month:</b> May  <b>No. of Periods:</b> 12	<b>Topic/Chapter: Unit III Physical Fitness, Wellness and Lifestyle</b>	Power Point Presentations, Extra marks , YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.  Using ppts, YouTube videos, and experimental demonstration to explain the topics.	The students will be able to: <ul style="list-style-type: none"> <li>• <b>Meaning &amp; Importance of Physical Fitness, Wellness &amp; Lifestyle</b></li> <li>• <b>Components of physical fitness and Wellness</b></li> <li>• <b>Components of Health related fitness</b></li> </ul>
<b>Month:</b> June  <b>No. of Periods:</b> 10	<b>Topic/Chapter: Unit IV Physical Education and Sports For CWSN</b>	Power Point Presentations, Extra marks YouTube Videos	. Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.	The students will be able to: <ul style="list-style-type: none"> <li>• <b>Aims &amp; objectives of Adaptive Physical Education</b></li> <li>• <b>Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics; Concept of</b></li> </ul>

					Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	<b>Inclusion, its need and Implementation</b> <b>Role of various professionals for children with special needs</b> <ul style="list-style-type: none"> <li>(Counsellor, Occupational Therapist, Physiotherapist, Physical Education)</li> </ul>
<b>Month:</b> July  <b>No. of Periods:</b> 12	<b>Topic/Chapter:</b> Unit V Yoga	Power Point Presentations, Extra marks , YouTube Videos	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.	<b>At the end of the chapter, students will be able</b> <ul style="list-style-type: none"> <li>Meaning &amp; Importance of Yoga</li> <li>Elements of Yoga</li> <li>Introduction - Asanas, Pranayam, Meditation &amp; Yogic Kriyas</li> </ul> <b>Yoga for concentration &amp; related Asanas (Sukhasana; Tadasana; Padmasana &amp;</b> <ul style="list-style-type: none"> <li>Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose)</li> </ul> <ul style="list-style-type: none"> <li>Relaxation Techniques for improving concentration – Yog-nidra</li> </ul>

<p><b>Month:</b> July</p> <p><b>No. of Periods:</b> 12</p>	<p><b>Topic/Chapter: Unit VI Physical Activity and Leadership Training</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Leadership Qualities &amp; Role of a Leader</b></li> <li>• <b>Creating leaders through Physical Education</b></li> <li>• <b>Meaning, objectives &amp; types of Adventure Sports (Rock Climbing, Tracking, River</b></li> </ul> <p><b>Safety measures to prevent sports injuries.</b></p>
<p><b>Month:</b> Aug</p> <p><b>No. of Periods:</b> 11</p>	<p><b>Topic/Chapter: Unit VII Test Measurement and Evaluation</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Define Test, Measurement &amp; Evaluation</b></li> <li>• <b>Importance of Test, Measurement &amp; Evaluation In Sports</b></li> <li>• <b>Calculation of BMI &amp; Waist - Hip Ratio</b></li> <li>• <b>Somato Types (Endomorphy, Mesomorphy &amp; Ectomorphy)</b></li> <li>• <b>Measurement of health related fitness.</b></li> </ul>
<p><b>Month:</b> Sep</p> <p><b>No. of</b></p>	<p><b>Topic/Chapter: Unit VIII Fundamentals of Anatomy, Physiology, and kinesiology in</b></p>	<p>Power Point Presentations, Extra marks Modules, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning</p>	<p><b>At the end of the chapter, students will be able, Definition and</b></p>

<b>Periods: 13</b>	sports.				<p>Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>Importance of Anatomy, Physiology &amp; Kinesiology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Function of Skeleton System, Classification of Bones &amp; Types of Joints</b></li> <li><input type="checkbox"/> <b>Properties and Functions of Muscles</b></li> <li><input type="checkbox"/> <b>Function &amp; Structure of Respiratory System and Circulatory System</b></li> <li><input type="checkbox"/> <b>Equilibrium – Dynamic &amp; Static And Centre of Gravity and its application in sports.</b></li> </ul>
<p><b>Month: Sep</b></p> <p><b>No. of Periods: 10</b></p>	<p><b>Topic/Chapter:</b> Topic/Chapter:  <b>Unit IX Psychology &amp; Sports</b></p>	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>The students will be able to:</b></p> <p><b>PDefinition &amp; Importance of Psychology in Phy. Edu. &amp; Sports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Define &amp; Differentiate Between Growth &amp; Development</b></li> <li><input type="checkbox"/> <b>Developmental Characteristics At Different Stages of Development</b></li> <li><input type="checkbox"/> <b>Adolescent Problems &amp; Their Management.</b></li> </ul>
<p><b>Month: October</b></p> <p><b>No. of Periods: 10</b></p>	<p><b>Topic/Chapter:</b> <b>Unit X Training and Doping in Sports</b></p>	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response</p>	<p><b>The students will be able to:</b></p> <p><b>Meaning &amp; Concept of Sports Training</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Principles of Sports Training</b></li> </ul>

				<p>from the students.          Developing hypothesis by:          Brainstorming          Lecture          Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<input type="checkbox"/> <b>Warming up &amp; limbering down</b> <input type="checkbox"/> <b>Skill, Technique &amp; Style</b> <input type="checkbox"/> <b>Concept &amp; classification of doping</b> <input type="checkbox"/> <b>Prohibited Substances &amp; their side effects</b> <input type="checkbox"/> <b>Dealing with alcohol and substance abuse.</b>
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<p>May 26 days</p>	<p>in Sociology</p>	<p>1.Video : PPT (Teaching Text) 2.Microsoft whiteboard explanations 3.E-book NCERT 4.Reference books- Principles of Sociology with an Introduction to social thought by C.N.Shankar Rao Unique quintessence of Sociology by J.K.Chopra Sociology -Themes and perspectives 8<sup>th</sup> edition by Harlambos and Holborn</p>	<p>Activity:- 1. Discussion of gender equality as adding harmony for stable society. Acitivity 1, ncert) 2. Discussion on if your friends or age group influence you? or concerned with approval or disapproval about various things? (Activity 6) 3. Discussion of Informal ways of maintaining social order in society for e.g. through norms, values etc.</p>	<p>The L.O. will be assessed with MCQ, oral and written test.</p>	<p>In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion</p>	<p>The students will be able to:- 1.Explain special terminologies used in Sociology 2.Enumerate about the stratification system existing in Indian society 3. Analyze various groups of which they are part from Sociological perspective</p>
<p>July 24 days</p>	<p>Month: May-July Topic/Chapter: Understanding Social Institutions</p>	<p>1.Video : PPT (Teaching Text) 2.Microsoft whiteboard explanations 3.E-book NCERT 4.Blogs 5. Research paper pdf 6.Reference books- Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao Sociological theory by</p>	<p>Activity:- 1. Activity 3, NCERT 2.Activity 10, NCERT 3. Activity 11, NCERT</p>	<p>The L.O. will be assessed with MCQ, oral and written test.</p>	<p>In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion</p>	<p>The students will be able to:- 1. Enumerate various types of family, marriage, kinship. 2.Infer about rules of marriage 3.Infer about how sociology study politics, economy, religion and education 4. Explain how all these institutions interact with</p>

		George Ritzer Sociology-Themes and perspectives by M. Haralambos with R M Heald				each other.
July 24 days	Topic/Chapter: Culture and Socialisation	<p>1.Video : PPT (Teaching Text)</p> <p>2.Video displaying different cultures of India</p> <p>3.BBC video delineating socialization process of infants describing unconscious preferences of colours and toys for boys and girls</p> <p>4.Microsoft whiteboard explanations</p> <p>5.E-book NCERT</p> <p>6.Reference books- Principles of Sociology with an Introduction to social thought by C.N.Shankar Rao</p> <p>Unique quintessence of Sociology by J.K.Chopra</p> <p>Sociology -Themes and perspectives 8th edition by Harlambos and Holborn</p>	<p>Activity:-</p> <p>1.Activity 7, NCERT</p> <p>2. Activity 11, NCERT</p> <p><b>Art Integration:-</b></p> <p>Flowchart/chart making of different sub-cultures prevalent in India</p>	The L.O. will be assessed with MCQ, oral and written test.	<p>In-text Questioning</p> <p>Reflective Discussion</p> <p>Random questioning</p> <p>Brainstorming</p> <p>Concept Formation</p> <p>Lecture</p> <p>Discussion</p>	<p>The students will be able to:-</p> <p>1.Explain how understanding of the culture is different from the everyday use of culture</p> <p>2.Infer about various terminologies related to culture</p> <p>3. Enumerate approaches to cultural change</p> <p>4.Explain various agents of Socialisation</p>
August 26 days	Month: July-August Doing Sociology: Research Methods	<p>1.Video : PPT (Teaching Text)</p> <p>2.Microsoft whiteboard explanations</p> <p>3.E-book NCERT</p> <p>4. Discussed one of my own research paper</p> <p>5. Other Research paper pdf</p> <p>6.Reference books- Principles of Sociology</p>	<p><b>Activity:-</b></p> <p>1.Activity 3 &amp; 4, NCERT</p>	<p>The L.O. will be assessed with MCQ, oral and written test.</p> <p>Students will conduct a telephonic interview of respondents to complete their research project in this pandemic of corona virus</p>	<p>In-text Questioning</p> <p>Reflective Discussion</p> <p>Random questioning</p> <p>Brainstorming</p> <p>Concept Formation</p> <p>Lecture</p>	<p>The students will be able to:-</p> <p>1.Infer why scientific method is important in Sociology</p> <p>2.Explain why objectivity is more complicated in sociology</p> <p>3.Enumerate about Participant Observation,</p>

		with an Introduction to social thought by C.N. Shankar Rao Sociological theory by George Ritzer Sociology-Themes and perspectives by M. Haralambos with R M Heald Methodology and Techniques of Social research by Jaspal Singh			Discussion . Discussed one of my own research paper and steps adopted while doing research, choosing methods and tools of observation	Survey and Interview as a Research method 4. Infer how sociologists try to deal with difficulties and strive for objectivity. 5. Describe steps of research process
August 26 days	Topic/Chapter: Social Structure, Social Stratification and Social Processes in Society	1.Video : PPT (Teaching Text) 2.Microsoft whiteboard explanations 3.E-book NCERT 4.Blogs 5. Research paper pdf 6.Reference books- Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao Sociological theory by George Ritzer Sociology-Themes and perspectives by M. Haralambos with R M Heald	<b>Project:-</b> Children will make an audio-video presentation on the topic caste system in India  <b>Activity:-</b>  Discussion on various family patterns and regularities depicted in films, tv serials and novels etc.  Discussion on various forms of inequalities present in our society Think of examples of cooperation, competition and conflict in everyday life  Think and discuss the different types of	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion	Students will be able to : - 1. Identify various organs of social structure 2. Infer how school or family acts as social structure 3. Identify various advantages with dominant groups and disadvantages with subordinate sections 4. Explain how Social stratification lead to inequality among various groups 5. Differentiate between Functionalist and Conflict perspective 6. Infer how individuals in society adjust, accommodate and also have capability to change the social world 7. Explain how conflict is often covertly expressed and co-operation is overtly expressed.

			conflicts that exist in the world today with the help of newspaper cutting showing the conflicts between nations and blocks of nations.			8.Explain how co-operation, competition and conflict are inter-related
Sept 26 days	Topic/Chapter: Social Change and Social Order IN Rural and Urban Society	<p>1.Video : PPT (Teaching Text)</p> <p>2.Microsoft whiteboard explanations</p> <p>3.E-book NCERT</p> <p>4.Blogs</p> <p>5. Research paper pdf</p> <p>6.Reference books- Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao</p> <p>Sociological theory by George Ritzer</p> <p>Sociology-Themes and perspectives by M. Haralambos with R M Heald</p> <p>7.Video : PPT of clips of newspaper cuttings related to major social changes</p>	<p>Activity:-</p> <p>1.Discuss French revolution and Industrial revolution</p> <p>2. Make list of things that existed in your parents and grandparents time but do not exist today.</p> <p>3. Think and discuss of what if we never get the same food for lunch or would find new rules in school everyday. Find out why you want or don't change in some particular things. (Activity 4, Ncert)</p> <p>4. Find out more about the National Rural Employment Guarentee Act. What does it aim to do? Why is it considered an important development programme? What problems do they</p>	The L.O. will be assessed with MCQ, oral and written test	<p>In-text Questioning</p> <p>Reflective Discussion</p> <p>Random questioning</p> <p>Brainstorming</p> <p>Concept Formation</p> <p>Lecture</p> <p>Discussion</p>	<p>Students will be able to:-</p> <p>1.Explain how social change is different from other types of changes</p> <p>2.Explain what all changes have been brought by industrial revolution in society</p> <p>3.Enumerate what social changes have been brought by economy, technology, and environment.</p> <p>4.Find out some examples of cultural and political exogenous changes</p> <p>5.Infer about how does the process of socialization help in achieving the social order in society.</p> <p>6. Differentiate between legitimate and illegitimate authority.</p> <p>7. Explain about ghettos and gentrification.</p>
Sept	Topic/Chapter:					

26 days	Environment and Society	<p>Video :</p> <ol style="list-style-type: none"> <li>1. Global Warming its causes and effects video</li> <li>2. Of Salinisation process due to soil pollution</li> <li>3. Water Crisis situation in Vidarbha through telecast of a news video clip</li> <li>4. Video : PPT (Teaching Text)</li> <li>5..Microsoft whiteboard explanations</li> <li>6.E-book NCERT</li> <li>7.Reference books- Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao</li> <li>Sociological theory by George Ritzer</li> <li>Sociology-Themes and perspectives by M. Haralambos with R M Heald</li> </ol>	<p>face? (Activity 5). Activity:-</p> <ol style="list-style-type: none"> <li>1. Discussion of Bhopal Gas Tragedy, 1984. Which social institutions and organizations play a role in industrial accidents like the Bhopal Disaster?</li> <li>2. Find out more how much water you use in a day. How much water does the school provide to you and how much water people are getting in this village per day?</li> <li>3. Imagine you were a 15 year old boy/girl living in slum next to a upper class, what difficulties you and your family can think of living there?</li> </ol>	The L.O. will be assessed with MCQ, oral and written test	<p>In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion</p>	<p>Students will be able to:-</p> <ol style="list-style-type: none"> <li>1. Infer about how social environment and ecology are interrelated</li> <li>2. Explain about major environmental problems like resource depletion, pollution, global warming etc.</li> <li>3. Get aware of, connected to and sensitized towards the prevailing environmental issues.</li> <li>4. Encounter various social problems and natural concerns.</li> </ol>
October 26 days	Topic/Chapter: Introducing Western Sociologists	<ol style="list-style-type: none"> <li>1. Video : PPT (Teaching Text)</li> <li>2. Microsoft whiteboard explanations</li> <li>3. E-book NCERT</li> <li>4. Blogs</li> <li>5. Research paper pdf</li> <li>6. Reference books- Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao</li> </ol>	Activity:- 1.1,2, 3 & 4 Ncert	The L.O. will be assessed with MCQ, oral and written test	<p>In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion</p>	<p>Students will be able to:-</p> <ol style="list-style-type: none"> <li>1. Enumerate about how enlightenment was important for the development of Sociology</li> <li>2. Explain how Industrial revolution was responsible for giving rise to Sociology</li> <li>3. Infer how classes come into conflict</li> </ol>

		Sociological theory by George Ritzer Sociology-Themes and perspectives by M. Haralambos with R M Heald				according to Karl Marx. 4. Explain Emile Durkheim's Social facts and Division of Labour 5. Explain Max Weber's view- points about Bureaucratic authority.
October 26 days	Topic/Chapter: Indian Sociologists	1.Video : PPT (Teaching Text) 2.Microsoft whiteboard explanations 3.E-book NCERT 4.Blogs 5. Research paper pdf 6.Reference books- Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao Sociological theory by George Ritzer Sociology-Themes and perspectives by M. Haralambos with R M Heald	Activity:- 1.1,2, 3 &4 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion	Students will be able to:- 1.Outline the positions of G.S. Ghurye and Herbert Risley on the relationship between the caste and race in India. 2.Explain 'living tradition' by D.P. Mukherji 3.Enumerate the arguments given by M.N. Srinivas and Louis Dumont given for and against the village as a subject of sociological research. 4. Infer about the views of A.R.
Nov	Revision					

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065 School Code: 43054

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

**Class: XI**

**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
May 3 to 5	<b>Fundamentals of art.</b> <ul style="list-style-type: none"><li>• What is art?</li><li>• Types of art</li><li>• Elements of art</li><li>• Limbs of art</li></ul> Principles of art	<ul style="list-style-type: none"><li>• Books</li><li>• Images of various painting</li><li>• You tube</li></ul>	<ul style="list-style-type: none"><li>• Homework</li><li>• Integrated with history</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Oral test</li><li>• Homework</li></ul> Class test	<ul style="list-style-type: none"><li>• The learners will listen to a story of the great artist RamkinkarBaij.</li><li>• Discussed about few statements on art and asked students' opinion on it</li><li>• The learners will be shown many drawings to understand the various aspects on art.</li><li>• Video will be shown on what is art. <a href="https://youtu.be/b2VpNx5ZxSA">https://youtu.be/b2VpNx5ZxSA</a></li></ul>	<ul style="list-style-type: none"><li>• The learners will be able to talk, discuss or appreciate the paintings or any artwork.</li><li>• The learners would be able to understand the core values of an art piece.</li><li>• The learners will understand the values art in human's growth and building a sane society.</li></ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3 to 5	<p><b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>Objects</li> <li>Drawing books</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Project on making an album with the pictures and short notes on still life paintings of great artists.</li> <li>Experiential learning by applying the techniques of watercolor and pencil shading.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown to start the topic. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject for outdoor study.</li> <li>The learners will improve in imagining a scene and expressing their thoughts.</li> <li>The learners will improve skills on use of line, color scheme and tones.</li> <li>The learners would be able to understand the core values of an art piece.</li> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learner's experiment with different methods and materials of visual arts.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3	<b>Topic/ Chapter -1 Pre-historic Rock –painting.</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• How have ancient people started art?</li> <li>• Roaring Animal</li> <li>• Wizard’s Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Images of pre-historic rock painting.</li> <li>• Book,</li> <li>• Wikipedia</li> <li>• Black board</li> <li>• You Tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Homework</li> <li>• Integrated with the child art and folk art.</li> <li>• Project on Mask making</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Class test</li> </ul>	<ul style="list-style-type: none"> <li>• National geographic Videos will be shown on pre- historic rock painting <a href="http://bit.ly/natGeoofficials">http://bit.ly/natGeoofficials</a> <a href="#">ite</a></li> <li>• Discussed about a movie 1000BC and children will share their knowledge about movies of ancient world.</li> <li>• Paintings will be shown and discussed.</li> <li>• The learners will Make a note on the objective behind the paintings were made on the walls of the caves.</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings and will also understand how the journey of art started in the ancient period.</li> <li>• The history would be reconstructed in students mind through cave paintings.</li> <li>• The learners will come to know about a universal language.</li> <li>• The learners will come to know about the first historical documents/evidence of human expressions and how art is an important /integral part of human growth.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3	<p><b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>Objects</li> <li>Drawing books</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learner’s experiment with a range of media and techniques</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 12	<ul style="list-style-type: none"> <li>• <b>B. Indus valley civilization</b></li> <li>• Period and location</li> <li>• Major cities of this civilizations</li> <li>• It's importance in history of art</li> <li>• Study of the following sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)</li> <li>• Dancing girl</li> <li>• . male torso</li> <li>• . mother goddess</li> <li>• Bull seal</li> <li>• Painted jar</li> <li>• Discussion on bronze casting</li> <li>• Discussion on What is Terracotta</li> </ul>	<ul style="list-style-type: none"> <li>• Images</li> <li>• Books,</li> <li>• Wikipedia</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Experiential skill development with techniques of sculptures and pottery making.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a decorated pot with painted fish and geometric design and discussion has taken place based on prior knowledge.</li> <li>• Images of sculpture will be shown and imagined the lifestyle and religious beliefs or cultural practice.</li> <li>• Videos by BBC <a href="https://youtu.be/hDn4hEbFMJQ">https://youtu.be/hDn4hEbFMJQ</a></li> <li>• Group discussion will take place to clear doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art findings of Indus valley civilization and understand the lifestyle, religious believers and cultural aspects.</li> <li>• The history would be reconstructed in students mind through the art findings of Indus valley civilization.</li> <li>• The learners will also understand how art helps to connect with our tradition.</li> </ul>
June	<b>Revision, Exams and assessment</b>	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 3~6	<b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art</b> <ul style="list-style-type: none"> <li>• Introduction on Mauryan, Shunga, Kushan and Gupta art.</li> <li>• Location and findings.</li> <li>• Study of the following artwork</li> <li>• (Discussion on</li> <li>• importance, concept, relation with society and aesthetical approach)</li> <li>• Lion capital</li> <li>• Chauri Bearer</li> <li>• Bodhisattva head from Taxila</li> <li>• Seated Buddha from katratila</li> <li>• Seated Buddha from sarnath</li> <li>• Jain Tirthankara</li> </ul>	<ul style="list-style-type: none"> <li>• Book,</li> <li>• Wikipedia,</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history</li> <li>• Project on Indian art from 1<sup>st</sup> century AD to 5<sup>th</sup> century AD</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced by showing aone-rupee coin and start discussion based on prior knowledge about its engravings.</li> <li>• Visit to e- museum and discussion on Buddhist and Jain art <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• The learnersmade to read the textbook thoroughly and discuss the doubts.</li> <li>• Quizzes conducted by the students.</li> <li>• Making paintings or artifacts using the clue or motif from the sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learnerswill understand or reconstruct the history of ancient period (3rd century B.C to 5<sup>th</sup> century A.D) in their mind.</li> <li>• The learners will also learn about many sculpture techniques and how Buddhism and Jainism has been preached through sculptures since times immemorial.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 5	<p><b>Practical's: Unit 2:</b> <b>Painting Composition</b></p> <ul style="list-style-type: none"> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>• Composition on daily life</li> <li>• Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core values of an art piece.</li> <li>• Understand the basic principles of colour.</li> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Aug 3/5	<p><b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art Ajanta cave paintings</b></p> <ul style="list-style-type: none"> <li>• Introduction to Ajanta cave Painting</li> <li>• Period and location</li> <li>• Discussion on how the cave was found and highlighted to the world.</li> <li>• How impactful it was for the Indians and to the rest of the world</li> <li>• Which techniques were used to make the paintings?</li> <li>• Characteristics of Ajanta painting.</li> <li>• Subject matters of Ajanta Paintings.</li> <li>• Discussion on Religious practice of Gupta period.</li> <li>• Study of the following paintings and sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)               <ol style="list-style-type: none"> <li>1. Discussion on the painting Bodhisattvapadmapani</li> <li>2. Discussion on the sculpture Mara Vijay and its story.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> </ul> <p>Oral test</p>	<ul style="list-style-type: none"> <li>• The class will be introduced with an image of Buddha found in market and then an image of sculpture of Gupta period and then discussion on differences of both the things.</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> <li>• Given a project to make a five-leafhandbook on Gupta art.</li> <li>• Discussion on the symbolism of sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art works and understand the art practiced by our ancestors or reconstruct the history and will come to know about many techniques.</li> <li>• Will also get to know the foundation of modern art or the roots of Indian art.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Aug 4	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September 12	<ul style="list-style-type: none"> <li>• <b>Topic/ Chapter/ Unit -3</b></li> <li>• <b>Indian Temples and Indo – Islamic architecture</b></li> <li>• <b>Introduction to Indian temple architecture.</b></li> <li>• How Indian architecture is developed and influenced.</li> <li>• Study of the following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Descent of Ganga</li> <li>• And it's mythological story.</li> <li>• Ravana shaking the mount Kailash, Elora</li> <li>• Laxmi Narayan temple,</li> <li>• Trimurti, Elephanta cave</li> <li>• Cymbal Player, Konarak</li> <li>• Mother and child,</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> <li>• <b>TEMPLE ARCHITECTURE OF INDIA</b> by Dr. N.C Panda and Siva Negi Reddy</li> <li>• <b>INDIAN ARCHITECTURE</b> by Percy Brown</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/col_lection.asp">http://www.nationalmuseumindia.gov.in/col_lection.asp</a></li> <li>• Discussion on followingsculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>• The learners identify the styles of architectures in India.</li> <li>• The history would be reconstructed in students mind through paintings.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

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

Month No 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
					<ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	be self-explanatory of their creative skills.
	<p><b>Introduction to Indo- Islamic architecture.</b></p> <p>Study of the following architectures</p> <ul style="list-style-type: none"> <li>(significance of the architectures, concepts, description and aesthetical approach)               <ol style="list-style-type: none"> <li>1.Qutab Miner</li> <li>2.Gol Gumbaj</li> <li>3.Taj Mahal</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Textbook,</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history</li> <li>Integrated with different techniques and styles of architecture.</li> <li>Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class is introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> </ul> <p><b>INDIAN ARCHITECTURE (Islamic Period)</b> by Percy Brown</p> <ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description, and aesthetical approach)</li> <li>Children were made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to talk, discuss, understand or appreciate the work done on temples.</li> <li>Children will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>Children identify the styles of architectures in India.</li> </ul> <p>The history would be reconstructed in students mind through paintings.</p>
November 6-6	<b>Practical's: Unit 3: Portfolio assessment</b>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
					<ul style="list-style-type: none"> <li>The learners will be Involved in making a portfolio in a form of a project.</li> </ul>	works which would be self-explanatory of their creative skills.
December	<b>Revision, Exams and assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2023-24**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill I Assessments</b>	<b>Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>March</b> <b>No. of periods: 5</b>  <b>No. of periods: 20</b>	Introduction to computer system  Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> </ul> Videos	<ul style="list-style-type: none"> <li>• Demonstration of computer showing different parts of CPU.</li> <li>• Write programs in Python to</li> <li>• Find the sum of two numbers</li> <li>• Find the average of three numbers</li> <li>• Accept values in four variables from use. Divide the sum of first two numbers by the difference of last two numbers and display the result</li> <li>• Find whether a given number is positive/ negative</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>• Computer fundamentals</li> <li>• Information Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> </ul> Videos	Problem solving Critical Thinking Decision making
<b>April</b> <b>No. of periods: 25</b>	Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org</li> </ul>	Write programs in Python to Find whether a given number is even/odd <ul style="list-style-type: none"> <li>• Find the bigger/smaller of two numbers</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>• Computational Thinking</li> <li>• Python Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online</li> </ul>	Problem solving <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interperson al skills</li> </ul> Algorithmi c thinking

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**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		(online learning platform) Videos • Scratch (Online learning platform )	<ul style="list-style-type: none"> <li>• Find the biggest/smallest of three numbers</li> <li>• Find the factorial of a given number.</li> <li>• Accept values for Principle, Rate of Interest and Time. Calculate Simple Interest.</li> <li>• Find xn.</li> <li>• Print first N natural/whole numbers in forward/reverse order</li> <li>• Print even/odd numbers between 1 and N.</li> <li>• Find whether a given number is prime or not</li> <li>• Find if a number is equal to the sum of the cubes of its digits.</li> <li>• Find the reverse of a given number</li> <li>• Find the sum of digits of a given number</li> </ul>		learning platform) Videos	

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021- 22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
			Find LCM and HCF of two given numbers			
<b>May No. of periods: 20</b>	Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> <li>• Scratch (Online learning platform)</li> </ul> Videos	Write programs in Python to <ul style="list-style-type: none"> <li>• Search for a number/name in the given list</li> <li>• Arrange the numbers in ascending/ descending order</li> <li>• Find the largest/smallest number in a given list</li> <li>• Find the second largest/ smallest number in a given list</li> <li>• Find the reverse of a given string</li> <li>• Find whether a given string is palindrome or not</li> </ul> Project Work	Assignment Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> <li>• Scratch (Online learning platform)</li> </ul> Videos	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interperson al skills</li> </ul> Algorithmi c thinking
<b>July No. of periods: 27</b>	Data Management	<ul style="list-style-type: none"> <li>• Software</li> </ul>	<ul style="list-style-type: none"> <li>• Create a student table with the student id,</li> </ul>	Assignment	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> <li>Videos</li> </ul>	<p>name, and marks as attributes where the student id is the primary key.</p> <ul style="list-style-type: none"> <li>• Add a new column in the above table.</li> <li>• Modify the details of a particular column</li> <li>• Delete a particular column</li> <li>• Insert the details of a new student in the above table.</li> <li>• Delete &amp; update the details of a particular student in the above table.</li> <li>• Use the select command to manipulate data.</li> </ul> <p>Create a new table (name, date of birth) by joining two tables (student id, name) and (studentid, date of birth).</p>	<ul style="list-style-type: none"> <li>• Python Programming Database management</li> </ul>	<p>computing</p> <ul style="list-style-type: none"> <li>• khanacademy(online learning platform)</li> </ul> <p>Videos</p>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> </ul> <p>Algorithmic thinking</p>
<p><b>August</b> <b>No. of periods:</b> 27</p>	<p>Data Management and Data Handling</p>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new table (order ID, customer Name, and order Date) by joining two tables (order ID, customer ID, and order Date) and (customer ID, customer Name,</li> </ul>	<p>Assignment</p> <ul style="list-style-type: none"> <li>• Python Programming Database management</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul> <p>Data handling</p>

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>Videos w3schools.com (online learning platform)</li> </ul>	contact Name, country). Show details from two tables Delete the structure of a table.		w3schools.com (online learning platform)	
<b>Oct No. of periods: 10</b>	Society, Law and Ethics – Cyber safety	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Cyber Safety</li> <li>Usage of Social Networking</li> <li>Malware, Virus, Trojans etc. Phishing</li> </ul>		Assignment Cyber Safety	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Cyber Safety</li> <li>Usage of Social Networking</li> <li>Malware, Virus, Trojans etc. Phishing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Decision making</li> <li>Interperson al skills</li> <li>Algorithmi c thinking</li> </ul> Personal Safety on internet
<b>Nov No. of periods: 26</b>	Revision	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul>	Revision	Revision	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul>	Discussion with students about how to handle questions in exam.

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>April</b> <b>Periods: -</b> <b>4</b></p>	<p><b>Hornbill: Prose</b> <b>The Portrait of a Lady</b></p> <p>In this story, the author draws a pen portrait of his grandmother. He beautifully unfolds his relationship with her while describing her appearance and daily activities. The grandmother herself was not formally educated but was serious about the author's education</p>	<ul style="list-style-type: none"> <li>• NCERT e book pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Research on Khushwant Singh</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on growing distance between the young and the older generation. Group activity comprising all range of learners.</li> <li>• A video depicting elders' unconditional love will be shown to the students.</li> <li>• Each group will comprise of 6 differentiated learners i.e. (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>Comprehension questions: -</p> <ul style="list-style-type: none"> <li>• Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student.</li> <li>• Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now.</li> <li>• The author's grandmother could never have been pretty; but she was always beautiful. Discuss.</li> <li>• Textual questions/ Extracts/Value based/Character sketches</li> <li>• Quiz on vocabulary and specific incidents</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>• The background knowledge of the author and his works would be given.</li> <li>• The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>• Enriching Vocabulary: veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum</li> </ul>	<p>Students will be able</p> <ul style="list-style-type: none"> <li>• to develop an independent attitude in thought and action</li> <li>• to improve working relations and respect for identities in relation to other people</li> <li>• to show care and concern for animals</li> <li>• to accept and manage the situations with patience and tolerance</li> <li>• to respect the relations in the family</li> <li>• to understand the use of past perfect tense</li> <li>• to develop responsibility and sensitivity towards the sufferings of others</li> <li>• to know the sacrifices and support given by the grandparents in the family</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
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Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April Periods:- 2	<p><b>Hornbill: Poetry A Photograph</b></p> <p>The poem is to capture moments from life which remains as pictures in our minds. It is about the moments in life which leave an indelible imprint on our minds and past memories keep flashing back into our mind when we look at the photograph years later. It highlights that when death strikes we humans are expected to accept the loneliness, the vacuum it creates.</p>	<ul style="list-style-type: none"> <li>• Power Point Presentation based on the poem will be shown.</li> <li>• Class reading with suitable expression and intonation</li> <li>• PPT</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Description of an old photograph in class.</li> <li>• To write a short synopsis after reading and recognizing the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers.</li> <li>• Complete the above based on the poem.</li> </ul>	<p>Pre-activities:</p> <ul style="list-style-type: none"> <li>• Read out a poem on a similar theme/ discuss an incident/ describe an old mounted photograph.</li> <li>• Recapitulation of Figures of Speech with examples.</li> <li>• Summary of each stanza will be written in the notes copy.</li> <li>• Exercises from the book will be discussed and written in the notebook.</li> <li>• Diary Entry on Mother Nature and its invaluable gifts</li> </ul>	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• express effectively, sharing ideas and develop appropriate style of writing.</li> <li>• understand the importance of human relationship.</li> <li>• understand child psychology.</li> <li>• understand the attachment with family members.</li> <li>• understand the nostalgic experiences of the past.</li> <li>• understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss.</li> <li>• understand that death has overpowered the innocence of those moments and the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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						pleasure they treasured. <ul style="list-style-type: none"> <li>• understand that time and tide wait for none and change is the harsh and bitter reality of life.</li> <li>• understand that death comes as the greatest leveler.</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice</li> </ul>
<b>April</b> <b>Periods:-</b> <b>5</b>	<b>Hornbill: Prose</b> <b>We're Not Afraid to Die.. If we Can All Be Together</b>	<ul style="list-style-type: none"> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be explained about the parts of a boat with the help of a model to comprehend better.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension questions: - i). What difference did you notice between the reaction of the adults</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up activity-</li> <li>• Why do you think people undertake adventurous expeditions despite</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• learn the parts of ship and different terms/words related to voyage</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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	<p>A first-person account of an adventurous ordeal that a family experiences. This is a story of extreme courage and skill exhibited by a family of four comprising of the narrator, his wife Mary and two children Suzanne and Jonathan along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death</p>	<p>and intonation</p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• A report on ‘Worst Disasters at Sea’ to be prepared in 200-250 words</li> <li>• Research on Storms and their causes</li> </ul>	<p>and the children when faced with danger?</p> <p>ii). What lesson do we learn from such hazardous experiences?</p> <p>iii). Comprehension questions will be asked to check the understanding.</p> <p>iv). Textual questions/ Extracts/Value based/Character sketches</p>	<p>the risks involved?</p> <ul style="list-style-type: none"> <li>• Share any adventure/experience (you had) which reflected your presence of mind or practical knowledge</li> <li>• Optimism helps to endure the direst stress. Discuss.</li> <li>• Brief up about Captain Cook and his work.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that presence of mind along with the practical knowledge is important to take instant decisions</li> <li>• know that determination and self-confidence can conquer adverse circumstances</li> <li>• inculcate values of sharing, caring and responsible attitude towards others</li> <li>• enhance and develop Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills.</li> <li>• <b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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						<ul style="list-style-type: none"> <li>• <b>By NEP 2020</b> TO encourage and facilitate true philanthropic private and community spirit.</li> </ul>
<p><b>May</b> <b>Periods:4</b></p>	<p><b>Hornbill: Prose</b>  <b>Discovering Tut :The</b>  <b>Saga Continues</b></p> <p>The story tells us about the intricate details of the boy Pharaoh- Tutankhamen, his mysterious death, his power, his forensic reconstruction and his CT Scanning for investigation purpose</p>	<ul style="list-style-type: none"> <li>• A PPT on Tutankhamun</li> <li>• Short Video</li> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Project on researching various Ancient languages and dialects and the reasons for their extinction.</li> <li>• Activity: research with pictures and present it in the form of a collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Discussion</li> <li>• Writing task</li> <li>• An article on ‘Myths surrounding the Mummies’ in about 250 words</li> <li>• Class Test</li> <li>• Quiz</li> </ul>	<p>Pre Reading Activities:</p> <ul style="list-style-type: none"> <li>• A documentary on King Tut and Pyramids will be shown</li> <li>• The session would start with an interaction on the ways you think we could help prevent the extinction of languages and dialects.</li> <li>• The title of the prose would be open for class interpretation.</li> <li>• The facilitator would develop the format of text in sequence or</li> </ul>	<p>The Students will be able to:-</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe how advances in technology have brought about paradigm shift in the approach to archeology and improved forensic analysis</li> <li>• Understand the wastefulness of war</li> <li>• inculcate the values of concern, responsibility, curiosity and respect other’s beliefs, customs, rituals</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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					<p>discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p> <p><b>Post- reading activity</b></p> <ul style="list-style-type: none"> <li>• King Tut's Family tree will be drawn along with their description</li> <li>• Textual questions will be discussed</li> </ul>	<p>empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice</p>
<p>May Periods:-2</p>	<p>Hornbill: Poetry Voice of the Rain</p> <p>The poem is an imaginary dialogue between the poet and the rain. Surprisingly, the rain answers the questions asked by the poet and tells about its birth and end. The poet has drawn a parallelism between the rain and a song.</p>	<ul style="list-style-type: none"> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be encouraged to read similar poem by other poets like Khalil Gibran's, <i>Song of the Rain</i> will be read for pleasure and draw a parallel.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension Questions <ul style="list-style-type: none"> <li>➤ Behind apparent simplicity, the poem hides a deeper meaning.</li> <li>➤ What exactly does the poem convey to the reader?</li> <li>➤ Why are the last two lines put within brackets?</li> <li>➤ Textual questions/RTC</li> </ul> </li> </ul>	<p>Warm up Questions</p> <ul style="list-style-type: none"> <li>• What is water cycle? How is the cycle getting disturbed?</li> <li>• What is the similarity between rain and music?</li> <li>• Reading followed by explanation and discussion</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• inculcate values like care and concern to save environment</li> <li>• understand rain as the life giving force on the earth</li> <li>• understand the critical appreciation of the poem based on rhyme, content and theme</li> <li>• understand the process of sustainable</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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						development <ul style="list-style-type: none"> <li>• discuss methods for safeguarding environment</li> <li>• inculcate thinking skills, analytical skills, imaginative skills</li> </ul>
July Periods:-5	Hornbill: Prose The Ailing Planet: The Green Movement's Role  The chapter is about the issues regarding the degrading environment of the planet and the immediate need to promote sustainable development. It is also includes that despite efforts of environmentalists and the rapid awareness towards the 'Green Movement'. The chapter highlights the principal biological	<ul style="list-style-type: none"> <li>• Short Video on Saving Environment and Our role in it.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the Green House and understanding the concept.</li> <li>• A JAM session highlighting the moral of the story and ways to repair and replenish would be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – short answers, long answers and value based answers will be discussed and written in the notes copy.</li> <li>• The class will be divided into groups and each group will be asked to pick up a chit and explain the important aspects of the chapter to check their understanding.</li> <li>• Poster making based on 'Environment'-to write and deliver a speech based on the poster.</li> <li>• Assignment</li> </ul>	<b>Pre-reading activities:</b> <ul style="list-style-type: none"> <li>• Books and pictures shown based on the main theme followed by discussions.</li> <li>• A debate on 'Law and Order in India'</li> <li>• A video clipping based on the theme.</li> <li>• Use of pictures from magazines and papers related to Earth.</li> <li>• Theme and message conveyed.</li> <li>• Loud reading of each paragraph followed by explanation and</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• understand the</li> <li>• issues of the decline state of Mother Earth and sustainable development.</li> <li>• analyse the judicious use and over exploitation of natural resources</li> <li>• create awareness to save and protect the environment.</li> <li>• not to dominate but to share and care.</li> <li>• learning to assess and analyse situations.</li> <li>• <b>By NEP 2020</b> to develop human &amp;</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
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	systems of the Earth, the depletion of the planet and the immediate need felt to promote the concept of 'Sustainable Development'. It emphasizes on population control – the only solution. And it is about the transcending concern towards saving the planet.				word meanings. • Exercises given in the book will be discussed and written in the notebook.	Constitutional values like empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice • <b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience
July Periods :- 4	Hornbill: Prose The Browning Version  The story is an excerpt from the play 'The Browning Version' which tells us about the mannerism and attitude the students should have for teachers and the same is applicable in teacher	<ul style="list-style-type: none"> <li>• Excerpt of the play from Youtube.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Group Discussion/ Debate on: <ul style="list-style-type: none"> <li>• 'Changing attitude of students towards their teachers'</li> <li>• Old Education System v/s New Education System</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension questions:-                             <ul style="list-style-type: none"> <li>➤ How according to Taplow Mr. Crocker Harris is unlike other masters?</li> <li>➤ Why do you think Frank envies Mr. Crocker Harris?</li> <li>➤ How does Taplow refute the charge that</li> </ul> </li> </ul>	Activities <ul style="list-style-type: none"> <li>• Short review</li> <li>• Dramatization of the story</li> <li>• Commentary on the characters</li> <li>• Critical evaluation of the plot, storyline and characters</li> <li>• Comparing and contrasting the characters within</li> </ul>	The Students will be able to:- <ul style="list-style-type: none"> <li>• enhance vocabulary</li> <li>• know how to do a role play</li> <li>• learn how to display mannerism and attitude towards others</li> <li>• to be punctual and develop a sense of duty</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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	<p>- teacher relationship. Taplow, the protagonist was asked to do extra work on the last day of his school for his absenteeism and he was kept waiting by the strictest disciplinarian Mr. Crocker Harris. Meanwhile the other teacher came and began to ask him the questions about Mr. Harris, tried to make fun of him, create his negative image and seemed jealous of his popularity despite his strictness.</p>			<p>he is exaggerating?          ➤ What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play</p>	<p>the story</p> <ul style="list-style-type: none"> <li>Extrapolating about the story and defending characters actions in the story</li> </ul>	<ul style="list-style-type: none"> <li>not to indulge in criticism</li> <li>Understanding the universal theme of teacher-student relationship and the sanctity of it.</li> </ul>
<p>August Periods:- 3</p>	<p>Hornbill: Prose Landscape of the Soul: Art in any region is representative of its culture. The lesson Landscape of the Soul pertains to the essential differences between Chinese and</p>	<ul style="list-style-type: none"> <li>Short videos on-             <ul style="list-style-type: none"> <li>➤ Daoism</li> <li>➤ Shanshui Paintings</li> <li>➤ Horizontal Scroll</li> <li>➤ Rock Garden</li> </ul> </li> <li>Mind Map</li> </ul>	<ul style="list-style-type: none"> <li>A painting competition will be organized on realism and figurative painting with the help of Art Department.</li> <li>The title of the lesson would be</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>Discussions on the topic that the landscape is an inner one, a spiritual and conceptual space and A classical Chinese landscape is not meant to reproduce an actual view, as would a</li> </ul>	<ul style="list-style-type: none"> <li>A documentary on well-known artists (Leonardo da Vinci) and the techniques employed by them will be shown</li> <li>Post Activity: A trip to Art Museum will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>The Students will be able to:-</li> <li>Write a short note on the distinctive features of each school of painting.</li> <li>find out about the experiments in recycling that helps</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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	<p>European Paintings. The author compared how the purpose of creation of artwork differs among these two cultures. Two interesting examples were used to illustrate this. According to her, a Chinese painter intended for the viewers to see the creator's mind through his paintings, while Western paintings reproduced an actual view based on 'delicate realism'. The lesson also contains a report from Hindustan Times about 'art brut' or raw art. The Indian amateur artist Nek Chand's work has been mentioned in detail here. Each statement in the first section of the lesson tries to bring out the contrast in art between</p>	<ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>open for class interpretation and a paragraph will be submitted by the students on their understanding of the concept.</p>	<p>western figurative painting</p> <ul style="list-style-type: none"> <li>• Quiz related to the chapter</li> </ul>		<p>environmental conservation</p> <ul style="list-style-type: none"> <li>• note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions.</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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	East and West.					
August Periods: - 2	<p>Hornbill: Poetry Childhood</p> <p>The poem highlights about the process of growing up, individuality, rationalism and realization of falsehood and hypocrisy of adult world. The poem 'Childhood' deals with the poet's curiosity to know when an individual cease to be a child. He wonders whether it is the age or the stage when the young, unsullied mind learns to see through the adults' hypocrisy and identifies his own distinctiveness. Childhood disappears to hide itself in an infant's innocent expression. The poet</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Group Discussion/ Debate on:</p> <ul style="list-style-type: none"> <li>• Is attainment of maturity a sigh of loss of innocence?</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Writing task Comprehension questions:-           <ul style="list-style-type: none"> <li>➤ What did the speaker learn about existence of Hell and Heaven?</li> <li>➤ Write a brief note on 'Childhood is an essential state in the process of growing up, but it can't go on forever.'</li> </ul> </li> <li>• Reference to Context:- 'Where did my childhood go? It went to some forgotten place, That's hidden in an infant's face, That's all I know'  <ul style="list-style-type: none"> <li>➤ What does the first line of stanza indicate?</li> <li>➤ How does the speaker feel about the loss of his</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Share your childhood experience(How you were innocent)</li> <li>• How can you define 'maturity'? Can we exactly say at what age you became mature?</li> <li>• Silent reading followed by loud reading, reading between the lines, questioning, interaction will be done</li> <li>• textual questions will be discussed</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe</li> <li>• Know how to identify rhyme scheme</li> <li>• Gain individuality</li> <li>• Differentiate between innocence and maturity</li> <li>• Respect different people</li> <li>• Appreciate poem</li> <li>• Learn where and when has the poets childhood gone</li> <li>• To recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to buildup didactics, empathy and sympathy with the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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	further teaches us the values of self-belief, determination, self-learning and insight formation.			childhood? iii). What is the mental state of the poet here		loss of the speaker and the final resigned acceptance and optimism.
September Periods:-2	<p>Hornbill: Poetry Father to Son</p> <p>The poem highlights a universal problem generation gap and the lack of communication between father and son. The father laments for not understanding his son and later the realization dawns upon him that they must live together. The grief of separation causes anger, but they make no efforts to make up the loss.</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>• To tackle the situation as a problem-solving exercise:                             <ul style="list-style-type: none"> <li>➤ identifying the problem</li> <li>➤ considering the options</li> <li>➤ weighing the pros and cons of each option</li> <li>➤ reaching an empathetic decision with the protagonist.</li> </ul> </li> </ul>	<p>Express effectively (both verbal and written form)</p> <ul style="list-style-type: none"> <li>• Value relationship</li> <li>• Confess and resolve conflicts</li> <li>• Learn social norms</li> <li>• Respect elders and their views</li> <li>• Quiz related to the poem</li> </ul>	<ul style="list-style-type: none"> <li>• A video will be shown on generation gap and students will be asked to enter a debate about generation gap.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem.</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Meaning and usage of new vocabulary will be carried out</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• Comprehend and appreciate poetry</li> <li>• Learn new words</li> <li>• Enhance understanding of literary devices</li> <li>• Read with proper intonation and stress</li> <li>• Express effectively (both verbal and written form)</li> <li>• Value relationship</li> <li>• Confess and resolve conflicts</li> <li>• Learn social norms</li> <li>• Respect elders and their view</li> <li>• Understand the hidden pathos and nuances of a precious father-child</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Textual questions and exercises will be discussed.</li> </ul>	relationships that is crumbling <ul style="list-style-type: none"> <li>Correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father</li> </ul>
April Periods :- 2	Hornbill: Poetry The Laburnum Top  The poem “The Laburnum Top” by Ted Hughes describes the mutual relation between a Laburnum Tree and a goldfinch. Both of them are yellow in colour (the tree is yellow because of its flowers) and quite beautiful in appearance. The Laburnum Tree is beautiful, large but quite silent and getting naked because of winter. However, the bird, Goldfinch appears from the sky	<ul style="list-style-type: none"> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Class reading with suitable expression and intonation</li> <li>Smart Board</li> <li>Extramarks Module</li> <li>PPT</li> <li>Handout</li> </ul>	Writing task: - <ul style="list-style-type: none"> <li>Write four lines in verse form on any tree that you see around you.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments                             <ul style="list-style-type: none"> <li>Textual Questions</li> <li>Extracts</li> <li>Quiz related to the poem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Meaning and usage of new vocabulary will be carried out</li> <li>Silent reading followed by loud reading and explanation will be carried out.</li> <li>Textual questions and exercises will be discussed</li> </ul>	The student will be able to: <ul style="list-style-type: none"> <li>Apply the principles of literary criticism to the analysis of poetry</li> <li>Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>Develop their own creativity</li> <li>Enhance their writing skills</li> <li>Enhance understanding of following literary devices :-</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	and soon the whole tree is surrounded by the sweet chirps of the bird and her young ones. It was previously dead and now it seems to be alive and shaking until the bird vanishes away again. Dead silence prevails.					<ul style="list-style-type: none"> <li>➤ Alliteration:- “(S)eptember(s)unli ght”, “a (s)uddenness, a (s)tartlement”, “the whole (t)ree (t)rembles”, “(w)histle-chirrup (w)hispering.</li> <li>➤ Simile: “then sleek as a lizard”</li> <li>➤ Metaphor: “a machine starts up of chitterings”, “the engine of her family”, “Her barred face identity mask”</li> <li>➤ Personification: “the whole tree trembles and thrills”.</li> <li>➤ Transferred epithet: “Her barred face identity mask”.</li> </ul>
October Period:- 4	Hornbill: Prose The Silk Road  This article is travelogue presenting	<ul style="list-style-type: none"> <li>• Small video on <b>‘Kailas Yatra’</b></li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> </ul>	Students will be asked to get information about geological formations from internet and	Assignments <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the Chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud</li> </ul>	<ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• Apply the principles of literary criticism to the analysis of</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>a panoramic view of Mt. Kailash. It gives an account of a journey from gently rolling hills of Ravu to Mount Kailash. The narrator wanted to complete the kora at Mount Kailash. Lhamo gave him a long sleeved sheep skin coat to keep him warmer. He hired Tsetan's car and took Daniel as companion for escorting him upto Darchen. He seems a lover of adventure who is not at all afraid of taking risks.</p>	<ul style="list-style-type: none"> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>discuss in the class</p>		<p>reading and explanation will be carried out.</p> <ul style="list-style-type: none"> <li>• Textual questions and exercises will be discussed</li> </ul>	<p>prose</p> <ul style="list-style-type: none"> <li>• Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>• Develop their critical thinking skills</li> <li>• Develop a deeper appreciation of cultural diversity and life of hill folk</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> </ul>
<p>October Period:-5</p>	<p>Hornbill: Prose The Adventure</p> <p>The story of The Adventure belongs to science fiction and hinges on a particular</p>	<ul style="list-style-type: none"> <li>• Small video on '<i>Kailas Yatra</i>'</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> </ul>	<p>Students will be asked to find about popular scientific theories: -</p> <ul style="list-style-type: none"> <li>• Quantum Theory</li> <li>• Theory of Relativity</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of literary criticism to the analysis of prose</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	historical event. Professor Gangadhar Pant Gaitonde finds himself in a strange world. No doubt he is in Pune, but the facts do not agree with history. He decides to go to Bombay and consult history books. Bombay is not what he expected to find it. East India Company is still ruling there. According to the history known to him, the East India Company was wound up just after the events of 1857. He goes to the library and finds the answer. The events took a different course after the battle of Panipat. The Marathas had won the battle, not lost it.	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• Theory of Evolution</li> </ul>		carried out. <ul style="list-style-type: none"> <li>• Textual questions and exercises will be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden their vocabularies and to develop an appreciation of language</li> <li>• Develop their critical thinking skills</li> <li>• note how the contrast between two</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> <li>• thoughts or ideas is expressed in a sentence with the help of conjunctions</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>
April Periods:-4	Snapshots: The Summer of the White Beautiful	<ul style="list-style-type: none"> <li>• Small video on '<i>Horse Riding</i>'</li> </ul>	The learners would be encouraged to apply the literal,	Assignments <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Pre-activity: <ul style="list-style-type: none"> <li>• Rearrange the sentences to</li> </ul>	The students will be able to <ul style="list-style-type: none"> <li>• enhance vocabulary</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Horse: The story is about the two boys and their desire to ride a horse. They were extremely poor and could not afford to buy one, so they stole a horse but as they belonged to the family who were known for their honesty, their conscience got pricked and they returned the horse back to its owner.	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	interpretative and critical level in analyzing a short story. They would be able to determine the tone of a short story. They would be able to comprehend the irony hidden in the story. They will present it in form of a short synopsis in 100 words.	<ul style="list-style-type: none"> <li>• Comprehension questions:                             <ul style="list-style-type: none"> <li>➤ What traits of Garoghlanian family are highlighted in the story?</li> <li>➤ Give an account of Mourad's joy ride?</li> <li>➤ How can you say that Mourad has a way with everything?</li> <li>➤ Comment on the role of Aram the narrator.</li> </ul> </li> <li>• Quiz related to the chapter</li> </ul>	complete the story based on a similar theme. <ul style="list-style-type: none"> <li>• Describe qualities of a horse.</li> </ul> Post-activity: <ul style="list-style-type: none"> <li>• Character Sketch of the different characters in the chapter.</li> <li>• Analyse the important incidents.</li> <li>• Textual questions will be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy humour</li> <li>• inculcate the values of respecting one's belief, honesty, confession, truth, faith, cultural values and sharing responsibility</li> <li>• To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people - democratic citizenship. [global aim]. Recognize Marginalization.</li> <li>• find solutions to the unforeseen circumstances</li> </ul>
April Periods: 4	Snapshots: The Address The chapter is a poignant account of a	<ul style="list-style-type: none"> <li>• Small video on '<i>WWII: A Survivor's Tale</i>'</li> <li>• Mind Map</li> </ul>	To facilitate making connections between similar situations in different	• Extra exercises – small answers, long answers and value-based answers will be	Activities: <ul style="list-style-type: none"> <li>• Pre-activity: Sharing experience about the significance of</li> </ul>	To enable the students- <ul style="list-style-type: none"> <li>• to inculcate values like courage, empathy, sensitivity,</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	daughter who goes in search of her family's belongings after the Second World War. It is about when she finds them, the objects evoke memories of her earlier life. The chapter highlights on how she decides to leave all the belongings behind and resolves to move on.	<ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	storylines/life experiences the students will be asked to write an article on the video, <i>'WWII: A Survivor's Tale'</i> .	discussed and written in the notes copy. <ul style="list-style-type: none"> <li>• Group wise analysis of different situations in the chapter.</li> <li>• Assignment</li> <li>• Quiz related to the chapter</li> </ul>	articles/memories/people. <ul style="list-style-type: none"> <li>• Introduction of characters</li> <li>• Theme and message</li> <li>• Exercises given in the book will be discussed and written in the notebook.</li> </ul>	critical thinking and maintaining relations. <ul style="list-style-type: none"> <li>• to learn from past experiences.</li> <li>• to understand to forget the past and move ahead in life.</li> <li>• to appreciate family members and family bonding.</li> <li>• to value the with all that they are blessed with.</li> <li>• develop the comprehension skill, analytical skill, language skill and thinking skill.</li> </ul>
April Periods:3	Snapshots: Ranga's Marriage The chapter is a humorous narration and the plot is set in the village of Hosahalli. It is about Ranga, the accountant's son who returns to the village after he completes his	<ul style="list-style-type: none"> <li>• Small video on <i>'Aping An English Gentleman'</i>.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> </ul>	Interactive session wherein the students would discuss on <i>'The role of English in a man's life'</i> on basis of the theme of the story.	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Extra questions based on the last five years papers will be discussed and written in the notes copy</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Discussion about the importance of English language or English as a global language.</li> <li>• Discussion on Importance of traditions followed in India.</li> </ul>	To enable the students to- <ul style="list-style-type: none"> <li>• to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking.</li> <li>• understand that the story brings out the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	studies in the city. It is about how impressed the narrator is by his values and tries to play match maker and gets him married to Ratna. The chapter highlights about city education, gradually changing mind set and adoption of English customs. It is about the people who were simple in the village, child marriage, superstitious, blind faith in astrology and horoscopes.	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Handout</li> </ul>		<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of characters</li> <li>• Theme and message conveyed</li> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> <li>• Exercises given in the book will be discussed and written in the notebook.</li> </ul>	<p>conflict between tradition and modernity and shows how tradition is deep-rooted in our culture.</p> <ul style="list-style-type: none"> <li>• to understand that tradition is deep rooted in our culture.</li> <li>• to develop comprehension skill, analytical skill, language skills and thinking skill.</li> <li>• realise the influence of the English language and Western culture in villages.</li> </ul>
July Periods:-5	<p>Snapshots: Mother's Day</p> <p>The play is a humorous portrayal of the status of the mother in a family. The humour springs from the unusual</p>	<ul style="list-style-type: none"> <li>• Small video on play '<i>Mother's Day</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> </ul>	<ul style="list-style-type: none"> <li>• A poem to be composed on '<i>My Mother's Daily Lessons</i>' after deliberation in the Class.</li> <li>• A Poster to be made on '<i>Mother's Role in</i></li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Textual exercises/ Character sketches</li> <li>➤ How does the play resolve the issue? Do you agree with the resolution?</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Warm up Questions</li> <li>➤ Is drama a good medium for conveying a social message? Discuss</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to: -</li> <li>• imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	situation where the personalities of two ladies (Ms. Fitzgerald and Ms. Pearson) get exchanged. Their subsequent behaviour is in total contrast to the previous one is the powerful source of laughter.	<ul style="list-style-type: none"> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<i>the Family'</i>	<ul style="list-style-type: none"> <li>➤ Justify the title of the play</li> <li>➤ Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play</li> <li>➤ Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like servants. Explain.</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mother works from morning till night catering to the needs of everyone. Do we ever realize that she too is a human being and needs rest? Share your views about the role of mother in your life.</li> <li>➤ Loud reading by the students taking on different roles from the chapter followed by explanation and discussion by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the struggles and sacrifices of parents and to draw inspiration from them</li> <li>• strengthen the family bonding with sharing and solving problems</li> <li>• accept the members of the family without complaining</li> <li>• develop analytical skills, thinking skills, decision making, management skills, logical skills</li> <li>• realize the worth of sacrifice and struggles of parents</li> </ul>
May Period:-04	Snapshots: Albert Einstein At School This biography describes Einstein's clashes with his teachers, his stay as a	<ul style="list-style-type: none"> <li>• Small video on '<i>Albert Einstein's Advice to Young Minds</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> </ul>	Story Telling: <ul style="list-style-type: none"> <li>• Students will be encouraged to find one story each on Albert Einstein and narrate it in class.</li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Character sketches/ Textual questions</li> <li>• The school system often curbs individual talents. Discuss.</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up activity- Express your views on prevailing system of education.</li> </ul>	To enable the students to - <ul style="list-style-type: none"> <li>• gain insight into the attitude of various teachers towards Einstein</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	paying guest, his noisy landlady, his securing a fake medical certificate to study in an Italian college and his expulsion from the school. It also describes the bitter experience of the great scientist at his own school in Germany and exposes the hollowness of school education in Germany	<ul style="list-style-type: none"> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Rest of the class will find values reflected through the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Albert felt the medical certificate almost burning a hole in his pocket. What does the author mean?</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think that the teacher's role should be primarily to make students think?</li> <li>• Incidents from the life of the great scientist</li> <li>• Loud reading followed by explanation and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• know about Einstein's nature based on his conversation with various teachers</li> <li>• understand the difference between information gathering and insight formation</li> <li>• understand the struggles and conflicts faced by Einstein</li> <li>• know Einstein's theory of education</li> <li>6. know that ideas matter rather than the facts</li> <li>• have an honest approach towards solving the problem</li> <li>• know various incidents from the life of the scientist</li> </ul>
August Periods:04	Snapshots: Birth The chapter is about an impressive story of a doctor's successful	<ul style="list-style-type: none"> <li>• Small video on '<i>Stillborn revived to life</i>'.</li> <li>• Mind Map</li> </ul>	Poster Making on ' <i>Corona Warriors</i> ', highlighting the contribution of the Doctors and medical	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Pre-activities:</li> <li>• Classroom discussion based on-</li> </ul>	The students will be able to- <ul style="list-style-type: none"> <li>• understand the sense of duty.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	efforts to resuscitate the precious life of a newborn baby hopelessly given up as a still born child by an experienced mid-wife. It is about a young doctor's relentless efforts – determination, will power, satisfaction, sense of achievement and fulfillment	<ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	fraternity during the Pandemic.	in the notebook. <ul style="list-style-type: none"> <li>• Character sketches</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advancements in Medical Science.</li> <li>➤ Sharing of experiences and knowledge based on situations, news, articles, movies etc.</li> <li>➤ Noble profession of doctors and service to mankind.</li> <li>➤ Introduction of characters</li> <li>➤ Theme and message conveyed.</li> <li>➤ Characters and incidents</li> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate and accept the selfless service to mankind. realize and create a balance between the knowledge gained and practical approach.</li> <li>• interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant, and a doctor can retrieve and restore</li> <li>• inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August Periods:03	<p>Snapshots: The Tale of the Melon City The poem is a humorous one about a just and peaceful but foolish king and his foolish subjects. It is about the atrocities of those in power and their blind followers. The poem is about the foolishness that creates problems for the king and his people as well. The Tale of the Melon City by Vikram Seth satirizes any government system that follows age-old traditions or being proud of beliefs and traditions too primitive.</p> <p>The Melon City represents any nation whose policies are based on superstitions,</p>	<ul style="list-style-type: none"> <li>• Small video on play '<i>The Tale of the Melon City</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.</p>	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Word power and expressions checked in the form of a Quiz.</li> <li>• Extra exercises based on reference to context, short answers, long answers, value based answers and questions</li> <li>• Quiz related to the poem.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Pre-activities: Classroom discussions based on - Examples of a kings and rulers.</li> <li>• Loud reading of the poem with voice intonation and modulation.</li> <li>• Theme and message will be explained and written in the notes copy.</li> <li>• Loud reading of each stanza and each line will be explained with word meanings, figures of speech and rhyming scheme.</li> <li>• Summary of each stanza will be written in the notes copy.</li> <li>• Exercises from the book will be discussed and</li> </ul>	<p>The students will be-</p> <ul style="list-style-type: none"> <li>• aware of different situations and dealing them well.</li> <li>• realize that peace and liberty are the two strong factors for a state to flourish.</li> <li>• able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.</li> <li>• to understand that the ruler of the state must understand the problems and needs of the people.</li> <li>• able to understand that if the principles of laissez-faire are allowed to flourish then there will be complete disorder.</li> <li>• inculcate values like social connect, trust, co-operation, confidence, faith,</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	beliefs and age old convictions. The king is said to be a placid (peace loving) one but soon we realize how hollow/ironic that claim is. He wished to establish peace by eliminating anyone who committed a trifle of mistake. Looking at the way he is passing orders to execute innocent people, we can easily get this. Looking at the way how the convicts escape the law, too, we can see how people benefited from the nation's policies.				written in the notes copy.	respect and integrity, ability to fight against all odds. <ul style="list-style-type: none"> <li>recognize the purpose of economy and the hidden satire, irony and pun in the nuances - to build up didactics on the role of democracy in a state.</li> </ul>
<b>October Period:5</b>	<b>Snapshots: The Ghat of the Only World</b> This is a tribute by Amitav Ghosh penned in the memory of his close friend and famous Kashmiri poet, Agha Shahid Ali. Both	<ul style="list-style-type: none"> <li>Short video on Aga Shahid Ali Khan</li> <li>Video: Article 370, AFSPA followed by Period long class discussion on the above written</li> <li>You Tube Presentation: Kashmir</li> </ul>	<ul style="list-style-type: none"> <li>Wikipedia: Short biographical account of Shahid Ali and AmitavGhosh' life and literary achievements</li> </ul>	<ul style="list-style-type: none"> <li>Questions based on Text Studied</li> <li>Reference to context extracts for greater clarity</li> <li>Long Answer Question for Writing</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>The background knowledge of the</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>Learn and understand core ethical values of Nationalism, Secularism and Patriotism</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	were teaching in New York and met a year before Shahid learned about his brain tumour. Before his demise, he had requested Ghosh to write about him and immortalize him through his words.	and current political and social status • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extramarks Module • PPT • Handout	• A Class discussion on “Terror and its manifestations” w.r.t. Terrorism in India and Kashmir	Assignment and Discussion • Quiz related to the poem.	author and his works would be given. • The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.	• inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.
<b>Done Every Month</b>  <b>Periods: 30</b>	<b>NOTE MAKING &amp; SUMMARIZING</b>  Note making is an important study skill. • It is an organization of main points for future use • Note making helps in keeping the information handy whenever we require • It helps in recollecting and recalling the past events said or heard	• Mind Map • Vocabulary booklet • Classroom discussion with demonstration on Green Board • Smart Board • Extramarks Module • PPT • Handout	Students will be encouraged to use Note Making in other subjects and then get the summaries checked by the respective subject teachers and submit the work as an assignment.	• Assignment Handouts • Hornbill pg. 99 A new deal for old cities • Class Test	<b>Group discussions,</b> writing skills • FORMAT. • INSTRUCTIONS. • HORNBILL – Pg.89, PHEASANTS. • HORNBILL – Pg 96, GREEN SAHARA • Hornbill, • support material in form of passages • English practice test materials	With detailed explanation of procedure and format students will be able to • make notes in the following Format :-  Title (Main Idea) 1. main point 1.1 sub point 1.2 1.3 (a) sub sub point (b) 2. Main point 2.1 2.2 Key to abbreviations used

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Assists in concentrating, understanding and provides a permanent record</li> <li>• Note making format helps a writer to go through bulky documents quicker and two-three related points can be combined into one point apart from changing the verbs to nouns</li> <li>• It helps in understanding a material if the notes are in own words</li> <li>• It distinguishes between main points and details</li> </ul> <p>Summarising is the selection and paraphrasing of all important information of the original source. The process involves the following steps:-</p>				<ul style="list-style-type: none"> <li>• Mind Map</li> </ul>	Summary- 80-100 words

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• underline important ideas</li> <li>• writing them down, abridging the verbs</li> <li>• avoiding examples, explanations, repetition</li> <li>• instead of nominalising the points the points are expanded into full sentences and linked with suitable connectors.</li> </ul>					
<p><b>Done Every Month</b></p> <p><b>Period :- 20</b></p>	<p><b>FORMAL LETTER WRITING</b></p> <p>Letters are very important means of staying in touch with friends and relatives and communicating with clients, colleagues and officials. Formal letters are written to business houses, customers,</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Students will be encouraged to use write Letters in different contexts and then submit the work as an assignment.</p>	<p><b>Example Scenario:</b> The <i>iPhone nano</i> just came out, and of course, as one who keeps up with technology, you were the first in line at Best Buy to buy it (because who wants to pay and wait for shipping?). <b>Problem:</b> There are major glitches with your new <i>iphonenano</i>. Your</p>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Format of the letter will be explained with the help of a Power Point Presentation.</li> <li>• Students will be advised to use the proper format for spacing and margins</li> </ul>	<p>Student will be able to acquire comprehensive understanding of the format, content and style of formal letters: -</p> <ol style="list-style-type: none"> <li>1. SENDER'S ADDRESS</li> <li>2. DATE</li> <li>3. REFERENCE</li> <li>4. RECIPIENT'S NAME AND ADDRESS</li> <li>5. SALUTATION</li> </ol>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	government officials, school/ college authorities, editors, strangers, etc.			awesome touch screen freezes every five seconds, the internet connection isn't compatible with your wireless network at home and your battery life is non-existent • <b>Assignment:</b> Your purpose is to ask the Company or retailer for help with the issues you are experiencing with their product	<ul style="list-style-type: none"> <li>• Letter types may include:                             <ul style="list-style-type: none"> <li>(a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)</li> <li>(b) letters to the editor (giving suggestions/opinions on an issue)</li> <li>(c) application for a job with a biodata or résumé</li> </ul> </li> <li>• Letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.</li> </ul>	<p><b>6. SUBJECT</b>  <b>7. BODY-It is always a good idea to follow the 'Rule of 3' that is not using more than three paragraphs to convey the message.</b></p> <p><b>8.COMPLIMENTARY CLOSE</b>  <b>9. SIGNATURE</b></p>
<b>Done Every Month</b>	<b>Notice/ Poster/ Advertisement</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with</li> </ul>	Students will be encouraged to use draft Notice/ Poster/	Worksheets will be given to the students on Notice/Poster/	Activities • Format of the Notice/Poster/	Students will be able to

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Period:15		demonstration on Green Board <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Advt. in different contexts and then submit the work as an assignment.	Advertisement	Advertisement will be explained with the help of a Power Point Presentation.  Students will be advised to use the proper format for spacing and margins	<ul style="list-style-type: none"> <li>• Create a persuasive Notice/Poster/ Advertisement with guidance and independently.</li> </ul>
Done Every Month  Periods:- 15	<b>Article/Speech/Report writing</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Reference material will be in form of Video/Debates/Documentary/ Newspapers/ Magazine	<ul style="list-style-type: none"> <li>• Worksheets will be given to the students.</li> <li>• Assignments to be given on various topics.</li> </ul>	Teacher will be explain the concept of Article/Speech/Report writing	Students will be able to:- <ul style="list-style-type: none"> <li>• write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)</li> <li>• write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.</li> <li>• express opinions, facts, arguments in the form a speech or</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**

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						debates. draft papers to be presented in symposia.
<b>Done Every Month Periods:- 20</b>	<b>Grammar A.Error Correction, editing tasks B. Re - ordering of sentences, C. Transformation of sentences</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>		Worksheets will be given to the students to check their understanding.	Teacher will explain with the concepts with the help of online resources available online and grammar modules	Students will be able to edit their own sentences, paragraphs, and essays



**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: BIOLOGY**  
**Class: XI**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>Month: April</b></p> <p><b>No. of Periods: 23</b></p>	<p>Unit-I Diversity of Living Organisms</p> <p>Chapter1: The Living World</p> <p>Chapter-2: Biological Classification</p> <p>Chapter-3: Plant Kingdom</p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p><b>Practicals:</b> Laboratory activities- 1.Study of the parts of a compound microscope 2.Study of the specimens/slides/ models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen. 3.Study of virtual specimens /slides/ models and identification with reasons - Amoeba, Hydra, liverfluke, Ascaris, leech, earthworm, prawn, silkworm, honeybee, snail, starfish, shark,</p>	<p>The learning outcome will be assessed with written class test and oral tests.</p> <p><b>Assignments</b> based on NCERT questions and diagrams.</p>	<p>Previous knowledge Testing</p> <p>Explanation and written work</p> <p>Lecture Method Discussion with students</p> <p>Real Life examples</p> <p>Permanent Slides</p> <p>Botanical excursion in and around the school</p>	<p>The students will understand the concept of Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature; tools for study of taxonomy- museums, zoological parks, herbaria, botanical gardens</p> <p>The students will understand Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups: Lichens, Viruses and Viroids</p> <p>The students will understand Salient features and classification of plants into major groups -</p>

	Chapter-4: Animal Kingdom		<p>rohu, frog, lizard, pigeon and rabbit</p> <p><b>Diagrams-</b> Life cycles of Algae, bryophytes, pteridophytes, gymnosperms and angiosperms</p> <p><b>Art Integration:</b> Model of Animals( Earthworm, Cockroach, Snake,rabbit)</p>			<p>Algae, Bryophyta, Pteridophyta, Gymnospermae and Angiospermae (three to five salient and distinguishing features and at least two examples of each category); Angiosperms -classification upto class, characteristic features and examples.</p> <p>The students will understand Salient features and classification of animals, non-chordates up to phyla level and chordates up to class level</p>
<p><b>Month:</b> <b>May:</b></p> <p><b>No. of Periods-34</b></p>	<p>Unit-III Cell: Structure and Function</p> <p>Chapter-8: Cell-The Unit of Life</p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p><b>Practicals:</b> 1.Study of osmosis by potato osmometer. 2.Study of mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides o 3.Study of plasmolysis in epidermal peels (e.g. Rhoeo leaves). o 4.Study of distribution of stomata in the upper and lower surface of leaves.</p>	<p>The learning outcome will be assessed with written class test and oral tests.</p> <p><b>Assignments</b> based on NCERT questions and diagrams.</p>	<p>Previous knowledge Testing</p> <p>Explanation and written work</p> <p>Lecture Method Discussion with students</p> <p>Real Life examples</p>	<p>The students will understand the concept of Cell theory and cell as the basic unit of life: Structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles -structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles; mitochondria, ribosomes, plastids, microbodies;</p>

	<p>Chapter-9: Biomolecules</p> <p>Chapter-10: Cell Cycle and Cell Division</p>		<p>Comparative study of the rates of transpiration in the upper and lower surface of leaves</p> <p>Permanent Slides of Mitosis and Meiosis</p> <p><b>Diagrams:</b> Cell organelles, Cilia, Flagella, structure of proteins</p> <p><b>Art Integration:</b> Charts of Plant and animal cell Model of DNA</p>		<p>Botanical excursion in and around the school</p> <p><b>Videos:</b> Modules on Structure of prokaryotic and eukaryotic cells; Plant cell and animal cell Structure and function of proteins, carbohydrates, lipids, nucleic acids Cell cycle, mitosis, meiosis</p>	<p>cytoskeleton, cilia, flagella, centrioles nucleus</p> <p>The students will understand Chemical constituents of living cells: bio-molecules, structure and function of proteins, carbohydrates, lipids, nucleic acids; Enzymes-types, properties, enzyme action.</p> <p>The students will understand Cell cycle, mitosis, meiosis and their significance</p>
<p><b>Month:</b> July No. of Periods-23</p>	<p>Unit-II Structural Organization in Animals and Plants</p> <p>Chapter-5: Morphology of Flowering Plants</p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p><b>Practicals:</b> 1.Study of different modifications in roots, stems and leaves. o 2.Study and identification of different types of inflorescence 3.Study and description of three locally available common flowering plants,</p>	<p>The learning outcome will be assessed with written class test and oral tests.</p> <p><b>Assignments</b> based on NCERT questions and diagrams.</p>	<p>Previous knowledge Testing</p> <p>Explanation and written work</p> <p>Lecture Method Discussion with students</p> <p>Permanent Slides of Plants and animal</p>	<p>The students will understand Morphology and modifications: Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed (to be dealt along with the relevant experiment of the Practical Syllabus).</p>

	<p>Chapter-6: Anatomy of Flowering Plants</p> <p>Chapter-7: Structural Organisation in Animals</p>		<p>4.Study of tissues and diversity in shapes and sizes of plant and animal cells</p> <p>5.Preparation and study of T.S. of dicot and monocot roots and stems</p> <p>6.Study of external morphology of cockroach through virtual images/models</p> <p><b>Diagrams:</b> Aestivation, Placentation, Plant tissues, Animal tissues and cockroach anatomy</p> <p><b>Art Integration:</b> Charts of Plant and animal tissues Model of Cockroach</p>		<p>tissues</p> <p>Botanical excursion in and around the school</p> <p><b>Videos:</b> Modules on Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed Anatomy and functions of different tissues Morphology and anatomy of Cockroach</p>	<p>The students will understand Anatomy and functions of different tissues and tissue systems</p> <p>Animal tissues; Morphology, anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of an insect (cockroach)</p>
<p><b>Month:</b> August</p> <p>No. of periods- 26</p>	<p><b>Unit – 1V</b> Plant Physiology</p> <p><b>Chapter – 11:</b> <b>Transport in plants</b></p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p><b>Practicals:</b> i)Lab activities:- Study of osmosis by thistle funnel experiment</p> <p>ii)Study of plasmolysis</p>	<p>The learning outcome will be assessed with <b>written class test and oral tests.</b></p> <p><b>Assignments</b> based on NCERT questions and diagrams</p>	<p><b>Explanation</b> by Lecture Method and written work</p> <p><b>Discussion</b> about live examples of guttation, osmosis and imbibation.</p>	<p>The students will understand the means of transport, concept of water potential, apoplast and symplast pathways, movement of water up a plant, uptake and transport of mineral nutrients, mechanism of translocation.</p>

	<p><b>Chapter-12: Mineral Nutrition</b></p>		<p><b>Diagrams:</b></p> <p>Nodule formation, nitrogen fixation</p> <p>Linking the deficiency symptoms of different nutrients.</p>	<p>The learning outcome will be assessed with written class test and oral tests.</p> <p><b>Assignments</b> based on NCERT questions and diagrams</p> <p>Quiz</p>	<p><b>Explanation by lecture method.</b></p> <p><b>Videos:</b> Modules related to nitrogen fixation and nodule formation</p> <p><b>Mnemonics:</b> To learn and memorize the role and deficiency symptoms of nutrients.</p>	<p>The students will understand the criteria for essentiality of an element, role and deficiency symptoms of micro and macro nutrients, toxicity of micro nutrients, nitrogen cycle and development of root nodules and mechanism of nitrogen fixation.</p>
	<p><b>Chapter-13: Photosynthesis in higher plants</b></p>		<p><b>Diagrams:</b> Chloroplast, cyclic and non cyclic photophosphorylation , cycles.</p> <p>Graphical representation of absorption spectrum of chl a, b and carotenoids.</p> <p>Calculation of the number of ATP, NADPH involved mathematically.</p>	<p>Students will be evaluated on the basis of written and oral test</p>	<p><b>Previous knowledge testing</b> about the topic</p> <p><b>Lecture method</b></p> <p><b>Discussion</b> and general interaction with the students</p> <p><b>Printout</b> of the diagrams and asking the students to label them</p> <p><b>Mnemonics</b> to learn the cycles</p> <p><b>Modules</b></p> <p><b>Explanation by lecture method</b> and notes.</p>	<p>The students will understand Early experiments on photosynthesis, concept of light and dark reaction, cyclic and non cyclic photo phosphorylation, ATP synthesis, Calvin cycle, Hatch and Slack pathway and various factors affecting photosynthesis.</p>





	<b>Chapter-18: Body Fluids and Circulation</b>		<p>Graph: Oxygen dissociation curve Practicals: Testing of blood groups in laboratory.</p> <p>Diagrams: Human heart, ECG, double circulation</p> <p>Flow chart depicting double circulation</p> <p>Mind map to remember the parts of heart and circulatory pathways.</p> <p>Art Integration: Model of human heart</p>	<p>The learning outcome will be assessed with written and oral tests.</p> <p>Students will also be called to draw diagrams on the board</p> <p>Quiz to check the basic and thorough knowledge.</p>	<p>Previous knowledge <b>testing.</b></p> <p><b>Explanation by lecture method</b> and notes</p> <p>Showing <b>model</b> of heart</p> <p><b>Modules</b></p>	<p>The students will understand the components of blood, role of lymph, blood groups, coagulation of blood, structure of heart and its working, cardiac cycle, ECG, Double circulation and disorders of circulatory systems</p>
<p><b>Month:</b> October No. of periods: 20</p>	<p>UNIT- V : Human Physiology</p> <p><b>Chapter -19: Excretory products and their elimination</b></p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p>Practicals:</p> <p>To test the presence of urea in urine.</p> <p>To detect the presence of sugar in urine.</p> <p>To detect the presence of albumin in urine.</p> <p>To detect the presence of bile salts in urine</p>	<p>Students will be assessed on the basis of oral and written test an an assignment on the function of neuron</p>	<p>Pevious knowledge <b>testing</b></p> <p><b>Explanation by lecture method</b> and written work</p> <p><b>Modules and a video</b> on the formation of urine</p>	<p>The students will understand the parts of human urinary system, mechanism of urine formation and the concentration of filtrate, regulation of kidney function and the various disorders related to excretory system.</p>



			<p>Inter disciplinary linkage: Relating the image formed on retina with the ray diagrams to explain the concept of convergence of rays by eye lens.</p> <p>Art Integration: Model of brain, eye and ear</p>		<p><b>Research</b> by students on the actions controlled by spinal cord</p> <p><b>Modules</b> and video on reflex action</p>	occurs; structure and working of human eye and ear.
<p><b>Month:</b> November No. of periods: 26</p>	<p>UNIT- V : Human Physiology</p> <p><b>Chapter -22: Chemical coordination and integration</b></p>	<p>Power Point Presentations, Extramarks Modules, Youtube Videos</p>	<p>Practicals/Experiments to be conducted in the virtual lab, Art Integrated Project work on</p> <p>Diagrams: location of endocrine glands and individual glands</p> <p>Flow chart representing hormonal action</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Previous knowledge <b>testing</b></p> <p><b>Explanation by lecture method</b></p> <p>Giving notes in <b>tabulated</b> form ( name of gland, hormone secreted and role of hormone)</p>	<p>The students will understand the endocrine glands and the hormones secreted by them; mechanism of hormone action</p>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Chemistry**  
**Class: XI SC**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>MAY</b> <b>UNIT-1-</b> Some Basic Concepts of Chemistry</p>	<p>After studying this unit, students will be able to</p> <ul style="list-style-type: none"> <li>• Understand and appreciate the role of chemistry in different spheres of life.</li> <li>• Explain the characteristics of three states of matter.</li> <li>• Classify different substances in to elements, compounds and mixtures.</li> <li>• Define SI base units and list some commonly used prefixes.</li> <li>• Use scientific notations and perform simple mathematical operations on numbers.</li> <li>• Differentiate between precision and accuracy.</li> <li>• Determine significant figures.</li> <li>• Convert physical quantities from one system of units to another explain various laws of chemical combination.</li> <li>• Appreciate significance of atomic</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Math  <b>Art integration:</b>                      Drawing flowcharts on matter and its types, Chemistry and its branches  <b>Practical's:</b></p> <ul style="list-style-type: none"> <li>• Basic Laboratory Techniques.</li> <li>• Cutting glass tube and glass rod.</li> <li>• Bending a glass tube.</li> <li>• Drawing out a glass jet</li> <li>• Boring a cork</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Numerical of the topics E.F.,M.F., mole concept, limiting reagent, methods of expressing concentration</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Weekly assignment</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing.</li> <li>• Equipped their knowledge with various ions and their charges.</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Providing basic fundamentals to solve numerical.</li> <li>• Discussion of Scoring Point.</li> </ul> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>• Different states of matter, Laws of chemical combination.</li> </ul>	<p>After going through this unit students will be able to Understand the –</p> <ul style="list-style-type: none"> <li>• General Introduction: Importance and scope of chemistry.</li> <li>• Nature of matter, laws of chemical combination.</li> <li>• Dalton's atomic theory: concept of elements, atoms and molecules. Atomic and molecular masses.</li> <li>• Mole concept</li> <li>• Molar mass, percentage composition, empirical and molecular formula.</li> <li>• Chemical reactions, stoichiometry and calculations based on stoichiometry</li> </ul>

	<p>mass, average atomic mass, molecular mass and formula mass.</p> <ul style="list-style-type: none"> <li>Describe the terms – mole and molar mass.</li> <li>Calculate the mass per cent of different elements constituting a compound.</li> <li>Determine empirical formula and molecular formula for a compound from the given experimental data.</li> <li>Perform the stoichiometric calculations solutions and correlate these with molar masses of the solutes.</li> </ul>					
<p><b>May</b> <b>UNIT-2-</b> Structure of Atom</p>	<p>Students will be able to know about the</p> <ul style="list-style-type: none"> <li>Discovery of electron, proton and neutron and their characteristics.</li> <li>Describe Thomson, Rutherford and Bohr atomic models.</li> <li>Understand the important features of the quantum mechanical model of atom.</li> <li>Understand nature of electromagnetic radiation and Planck's quantum theory.</li> <li>Explain the photoelectric effect and describe features of atomic spectra.</li> <li>State the de Broglie relation and</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Math's, Physics</p> <p><b>Diagrams:</b> Fig Fig2.9, 2.13, 2.14, 2.15, 2.17. (NCERT part 1)</p> <p><b>Art Integration:</b> Drawing structures of different orbitals, line spectra. Rutherford model, bohr's model, atomic spectra</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Characterization and Purification of Chemical Substances</li> </ul> <p><b>Crystallization of impure sample of any one of the following:</b></p> <ul style="list-style-type: none"> <li>Alum, Copper Sulphate, Benzoic Acid.</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Numerical of the topics Bohr's model, Photoelectric effect, Plank's theory, Hydrogen spectrum, Heisenberg principle</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing of class 9<sup>th</sup></li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Providing basic fundamentals to solve numerical.</li> <li>Discussion of Scoring Points/ Marking Scheme.</li> <li>Understanding of concept by extra marks videos related to the topic. Flow charts.</li> </ul>	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> <li>Bohr's model and its limitations.</li> <li>Concept of shells and sub shells.</li> <li>Dual nature of matter and light.</li> <li>de -Broglie's relationship and Heisenberg uncertainty principle.</li> <li>Concept of orbital's, quantum numbers.</li> <li>Shapes of s, p and d orbital's.</li> <li>Rules for filling electrons in orbital's - Aufbau principle, Pauli's exclusion principle and Hund's rule.</li> <li>Electronic configuration of atoms.</li> </ul>

	<p>Heisenberg uncertainty principle.</p> <ul style="list-style-type: none"> <li>Define an atomic orbital in terms of quantum numbers.</li> <li>State Aufbau principle, Pauli exclusion Principle and Hund's rule of maximum multiplicity.</li> <li>Write the electronic configurations of atoms</li> </ul>				<p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>Quantum numbers.</li> <li>Shells, orbital have and sub shells.</li> <li>Aufbau principle.</li> <li>Hund's rule and Pauli's exclusion principle.</li> <li>Models of an atom</li> <li>Atomic spectra</li> </ul> <p>Hydrogen spectra</p>	<ul style="list-style-type: none"> <li>Stability of half-filled and completely filled orbital's.</li> </ul>
<p><b>May/June</b> <b>UNIT-3-</b> Classification of Elements and Periodicity in Properties.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>Appreciate how the concept of grouping elements in accordance to their properties led to the development of Periodic Table..</li> <li>Understand the Periodic Law.</li> <li>Understand the significance of atomic number and electronic configuration as the basis for periodic classification.</li> <li>Name the elements with <math>Z &gt; 100</math> according to IUPAC nomenclature.</li> <li>Classify elements into s, p, d, f blocks and learn their main characteristics.</li> <li>Recognise the periodic trends in physical and chemical properties of elements compare the reactivity of elements and</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <ul style="list-style-type: none"> <li>Chemistry notes.</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Inorganic Chemistry. <b>Diagrams:</b> Fig 3.2, table 3.4, table 3.5, fig 3.4, 3.5, 3.6, 3.7. <b>Practical:</b></p> <ul style="list-style-type: none"> <li>Revision of practical.</li> <li>Discussion of different topics to be used as investigatory projects.</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Discussions.</li> <li>Assignments.</li> <li>Blackboard lectures.</li> <li>Brainstorming by HOTS.</li> <li>Understanding of concept by extra marks videos related to the topic.</li> </ul> <p><b>Videos –</b> Demonstration of different type of radii using visual software</p>	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> <li>Modern periodic law and the present form of periodic table.</li> <li>Periodic trends in properties of elements - atomic radii, ionic radii, inert gas radii, Ionization enthalpy. Electron gain enthalpy. Electro negativity, valiancy.</li> <li>Nomenclature of elements with atomic number greater than 100.</li> <li>Trends in the modern periodic table.</li> </ul>

	<p>correlate it with their occurrence in nature.</p> <ul style="list-style-type: none"> <li>Explain the relationship between ionization enthalpy and metallic character.</li> <li>Use scientific vocabulary appropriately to communicate ideas related to certain important properties of atoms e.g., atomic/ionic radii, ionization enthalpy, electron gain enthalpy, electro negativity, valence of elements.</li> </ul>					
<p><b>June</b> <b>UNIT-4-</b> Chemical Bonding and Molecular structure</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Understand Kossel-Lewis approach to chemical bonding.</li> <li>Explain the octet rule and its limitations.</li> <li>Draw Lewis structures of simple molecules.</li> <li>Explain the formation of different types of bonds.</li> <li>Describe the VSEPR theory and predict the geometry of simple molecules.</li> <li>Explain the valence bond approach for the formation of covalent bonds.</li> <li>Predict the directional properties of covalent bonds.</li> <li>Explain the different types of hybridization involving s, p and d orbital's and draw shapes of simple covalent molecules.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Art <b>Diagrams:</b> Fig4.1, 4.2, 4.6, table: 4.6, 4.7, 4.8, Fig:4.7, 4.8, 4.9, 4.10, 4.14, 4.15, 4.18, 4.19, 4.20 (NCERT part 1) <b>Art Integration:</b> Drawing molecular orbital diagram. And geometries of different molecules.</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing of class 10<sup>th</sup> concepts.</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme.</li> <li>Understanding of concept by extra marks videos related to the topic. Flow charts.</li> </ul> <p><b>Videos-</b> Valence bond theory and VSEPR theory. Molecular orbital theory.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Valence electrons, ionic bond, covalent bond.</li> <li>Bond parameters.</li> <li>Lewis structure.</li> <li>Polar character of covalent bond.</li> <li>Covalent character of ionic bond.</li> <li>Valence bond theory.</li> <li>Resonance.</li> <li>Geometry of covalent molecules, VSEPR theory.</li> <li>Concept of hybridization involving s, p and d orbital's and shapes of some simple molecules.</li> <li>Molecular orbital theory of homonuclear diatomic molecules (qualitative idea only).</li> <li>Hydrogen bond.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the molecular orbital theory of homonuclear diatomic molecules.</li> <li>Explain the concept of hydrogen bond.</li> </ul>					
<b>June/July</b> <b>UNIT-5-</b> <b>Gases and</b> <b>Liquids</b>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Explain the existence of different states of matter in terms of balance between intermolecular forces and thermal energy of particles.</li> <li>Explain the laws governing behaviour of ideal gases.</li> <li>Apply gas laws in various real life situations.</li> <li>Explain the behaviour of real gases.</li> <li>Describe the conditions required for liquifaction of gases.</li> <li>Realize that there is continuity in gaseous and liquid state.</li> <li>Differentiate between gaseous state and vapors.</li> <li>Explain properties of liquids in terms of intermolecular attraction.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p>• Chemistry notes</p>	<p><b>Interdisciplinary Linkage:</b> Physics</p> <p><b>Diagrams:</b> Fig 5.1, 5.2, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.13, 5.14. (NCERT part</p> <p><b>Art Integration:</b> Drawing graphs of different gas laws and to explain critical temperature of gases.</p> <p><b>Practical:</b> Quantitative Estimation</p> <ul style="list-style-type: none"> <li>Using a chemical balance.</li> <li>Preparation of standard solution of Oxalic acid.</li> <li>Determination of strength of a given solution of Sodium Hydroxide by titrating it against standard solution of Oxalic acid.</li> <li>Preparation of standard solution of Sodium Carbonate.</li> <li>Determination of strength of a given solution of Hydrochloric acid by titrating it against standard Sodium Carbonate solution.</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Numerical of the topics Gas laws, ideal gas equation, real gas equation, Dalton law of partial pressure</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Providing basic fundamentals to solve numerical.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p><b>Videos-</b> Video on different gas laws.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Three states of matter.</li> <li>Intermolecular interactions.</li> <li>Types of bonding, melting and boiling points.</li> <li>Role of gas laws in elucidating the concept of the molecule.</li> <li>Boyle's law, Charles law, Gay Lussac's law, Avogadro's law.</li> <li>Ideal behaviour.</li> <li>Empirical derivation of gas equation.</li> <li>Avogadro's number.</li> <li>Ideal gas equation.</li> <li>Deviation from ideal behaviour.</li> <li>Liquefaction of gases.</li> <li>Critical temperature.</li> <li>Kinetic energy and molecular speeds (elementary idea).</li> </ul> <p><b>Liquid State:</b></p> <ul style="list-style-type: none"> <li>Vapour pressure.</li> <li>Viscosity and surface tension (qualitative idea only, no mathematical derivations).</li> </ul>

			<b>Investigatory project:</b> <ul style="list-style-type: none"> <li>Topic Selection.</li> </ul>			
<b>August</b> <b>UNIT-6-</b> Chemical Thermo- dynamics No of periods - 16	Students will be able to- <ul style="list-style-type: none"> <li>Explain the terms: system and surroundings.</li> <li>Discriminate between close, open and isolated systems.</li> <li>Explain internal energy, work and heat.</li> <li>State first law of thermodynamics and express it mathematically.</li> <li>Calculate energy changes as work and heat contributions in chemical systems.</li> <li>Explain state functions: U, H.</li> <li>Correlate <math>\Delta U</math> and <math>\Delta H</math>.</li> <li>Measure experimentally <math>\Delta U</math> and <math>\Delta H</math>.</li> <li>Define standard states for <math>\Delta H</math>.</li> <li>Calculate enthalpy changes for various types of reactions.</li> <li>State and apply Hess's law of constant heat summation.</li> <li>Differentiate between extensive and intensive properties.</li> <li>Define spontaneous and non-spontaneous processes.</li> <li>Explain entropy as a thermodynamic state function and apply it for spontaneity.</li> <li>Explain Gibbs energy change (<math>\Delta G</math>).</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> Chemistry notes	<b>Interdisciplinary Linkage:</b> Physics and Math's. <b>Diagrams:</b> Fig 6.1, 6.2, 6.5, 6.7, 6.8(NCERT part 1) <b>Art Integration:</b> <ul style="list-style-type: none"> <li>Drawing Born Habre cycle.</li> </ul> <b>Practical:</b> <ul style="list-style-type: none"> <li>To study the heat of neutralization of different acids and bases.</li> </ul> <b>Project:</b> Collect the data of the calorific values of all the fuels like coal, CNG, kerosene oil, LPG, petrol, Diesel, Hydrogen. And compare which one is the best fuel.	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Numerical on all the topics of this chapters</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> Random oral testing daily.	<b>Developing knowledge of concept by :</b> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Blackboard lectures.</li> <li>HOTS</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <b>Videos-</b> <ul style="list-style-type: none"> <li>Video on system and types of system.</li> <li>Enthalpy of neutralisation.</li> </ul>	Students will be able to understand the concept of- Students will learn about: <ul style="list-style-type: none"> <li>Different types of system and processes</li> <li>Properties of system ,Work, Internal energy and their relationship</li> <li>Types of work and heat capacities and its calculations</li> <li>Enthalpy and its types</li> <li>Hess law, Born Habre cycle</li> <li>Spontaneity of a reaction using the concept of enthalpy and entropy and its calculations</li> <li>Relationship between Gibbs free energy and equilibrium constant.</li> </ul>

	<ul style="list-style-type: none"> <li>Establish relationship between <math>\Delta G</math> and spontaneity.</li> <li><math>\Delta G</math> and equilibrium constant.</li> </ul>					
<p><b>August</b> <b>UNIT-8-</b> Redox Reactions No of periods 06</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Identify Redox reactions as a class of reactions in which oxidation and reduction reactions occur simultaneously.</li> <li>Define the terms oxidation, reduction, oxidant (oxidizing agent) and reductant (reducing agent).</li> <li>Explain mechanism of Redox reactions by electron transfer process.</li> <li>Use the concept of oxidation number to identify oxidant and reductant in a reaction.</li> <li>Classify Redox reaction in to combination (synthesis), decomposition, displacement and disproportionation reactions.</li> <li>Suggest a comparative order among various reductants and oxidants.</li> <li>Balance chemical equations using (i) oxidation number (ii) half reaction method.</li> <li>Learn the concept of Redox reactions in terms of electrode processes.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Physics and Math's.</p> <p><b>Diagrams:</b> Fig 8.1, 8.2, 8.3 (NCERT part 1)</p> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Drawing Electrochemical cell, Standard Hydrogen Electrode.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations-Pb<sup>2+</sup>, Cu<sup>2+</sup>, Al<sup>3+</sup>, Fe<sup>3+</sup>, Mn<sup>2+</sup>, Ni<sup>2+</sup>, Zn<sup>2+</sup>, Co<sup>2+</sup>, Ca<sup>2+</sup>, Sr<sup>2+</sup>, Ba<sup>2+</sup>, Mg<sup>2+</sup>, [NH<sub>4</sub>]<sup>+</sup> Anions –[CO<sub>3</sub>]<sup>2-</sup>, S<sup>2-</sup>, [SO<sub>3</sub>]<sup>2-</sup>, [SO<sub>4</sub>]<sup>2-</sup>, [NO<sub>3</sub>]<sup>-</sup>, Cl<sup>-</sup>, Br<sup>-</sup>, I<sup>-</sup>, [PO<sub>4</sub>]<sup>3-</sup>, [C<sub>2</sub>O<sub>4</sub>]<sup>2-</sup>, CH<sub>3</sub>COO<sup>-</sup> (Note: Insoluble salts excluded)(b) Detection of - Nitrogen, Sulphur, Chlorine in organic compounds.</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Balancing of Redox reactions</li> <li>Calculation of oxidation number of different species</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Discussions,</li> <li>Assignments of Redox reactions.</li> <li>Blackboard lectures.</li> <li>Brainstorming by HOTS.</li> <li>Understanding of concept by extra marks videos related to the topic. Flow charts.</li> </ul> <p><b>Videos –</b></p> <ul style="list-style-type: none"> <li>Electrochemical cell.</li> <li>Standard Hydrogen Electrode.</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Concept of oxidation and reduction.</li> <li>Redox reactions, oxidation number.</li> <li>Balancing Redox reactions in terms of loss and gain of electrons and change in oxidation number.</li> <li>Applications of Redox reactions.</li> </ul>

<p><b>August</b> <b>UNIT-10-</b> S-Block Elements. No of periods 10</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Describe the general characteristics of the alkali metals and their compounds.</li> <li>Explain the general characteristics of the alkaline earth metals and their compounds.</li> <li>Describe the manufacture, properties and uses of industrially important sodium and calcium compounds including Portland cement.</li> <li>Appreciate the biological significance of sodium, potassium, magnesium and calcium.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<p><b>Art Integration:</b> Drawing structures of <math>\text{BeCl}_2</math> and aluminum chloride, Hydrogen peroxide</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Discussions,</li> <li>Assignments of S-block elements.</li> <li>Blackboard lectures.</li> <li>Brainstorming by HOTS.</li> <li>Understanding of concept by extra marks videos related to the topic. Flow charts.</li> </ul> <p><b>Videos –</b></p> <ul style="list-style-type: none"> <li>Manufacture of sodium bicarbonate.</li> <li>Cement.</li> </ul>	<p>Students will be able to understand the concept of- <b>Group 1 and Group 2 Elements:</b></p> <ul style="list-style-type: none"> <li>General introduction, electronic configuration, occurrence, anomalous properties of the first element of each group, diagonal relationship, trends in the variation of properties (such as ionization enthalpy, atomic and ionic radii).</li> <li>Trends in chemical reactivity with oxygen, water, hydrogen and halogens.</li> <li>Uses.</li> <li>Preparation and Properties of Some Important Compounds: Sodium Carbonate, Sodium Chloride, Sodium Hydroxide and Sodium Hydrogen carbonate.</li> <li>Biological importance of Sodium and Potassium.</li> <li>Calcium Oxide and Calcium Carbonate and their industrial uses.</li> <li>Biological importance of Magnesium and Calcium.</li> </ul>
<p><b>September</b> <b>UNIT-11-</b> P- Block Elements No of periods 14</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Appreciate the general trends in the chemistry of p-block elements.</li> <li>Describe the trends in physical and chemical properties of group 13 and 14 elements.</li> <li>Explain anomalous</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Art <b>Diagrams/ Graphs:</b> Fig 11.3, 11.4, 11.5, 11.6, 11.7 (NCERT part 2) <b>Art Integration:</b> Drawing structures of borax, silicones.</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Blackboard lectures.</li> <li>HOTS</li> <li>Discussion of</li> </ul>	<p>Students will be able to understand the concept of- <b>General Introduction to p - Block Elements</b> <b>Group 13 Elements:</b></p> <ul style="list-style-type: none"> <li>General introduction.</li> <li>Electronic configuration.</li> <li>Occurrence.</li> <li>Variation of properties.</li> </ul>

	<p>behaviour of boron and carbon.</p> <ul style="list-style-type: none"> <li>Describe allotropic forms of carbon.</li> <li>Know the chemistry of some important compounds of boron, carbon and silicon.</li> <li>List the important uses of group 13 and 14 elements and their compounds.</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry notes.</li> </ul>			<p>Scoring Points/ Marking Scheme/ Sample Questions.</p> <p><b>Videos-</b> Video to show structure of Borax, silicones etc</p>	<ul style="list-style-type: none"> <li>Oxidation states.</li> <li>Trends in chemical reactivity.</li> <li>Anomalous properties of first element of the group, Boron.</li> <li>Physical and chemical properties, some important compounds, Borax, Boric acid, Boron Hydrides.</li> <li>Aluminum: Reactions with acids and alkalies.</li> <li>Uses.</li> </ul> <p><b>Group 14 Elements:</b></p> <ul style="list-style-type: none"> <li>General introduction.</li> <li>Electronic configuration.</li> <li>Occurrence.</li> <li>Variation of properties.</li> <li>Oxidation states.</li> <li>Trends in chemical reactivity.</li> <li>Anomalous behaviour of first elements. Carbon-catenation, allotropic forms, physical and chemical properties.</li> <li>Uses of some important compounds: oxides. Important compounds of Silicon and a few uses: Silicon Tetrachloride, Silicones, Silicates and Zeolites, their uses.</li> </ul>
<p><b>September</b> <b>UNIT-7- Equilibrium</b> No of periods 14</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Equilibrium in physical and chemical processes, dynamic nature of equilibrium.</li> <li>Law of mass action, equilibrium constant</li> <li>Factors affecting equilibrium- Le-Chatelier' principle.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Physics and Math's.</p> <p><b>Diagrams:</b> Fig 7.1, 7.2,7.3,7.4,7.5,7.6,7.7,7.8, 7.9,7.10,7.11,7.12(N)</p> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Flow chart of</li> </ul>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Numerical of the topics PH, solubility product, ionic product, solubility and hydrolysis of salts</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Introduction of the concept of equilibrium using daily life examples like</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Equilibrium in physical and chemical processes.</li> <li>Dynamic nature of equilibrium.</li> <li>Law of mass action.</li> <li>Equilibrium constant, factors affecting equilibrium-Le</li> </ul>

	<ul style="list-style-type: none"> <li>Ionic equilibrium- ionization of acids and bases, strong and weak electrolytes</li> <li>Degree of ionization, ionization of poly basic acids, acid strength.</li> <li>Concept of pH, Henderson Equation,</li> <li>Hydrolysis of salts (elementary idea).</li> <li>Buffer solution, solubility product, common ion effect</li> </ul>	<ul style="list-style-type: none"> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<p>Lechaltier's principle showing the variation of equilibrium constant with T,P,V and catalyst</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Practical on finding the pH of the different solution/ samples and compare their strength.</li> </ul>	<ul style="list-style-type: none"> <li>Random oral testing daily</li> </ul>	<p>see saw, balancing of the body on rope on circus etc. and explaining the concepts of physical and chemical equilibrium</p> <ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Assignment and MCQ questions</li> </ul> <p><b>Videos on:</b></p> <ul style="list-style-type: none"> <li>Physical and chemical equilibrium, Lechaltier's principle, and ionization of the acids and bases.</li> </ul>	<p>Chatelier's principle.</p> <ul style="list-style-type: none"> <li>Ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength.</li> <li>Concept of pH, Henderson Equation.</li> <li>Hydrolysis of salts (elementary idea),</li> <li>Buffer solution.</li> <li>Solubility product.</li> <li>Common ion effect (with illustrative examples)</li> </ul>
<p><b>September /October</b> <b>UNIT-9-</b> Hydrogen No of periods 08</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Position of hydrogen in periodic table,</li> <li>Occurrence, isotopes, preparation, properties and uses of hydrogen</li> <li>Hydrides-ionic covalent and interstitial</li> <li>Physical and chemical properties of water, heavy water</li> <li>Hydrogen peroxide Preparation, reactions and structure and use</li> <li>Hydrogen as a fuel. Compounds in our day to day life.</li> </ul>	<ul style="list-style-type: none"> <li>. Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p>Chemistry notes</p>	<p><b>Diagrams:</b> Fig 9.1, 9.2, 9.3 (NCERT part 2)</p> <p><b>Art Integration:</b> Drawing structures of H<sub>2</sub>O<sub>2</sub></p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Blackboard lectures.</li> <li>HOTS</li> <li>Discussion about the position and properties of the hydrogen, use of heavy water and hydrogen peroxide and hydrogen as a fuel.</li> </ul> <p><b>Videos on:</b></p> <ul style="list-style-type: none"> <li>Position of hydrogen related to its properties</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Position of hydrogen in periodic table.</li> <li>Occurrence, isotopes, preparation, properties and uses of hydrogen.</li> <li>Hydrides-ionic covalent and interstitial.</li> <li>Physical and chemical properties of water.</li> <li>Heavy water.</li> <li>Hydrogen peroxide preparation, reactions and structure and use.</li> <li>Hydrogen as a fuel.</li> </ul>

					like valency, concentration of hydrogen peroxide.	
<b>October</b> <b>UNIT-12</b> – Organic Chemistry -Some Basic Principles and Techniques No of periods 14	Students will be able to – <ul style="list-style-type: none"> <li>General introduction of organic chemistry and organic compounds.</li> <li>Methods of purification, qualitative and quantitative analysis.</li> <li>Classification and IUPAC nomenclature of organic compounds.</li> <li>Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper conjugation.</li> <li>Hemolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles.</li> <li>Types of organic reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <ul style="list-style-type: none"> <li>Chemistry notes</li> </ul>	<p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Fig 12.2., 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18 (NCERT Part-2)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Drawing flowcharts on organic compounds and types of isomerism.</li> </ul> <p>Practical: on Chromatography</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <p>Introduction of the various topics by:</p> <ul style="list-style-type: none"> <li>Previous knowledge testing</li> <li>Assignment given based on simple nomenclature</li> <li>Lecture and discussion</li> </ul> <p><b>Videos on:</b></p> <ul style="list-style-type: none"> <li>Evaporation</li> <li>Crystallization</li> <li>Distillation</li> <li>Fractional distillation</li> <li>Chromatography</li> <li>Differential extraction</li> <li>Dumas method</li> <li>Khjedhal’s method</li> <li>Carious method</li> </ul>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>Reason for tetravalency of carbon and shapes of organic molecules.</li> <li>Writing organic structures in different ways.</li> <li>Classify the organic compound</li> <li>IUPAC naming of the compounds</li> <li>Understanding the concept of reaction mechanism.</li> <li>Electron displacement concepts</li> <li>Recognize the type of reactions</li> <li>Learn the techniques of purification of compounds</li> <li>Qualitative and quantitative analysis</li> </ul>
<b>October/November</b> <b>UNIT-13</b> – Hydrocarbon No of periods - 12	Students will be able to – <ul style="list-style-type: none"> <li>Classification of Hydrocarbons.</li> <li>Aliphatic Hydrocarbons: <b>Alkanes</b> –</li> <li>Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free radical</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <ul style="list-style-type: none"> <li>Chemistry notes</li> </ul>	<p><b>Art Integration:</b></p> <p>Drawing different resonating structures of benzene.</p> <p><b>Diagrams:</b> Fig 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7 (NCERT part 2)</p> <p><b>Practical:</b> To detect the different types of functional groups in</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Daily MCQ tests</li> <li>Weekly testing</li> <li>Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing on the basis of class 10<sup>th</sup>.</li> <li>Brainstorming</li> <li>Blackboard lectures.</li> <li>HOTS</li> <li>Discussion of</li> </ul>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>IUPAC naming of the hydrocarbons and isomerism in them</li> <li>Learn about the various methods of preparation of hydrocarbons</li> <li>Distinguish between alkenes , alkenes and alkynes based upon the physical and chemical properties</li> </ul>

	<p>mechanism of halogenations, combustion and pyrolysis.</p> <p><b>Alkenes –</b></p> <ul style="list-style-type: none"> <li>Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markownikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.</li> </ul> <p><b>Alkynes –</b></p> <ul style="list-style-type: none"> <li>Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of -hydrogen, halogens, hydrogen halides and water.</li> </ul> <p><b>Aromatic Hydrocarbons:</b></p> <ul style="list-style-type: none"> <li>Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: mechanism of electrophilic substitution. Nitration, sulphonation, halogenations, Friedel Craft's alkylation and acylation, directive influence of</li> </ul>		<p>organic compounds.</p> <p>To determine the melting and boiling point of the different organic compounds.</p>		<p>Scoring Points/ Marking Scheme/ Sample Questions.</p> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>Confirmations of ethane</li> <li>Isomerism</li> <li>Sytzeff rule</li> <li>electrophilic substitution on Benzene</li> <li>Directive influence of the groups.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing the different confirmations of ethane</li> <li>Predicting the product formation of unsymmetrical alkenes.</li> <li>Compare the structure of Benzene and explain the concept of aromaticity and electrophilic substitution reactions of benzene.</li> </ul>
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	functional group in mono substituted benzene. Carcinogenicity and toxicity.					
<b>November</b> <b>UNIT-14</b> – Environ mental Chemistr y. No of periods - 06	Students will be able to – <ul style="list-style-type: none"> <li>• Environmental pollution -air, water and soil pollution.</li> <li>• Chemical reactions in atmosphere, smog, major atmospheric pollutants, acid rain, ozone and its reactions.</li> <li>• Understand various factors affecting the acidity of carboxylic acids and their reactions.</li> <li>• Effects of depletion of ozone layer, greenhouse effect and global warming- pollution due to industrial wastes, green chemistry as an alternative tool for reducing pollution.</li> <li>• Strategies for control of environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> </ul> <ul style="list-style-type: none"> <li>• Chemistry notes</li> </ul>	<p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Making PPT on the different topics of Environmental Chemistry.</li> <li>• Drawing the different zones of the atmosphere with temperature range and distance</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>• Fig 14.1,14.2 ,14.3 (NCERT part 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Daily MCQ tests</li> <li>• Weekly testing</li> <li>• Weekly assignment</li> </ul> <p>Random oral testing daily</p>	<p><b>Developing knowledge of concept by :</b></p> <ul style="list-style-type: none"> <li>• Discussions,</li> <li>• Assignments</li> <li>• Blackboard lectures..</li> </ul> <p>Understanding of concept by extra marks videos related to the topic. Flow charts..</p>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>• Role of environmental chemistry</li> <li>• reasons for Atmospheric pollution and global warming, Green house effect, acid rain</li> <li>• reasons for Water pollution and What are international standards of drinking water</li> <li>• reason and control of Soil pollution</li> <li>• Importance of green chemistry</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065 School Code: 43054

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

**Class: XI**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3 to 5	<b>Fundamentals of art.</b> <ul style="list-style-type: none"><li>• What is art?</li><li>• Types of art</li><li>• Elements of art</li><li>• Limbs of art</li></ul> Principles of art	<ul style="list-style-type: none"><li>• Books</li><li>• Images of various painting</li><li>• You tube</li></ul>	<ul style="list-style-type: none"><li>• Homework</li><li>• Integrated with history</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Oral test</li><li>• Homework</li></ul> Class test	<ul style="list-style-type: none"><li>• The learners will listen to a story of the great artist RamkinkarBaij.</li><li>• Discussed about few statements on art and asked students' opinion on it</li><li>• The learners will be shown many drawings to understand the various aspects on art.</li><li>• Video will be shown on what is art. <a href="https://youtu.be/b2VpNx5ZxSA">https://youtu.be/b2VpNx5ZxSA</a></li></ul>	<ul style="list-style-type: none"><li>• The learners will be able to talk, discuss or appreciate the paintings or any artwork.</li><li>• The learners would be able to understand the core values of an art piece.</li><li>• The learners will understand the values art in human's growth and building a sane society.</li></ul>

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May 3 to 5	<p><b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>Objects</li> <li>Drawing books</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Project on making an album with the pictures and short notes on still life paintings of great artists.</li> <li>Experiential learning by applying the techniques of watercolor and pencil shading.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown to start the topic. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject for outdoor study.</li> <li>The learners will improve in imagining a scene and expressing their thoughts.</li> <li>The learners will improve skills on use of line, color scheme and tones.</li> <li>The learners would be able to understand the core values of an art piece.</li> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learner's experiment with different methods and materials of visual arts.</li> </ul>

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May 3	<b>Topic/ Chapter -1 Pre-historic Rock –painting.</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• How have ancient people started art?</li> <li>• Roaring Animal</li> <li>• Wizard’s Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Images of pre-historic rock painting.</li> <li>• Book,</li> <li>• Wikipedia</li> <li>• Black board</li> <li>• You Tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Homework</li> <li>• Integrated with the child art and folk art.</li> <li>• Project on Mask making</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Class test</li> </ul>	<ul style="list-style-type: none"> <li>• National geographic Videos will be shown on pre- historic rock painting <a href="http://bit.ly/natGeoofficials">http://bit.ly/natGeoofficials</a> <a href="#">ite</a></li> <li>• Discussed about a movie 1000BC and children will share their knowledge about movies of ancient world.</li> <li>• Paintings will be shown and discussed.</li> <li>• The learners will Make a note on the objective behind the paintings were made on the walls of the caves.</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings and will also understand how the journey of art started in the ancient period.</li> <li>• The history would be reconstructed in students mind through cave paintings.</li> <li>• The learners will come to know about a universal language.</li> <li>• The learners will come to know about the first historical documents/evidence of human expressions and how art is an important /integral part of human growth.</li> </ul>

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May 3	<p><b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>Objects</li> <li>Drawing books</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learner’s experiment with a range of media and techniques</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 12	<ul style="list-style-type: none"> <li>• <b>B. Indus valley civilization</b></li> <li>• Period and location</li> <li>• Major cities of this civilizations</li> <li>• It's importance in history of art</li> <li>• Study of the following sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)</li> <li>• Dancing girl</li> <li>• . male torso</li> <li>• . mother goddess</li> <li>• Bull seal</li> <li>• Painted jar</li> <li>• Discussion on bronze casting</li> <li>• Discussion on What is Terracotta</li> </ul>	<ul style="list-style-type: none"> <li>• Images</li> <li>• Books,</li> <li>• Wikipedia</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Experiential skill development with techniques of sculptures and pottery making.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a decorated pot with painted fish and geometric design and discussion has taken place based on prior knowledge.</li> <li>• Images of sculpture will be shown and imagined the lifestyle and religious beliefs or cultural practice.</li> <li>• Videos by BBC <a href="https://youtu.be/hDn4hEbFMJQ">https://youtu.be/hDn4hEbFMJQ</a></li> <li>• Group discussion will take place to clear doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art findings of Indus valley civilization and understand the lifestyle, religious beliefs and cultural aspects.</li> <li>• The history would be reconstructed in students mind through the art findings of Indus valley civilization.</li> <li>• The learners will also understand how art helps to connect with our tradition.</li> </ul>
June	<b>Revision, Exams and assessment</b>	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 3~6	<b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art</b> <ul style="list-style-type: none"> <li>• Introduction on Mauryan, Shunga, Kushan and Gupta art.</li> <li>• Location and findings.</li> <li>• Study of the following artwork</li> <li>• (Discussion on</li> <li>• importance, concept, relation with society and aesthetical approach)</li> <li>• Lion capital</li> <li>• Chauri Bearer</li> <li>• Bodhisattva head from Taxila</li> <li>• Seated Buddha from katratila</li> <li>• Seated Buddha from sarnath</li> <li>• Jain Tirthankara</li> </ul>	<ul style="list-style-type: none"> <li>• Book,</li> <li>• Wikipedia,</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history</li> <li>• Project on Indian art from 1<sup>st</sup> century AD to 5<sup>th</sup> century AD</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced by showing aone-rupee coin and start discussion based on prior knowledge about its engravings.</li> <li>• Visit to e- museum and discussion on Buddhist and Jain art <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• The learnersmade to read the textbook thoroughly and discuss the doubts.</li> <li>• Quizzes conducted by the students.</li> <li>• Making paintings or artifacts using the clue or motif from the sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learnerswill understand or reconstruct the history of ancient period (3rd century B.C to 5<sup>th</sup> century A.D) in their mind.</li> <li>• The learners will also learn about many sculpture techniques and how Buddhism and Jainism has been preached through sculptures since times immemorial.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 5	<p><b>Practical's: Unit 2:</b> <b>Painting Composition</b></p> <ul style="list-style-type: none"> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>• Composition on daily life</li> <li>• Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core values of an art piece.</li> <li>• Understand the basic principles of colour.</li> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Aug 3/5	<p><b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art Ajanta cave paintings</b></p> <ul style="list-style-type: none"> <li>• Introduction to Ajanta cave Painting</li> <li>• Period and location</li> <li>• Discussion on how the cave was found and highlighted to the world.</li> <li>• How impactful it was for the Indians and to the rest of the world</li> <li>• Which techniques were used to make the paintings?</li> <li>• Characteristics of Ajanta painting.</li> <li>• Subject matters of Ajanta Paintings.</li> <li>• Discussion on Religious practice of Gupta period.</li> <li>• Study of the following paintings and sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)               <ol style="list-style-type: none"> <li>1. Discussion on the painting Bodhisattvapadmapani</li> <li>2. Discussion on the sculpture Mara Vijay and its story.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> </ul> <p>Oral test</p>	<ul style="list-style-type: none"> <li>• The class will be introduced with an image of Buddha found in market and then an image of sculpture of Gupta period and then discussion on differences of both the things.</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> <li>• Given a project to make a five-leafhandbook on Gupta art.</li> <li>• Discussion on the symbolism of sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art works and understand the art practiced by our ancestors or reconstruct the history and will come to know about many techniques.</li> <li>• Will also get to know the foundation of modern art or the roots of Indian art.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Aug 4	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September 12	<ul style="list-style-type: none"> <li>• <b>Topic/ Chapter/ Unit -3</b></li> <li>• <b>Indian Temples and Indo – Islamic architecture</b></li> <li>• <b>Introduction to Indian temple architecture.</b></li> <li>• How Indian architecture is developed and influenced.</li> <li>• Study of the following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Descent of Ganga</li> <li>• And it's mythological story.</li> <li>• Ravana shaking the mount Kailash, Elora</li> <li>• Laxmi Narayan temple,</li> <li>• Trimurti, Elephanta cave</li> <li>• Cymbal Player, Konarak</li> <li>• Mother and child,</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> <li>• <b>TEMPLE ARCHITECTURE OF INDIA</b> by Dr. N.C Panda and Siva Negi Reddy</li> <li>• <b>INDIAN ARCHITECTURE</b> by Percy Brown</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/col_lection.asp">http://www.nationalmuseumindia.gov.in/col_lection.asp</a></li> <li>• Discussion on followingsculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>• The learners identify the styles of architectures in India.</li> <li>• The history would be reconstructed in students mind through paintings.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

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

Month No 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
					<ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	be self-explanatory of their creative skills.
	<p><b>Introduction to Indo- Islamic architecture.</b></p> <p>Study of the following architectures</p> <ul style="list-style-type: none"> <li>(significance of the architectures, concepts, description and aesthetical approach) <ol style="list-style-type: none"> <li>1.Qutab Miner</li> <li>2.Gol Gumbaj</li> <li>3.Taj Mahal</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Textbook,</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history</li> <li>Integrated with different techniques and styles of architecture.</li> <li>Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class is introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> </ul> <p><b>INDIAN ARCHITECTURE (Islamic Period)</b> by Percy Brown</p> <ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description, and aesthetical approach)</li> <li>Children were made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to talk, discuss, understand or appreciate the work done on temples.</li> <li>Children will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>Children identify the styles of architectures in India.</li> </ul> <p>The history would be reconstructed in students mind through paintings.</p>
November 6-6	<b>Practical's: Unit 3: Portfolio assessment</b>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments (</b> Oral/Written/MC Qs /Quizzes/Tests)	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
					<ul style="list-style-type: none"> <li>The learners will be Involved in making a portfolio in a form of a project.</li> </ul>	works which would be self-explanatory of their creative skills.
December	<b>Revision, Exams and assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: XI**  
**Session 2023-24**

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>On different types of Function</li> </ul>			<ul style="list-style-type: none"> <li>Explanation of some functions with help of their graphs</li> <li>Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the similarities and differences between relations and functions.</li> <li>Construct graphically different types of functions</li> </ul>
May-June (13)	Trigonometric Functions	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video on different types of Trigonometric Functions</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session.</li> <li>Activity: To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in the first quadrants.</li> <li>Concept Maps: On different values and identities.</li> </ul> <p><b>Inter disciplinary linkage with Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of Trigonometric Function</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different trigonometric ratios and problems related to heights and distances to introduce the topic.</li> <li>To observe and discuss the conversion of degree measure to radian measure.</li> <li>Apply relevant results to calculate different problems of trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Applies logical reasoning in conversion of radian into degree and vice versa.</li> <li>Able to understand the concept of positive and negative angles</li> <li>Identifies similarities and differences between domain and range of trigonometric functions and their graphs</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
June	Revision, Exam and Assessment	-	-	-	-	-

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Graphical Representation of equations of lines and shaded portion according to given condition.		<ul style="list-style-type: none"> <li>Apply the relevant results to solve word problems related to day to day life.</li> </ul>	<ul style="list-style-type: none"> <li>equations.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>July (10)</b>	<b>Permutation and Combinations</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find the number of ways in which three cards can be selected from the given five cards.</li> <li>Concept Map: To memories notations and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different number of digits to make different arrangements to introduce the topic.</li> <li>by playing a game with different group of students to explain them permutation and combination.</li> <li>discuss the proof of factorial notation.</li> <li>apply relevant results to factorize the given factorials.</li> <li>Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>able to understand the concept of Fundamental principle of counting. Factorial n. (n!) Permutations and combinations.</li> <li>applies logical reasoning in classifying different types of permutation.</li> <li>Identifies similarities and differences between permutation and combination.</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>July - August (10)</b>	<b>Sequence and Series</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different basic concepts of sequence &amp; series and A.P. to introduce the topic.</li> <li>To observe and discuss the different series of AP and GP.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>Applies logical reasoning in classifying AP and GP and using them in different situation.</li> <li>able to understand the concept of GP.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Duster</li> </ul>	<ul style="list-style-type: none"> <li>Concept Map: Based on pattern to remember the formulas.</li> </ul>		<ul style="list-style-type: none"> <li>by mathematical riddles with different group of students to explain them A.P. and G.P.</li> <li>discuss the proof of factorial notation.</li> <li>apply relevant results to find the sum of given series.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies similarities and differences between sequence and series, AP &amp; GP.</li> <li>finds the solution of different types of questions using appropriate formulas</li> </ul>
August (10)	Straight Lines	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Straight lines made under <b>different</b> conditions.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Diagram of different equations</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with coordinate geometry and concept of simple geometry in our daily life to introduce the topic.</li> <li>To observe and discuss the various forms of the equation of line.</li> <li>Draw and compare the graph of linear in equations under different conditions.</li> <li>discuss the proof of angle between two lines.</li> <li>apply relevant results to find the equation of line under various condition.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>identifies various forms of equations of a line: parallel to axis, point-slope form, slope-intercept form, two-point form, intercept form and normal form.</li> <li>construct the equation of line under different conditions.</li> <li>identifies similarities and differences between various conditions given for a line.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
August (8)	Conic Section	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> </ul>	<p><b>Experiential Learning</b></p>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>By taking examples of various curves from our day to day</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>identifies concept of sections of a cone:</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To construct different types of conic sections.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>• Explanation of Parabola, hyperbola, ellipse with the help of different equations</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Diagrams of parabola, hyperbola, and ellipse.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<p>life to introduce the topic.</p> <ul style="list-style-type: none"> <li>• To observe and discuss various conic sections.</li> <li>• Draw and compare the graphs. various conic sections under different conditions.</li> <li>• apply relevant results to find the special cases of given conic section.</li> </ul>	<p>circles, ellipse, parabola, hyperbola</p> <ul style="list-style-type: none"> <li>• Applies logical reasoning in classifying different types of conic sections.</li> <li>• Identifies similarities and differences between circles, ellipse, parabola, hyperbola sequence and series, AP &amp; GP.</li> <li>• finds the solution of different types of questions using appropriate formulas.</li> </ul>
Sep (8)	<b>Introduction to 3 – D Geometry</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Model/project: Innovative models made by students in order to understand octants.</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>• Diagrams of different octants.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the concept of coordinate axes and coordinate plane to introduce the topic.</li> <li>• To observe and discuss the various octants in three-dimensional geometry.</li> <li>• plot and compare the given points on the graph.</li> <li>• discuss the proof of distance formula and section formula.</li> <li>• apply relevant results to find the</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• able to understand the concept of Coordinate axes and coordinate planes in three dimensions.</li> <li>• identifies concept of space and octant.</li> <li>• Applies logical reasoning in classifying different octant.</li> <li>• Identifies similarities and differences between different octants.</li> <li>• finds the solution of different types of questions using appropriate formulas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					distance between the points under various condition	
Sep (12)	Limits and Derivatives	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find analytically <math>\lim_{x \rightarrow a} f(x) = \frac{x^2 - a^2}{x - a}</math>.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of limit and derivatives</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>Diagrams of different functions.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of distance time graph to introduce the topic.</li> <li>To observe and discuss the concept of limit and continuity.</li> <li>plot and compare the graphs of different functions.</li> <li>discuss the proof of algebra of derivative of functions.</li> <li>apply relevant results to find the derivatives of polynomials and trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>able to understand the concept of derivative introduced as rate of change both as that of distance function and geometrically.</li> <li>identifies concept of limit and continuity.</li> <li>Identifies similarities and differences between limit, continuity and derivatives.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
Sep	Revision, Exam and Assessment	-	-	-	-	-
Oct (10)	Probability	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To write the sample space when a die is rolled ones, twice, ...</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> </ul>	<ul style="list-style-type: none"> <li>by playing a game of playing cards with different group of students to introduce the topic.</li> <li>To observe and discuss various events and their sample space.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>will be able to understand the concept of Random experiments; outcomes, sample spaces and Axiomatic (set theoretic) probability.</li> <li>identifies concept of axiomatic approach to</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Duster</li> </ul>	<p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Diagrams of different outcomes outcome a different experiment.</li> <li>Concept Map: For different types of objects and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>compare the sample space of various events under different conditions.</li> <li>apply relevant results to find the probability of real-life situation.</li> </ul>	<p>probability.</p> <ul style="list-style-type: none"> <li>Applies logical reasoning in classifying the occurrence of events.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
Oct (10)	Statistics	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Project on different types of formulas.</li> <li>PPT/Slide show on different topics of statistics.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of mean and median of given data to introduce the topic.</li> <li>To observe and discuss the concept of standard deviation and variance.</li> <li>discuss the proof of standard deviation and variance.</li> <li>apply relevant results to find the standard deviation and variance of given data.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>will be able understand the concept of Measures of dispersion, Range, mean deviation, variance, and standard deviation.</li> <li>applies logical reasoning in classifying Variance and standard deviation.</li> <li>Identifies similarities and differences between different terms of statistics.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Oct-Nov (5)	<b>Principle of Mathematical Induction</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking example of sum of n positive integers to introduce the given topic.</li> <li>• Inductive method and deductive method were introduced by taking examples of relations and different numbers.</li> <li>• To observe and discuss the steps involved in the process of Principal of Mathematical induction.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>• identifies the concept of process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of real numbers.</li> <li>• drives proofs of different problems based upon the principle of mathematical induction and simple applications.</li> <li>• finds the solution of different types of questions using appropriate formulas</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Nov (10)	<b>Binomial Theorem</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session.</li> <li>• Activity: To construct a Pascal's triangle and to write binomial expansion for a given positive integral exponent.</li> <li>• Concept Map: Pascal's Triangle explained to remember expansion of binomial theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking different examples of squares and cubes of binomials to introduce the topic.</li> <li>• To observe and discuss Binomial Theorem for Positive Integral Indices.</li> <li>• Explanation of Binomial Theorem with help of Pascal's Triangle.</li> <li>• Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• will be able to Understand the History, statement, and proof of the binomial theorem for positive integral indices.</li> <li>• relates the squares and cubes of binomials with binomial theorem.</li> <li>• applies logical reasoning in using Pascal's Triangle in different situations.</li> <li>• derives proof of Binomial theorem</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>

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

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2023-24**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill I Assessments</b>	<b>Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>March</b> <b>No. of periods: 5</b>  <b>No. of periods: 20</b>	Introduction to computer system  Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> </ul> Videos	<ul style="list-style-type: none"> <li>• Demonstration of computer showing different parts of CPU.</li> <li>• Write programs in Python to</li> <li>• Find the sum of two numbers</li> <li>• Find the average of three numbers</li> <li>• Accept values in four variables from use. Divide the sum of first two numbers by the difference of last two numbers and display the result</li> <li>• Find whether a given number is positive/ negative</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>• Computer fundamentals</li> <li>• Information Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> </ul> Videos	Problem solving Critical Thinking Decision making
<b>April</b> <b>No. of periods: 25</b>	Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org</li> </ul>	Write programs in Python to Find whether a given number is even/odd <ul style="list-style-type: none"> <li>• Find the bigger/smaller of two numbers</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>• Computational Thinking</li> <li>• Python Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online</li> </ul>	Problem solving <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interperson al skills</li> </ul> Algorithmi c thinking

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**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		(online learning platform) Videos • Scratch (Online learning platform )	<ul style="list-style-type: none"> <li>• Find the biggest/smallest of three numbers</li> <li>• Find the factorial of a given number.</li> <li>• Accept values for Principle, Rate of Interest and Time. Calculate Simple Interest.</li> <li>• Find xn.</li> <li>• Print first N natural/whole numbers in forward/reverse order</li> <li>• Print even/odd numbers between 1 and N.</li> <li>• Find whether a given number is prime or not</li> <li>• Find if a number is equal to the sum of the cubes of its digits.</li> <li>• Find the reverse of a given number</li> <li>• Find the sum of digits of a given number</li> </ul>		learning platform) Videos	

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Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021- 22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
			Find LCM and HCF of two given numbers			
<b>May No. of periods: 20</b>	Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> <li>• Scratch (Online learning platform)</li> </ul> Videos	Write programs in Python to <ul style="list-style-type: none"> <li>• Search for a number/name in the given list</li> <li>• Arrange the numbers in ascending/ descending order</li> <li>• Find the largest/smallest number in a given list</li> <li>• Find the second largest/ smallest number in a given list</li> <li>• Find the reverse of a given string</li> <li>• Find whether a given string is palindrome or not</li> </ul> Project Work	Assignment Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> <li>• Scratch (Online learning platform)</li> </ul> Videos	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interperson al skills</li> </ul> Algorithmi c thinking
<b>July No. of periods: 27</b>	Data Management	<ul style="list-style-type: none"> <li>• Software</li> </ul>	<ul style="list-style-type: none"> <li>• Create a student table with the student id,</li> </ul>	Assignment	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>

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**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> <li>Videos</li> </ul>	<p>name, and marks as attributes where the student id is the primary key.</p> <ul style="list-style-type: none"> <li>• Add a new column in the above table.</li> <li>• Modify the details of a particular column</li> <li>• Delete a particular column</li> <li>• Insert the details of a new student in the above table.</li> <li>• Delete &amp; update the details of a particular student in the above table.</li> <li>• Use the select command to manipulate data.</li> </ul> <p>Create a new table (name, date of birth) by joining two tables (student id, name) and (studentid, date of birth).</p>	<ul style="list-style-type: none"> <li>• Python Programming Database management</li> </ul>	<p>computing</p> <ul style="list-style-type: none"> <li>• khanacademy(online learning platform)</li> </ul> <p>Videos</p>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> </ul> <p>Algorithmic thinking</p>
<p><b>August</b> <b>No. of periods:</b> 27</p>	<p>Data Management and Data Handling</p>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new table (order ID, customer Name, and order Date) by joining two tables (order ID, customer ID, and order Date) and (customer ID, customer Name,</li> </ul>	<p>Assignment</p> <ul style="list-style-type: none"> <li>• Python Programming Database management</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul> <p>Data handling</p>

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**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>Videos w3schools.com (online learning platform)</li> </ul>	contact Name, country). Show details from two tables Delete the structure of a table.		w3schools.com (online learning platform)	
<b>Oct No. of periods: 10</b>	Society, Law and Ethics – Cyber safety	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Cyber Safety</li> <li>Usage of Social Networking</li> <li>Malware, Virus, Trojans etc. Phishing</li> </ul>		Assignment Cyber Safety	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Cyber Safety</li> <li>Usage of Social Networking</li> <li>Malware, Virus, Trojans etc. Phishing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Decision making</li> <li>Interperson al skills</li> <li>Algorithmi c thinking</li> </ul> Personal Safety on internet
<b>Nov No. of periods: 26</b>	Revision	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul>	Revision	Revision	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul>	Discussion with students about how to handle questions in exam.

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: \_Physics**  
**Class: \_\_11th**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/ MCQs /Quizzes/Tes ts)	Pedagogical Processes	Learning Outcomes
MAY / 03	<p><b>TOPIC:</b> Physical World</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Physics-scope and excitement</li> <li>• nature of physical laws</li> <li>• Physics, technology and society.</li> </ul>	<p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Physics scope and excitement</li> </ul> <ul style="list-style-type: none"> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b>Interdisciplinary linkage: -</b></p> <ul style="list-style-type: none"> <li>• Technology</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Make a ppt on Physics , technology and society</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous idea of Physics.</li> <li>• <b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b>Problem solving/ Inquiry method</b></li> <li>• <b>Real life examples</b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul>

						<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>understand the scope of physics</li> <li>appreciate the role of physics, in technology and society</li> </ul>
MAY / 10	<p><b>TOPIC:</b> Units and Measurements</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Need for measurement</li> <li>Units of measurement</li> <li>systems of units</li> <li>SI units</li> <li>fundamental and derived units</li> <li>Length, mass and time measurements</li> <li>accuracy and precision of measuring instruments</li> <li>errors in measurement</li> <li>Significant figures.</li> <li>Dimensions of physical quantities,</li> <li>Dimensional analysis and its applications.</li> </ul>	<ul style="list-style-type: none"> <li>Chalk</li> <li>Board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Fig 2.1, 2.2, 2.3 (N.C.E.R.T Part 1)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Draw diagrams of ways of measurement of length and weight</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.</li> <li>To measure diameter of a given wire and thickness of a given sheet using screw gauge.</li> <li>To determine volume of an irregular lamina using screw gauge.</li> <li>To determine radius of curvature of a given spherical surface by a spherometer</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of Units and measurement.</li> <li><b>Lecture and discussion method</b> Meaning of errors and dimensions will be explained with the help of analogies.</li> <li><b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming,</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>Use fundamental and derived quantities of Physics.</li> <li>Different types of measurement system of</li> </ul>

					<p>demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>units and significance</p> <ul style="list-style-type: none"> <li>• understand about significant figures</li> <li>• Differentiate between accuracy and precision and classify error as systematic and random.</li> <li>• Derive dimensional formula of different quantities and explain application of dimensional analysis</li> </ul>
<p><b>MAY / JUNE / 10</b></p>	<p><b><u>TOPIC:</u></b> <b>Motion in a Straight Line</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Frame of reference</li> <li>• Motion in a straight line</li> <li>• Position-time graph, speed, and velocity.</li> <li>• Elementary concepts of differentiation and integration for describing motion</li> <li>• uniform and non- uniform motion</li> <li>• average speed and instantaneous velocity</li> <li>• uniformly accelerated motion</li> <li>• velocity - time and</li> </ul>	<p><b><u>Videos</u></b></p> <ul style="list-style-type: none"> <li>• Uniform and non-uniform motion</li> <li>• Distance and displacement.</li> <li>• Models</li> <li>• Pictures</li> <li>• Graphs</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 3.2,3.3,3.4, 3.6, 3.9, 3.10,3.16,3.17 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw velocity and position time graphs for acceleration</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Providing examples of distance and displacement, uniform, and non-uniform motion from real life and where and why they are used.</li> <li>• Use of speedometer (instantaneous velocity) and odometer (distance)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of speed and velocity.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of differentiation will be explained with the help of analogies (reduced time span.)</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other</li> </ul>

	<p>position-time graphs.</p> <ul style="list-style-type: none"> <li>Relations for uniformly accelerated motion (graphical treatment).</li> </ul>				<p>introduced subsequently</p> <ul style="list-style-type: none"> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>disciplines.</p> <ul style="list-style-type: none"> <li>Learners will be able to understand the term motion as a relative term and classification of motion.</li> <li>Learners will be able to differentiate between speed and velocity, uniform and non - uniform motion.</li> <li>Learners will be able to understand the significance of three equations of motion in our daily life</li> </ul>
<p><b>JUNE/ JULY / 10</b></p>	<p><b><u>TOPIC:</u></b> <b>Motion in a Plane</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Scalar and vector quantities</li> <li>position and displacement vectors</li> <li>general vectors and their notations</li> <li>equality of vectors</li> <li>multiplication of vectors by a real number</li> <li>addition and subtraction of</li> </ul>	<p><u>Video</u></p> <ul style="list-style-type: none"> <li>Types of vectors</li> <li>Relative velocity</li> <li>Projectile motion</li> </ul> <ul style="list-style-type: none"> <li>Models</li> <li>pictures</li> <li>Chalk</li> <li>Board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>Fig 4.6, 4.9,4.10, 4.18 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Draw notation of all types of vectors and Draw diagram of projectile</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>To verify law of vector addition using Grave's Sand apparatus.</li> </ul> <p><b><u>Experiential learning</u></b></p>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of projectiles and circular motion.</li> <li><b><u>Lecture and discussion method</u></b> Meaning of vectors will be explained.</li> <li><b><u>Simple to</u></b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision</li> </ul>

	<ul style="list-style-type: none"> <li>vectors</li> <li>relative velocity</li> <li>Unit vector</li> <li>resolution of a vector in a plane, rectangular components</li> <li>Scalar and Vector product of vectors.</li> <li>Motion in a plane, cases of uniform velocity and uniform acceleration</li> <li>projectile motion</li> <li>Uniform circular motion.</li> </ul>	<ul style="list-style-type: none"> <li>Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul>	<ul style="list-style-type: none"> <li>Providing examples of flying of bird and sling Playing with Sling to hit the target. (laws of vector addition)</li> <li>Games (Discuss throw, javelin throw to discuss projectile motion)</li> <li>To study the variation of the range of a projectile with angle of projectile using protector and water stream.</li> </ul>	<ul style="list-style-type: none"> <li>blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b>Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b>Problem solving/ Inquiry method</b> Providing basic knowledge to solve numerical problems.</li> <li><b>Explanation</b></li> <li><b>Real life examples</b></li> </ul>	<ul style="list-style-type: none"> <li>making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand basics of Scalar and Vector quantities along with its Mathematical analysis (Addition, subtraction, Product, Resolution, Projection)</li> <li>Learners will be able to understand the concept of Projectile and its mathematical analysis (Parabolic path, Maximum height attained, Range, Time of flight, Resultant velocity) and will be able to correlate it to daily life situations.</li> </ul>
<b>JULY / 15</b>	<p><b>TOPIC:</b> <b>Laws of Motion</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Intuitive concept of force</li> <li>Inertia</li> <li>Newton's first law of motion</li> <li>momentum and Newton's second</li> </ul>	<p><b>Video:</b></p> <ul style="list-style-type: none"> <li>Animation and videos on Conservation of momentum and its applications</li> <li>Friction</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Fig 5.11, 5.12,5.14 (NCERT)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Draw diagrams of vertical e circular motion</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of Newton's laws</li> <li><b>Lecture and</b></li> </ul>	<ul style="list-style-type: none"> <li>After studying this Unit, the students will</li> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related</li> </ul>

	<p>law of motion</p> <ul style="list-style-type: none"> <li>• Impulse</li> <li>• Newton's third law of motion</li> <li>• Law of conservation of linear momentum and its applications.</li> <li>• Equilibrium of concurrent forces,</li> <li>• Static and kinetic friction</li> <li>• laws of friction, rolling friction</li> <li>• lubrication</li> <li>• Dynamics of uniform circular motion</li> <li>• Centripetal force,</li> <li>• Examples of circular motion (vehicle on a level circular road, vehicle on a banked road).</li> </ul>	<ul style="list-style-type: none"> <li>• dynamics of circular motion</li> <li>• Newton's law</li> <li>• Models</li> <li>• Pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> <li>• .</li> </ul>	<p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To study the relationship between force of limiting friction and normal reaction and to find the coefficient of friction between a block and a horizontal surface.</li> <li>• To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination (<math>\theta</math>)</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Providing examples of inertia, 2<sup>nd</sup> law and 3<sup>rd</sup> law of Newton (like A bowl full of water kept on the table suddenly pushed in forward direction ,</li> <li>• Field activities and toy rocket launch to understand Newton's law and law of momentum</li> <li>• Explanation of law of conservation of linear momentum using Carom Board and coin.</li> </ul> <p><b><u>Project:-</u></b></p> <ul style="list-style-type: none"> <li>• Rolling friction</li> </ul>	<p>word, match the following, fill in the blanks)</p> <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<p><b><u>discussion method</u></b> Meaning of impulse and friction will be explained with the help of analogies.</p> <ul style="list-style-type: none"> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>industrial and technological applications.</p> <ul style="list-style-type: none"> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the Concept of Conservation of momentum and its applications.</li> <li>• Learners will be able to understand the Concept of concurrent forces and dynamics of circular motion and can correlate it to daily life situations.</li> </ul>
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<p style="text-align: center;"><b>AUGUST / 12</b></p>	<p><b><u>TOPIC:</u></b> <b>Work, Energy and Power</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Work done by a constant force and a variable force</li> <li>• kinetic energy</li> <li>• work energy theorem</li> <li>• Power</li> <li>• Notion of potential energy</li> <li>• potential energy of a spring</li> <li>• conservative forces</li> <li>• conservation of mechanical energy (kinetic and potential energies)</li> <li>• non-conservative forces</li> <li>• motion in a vertical circle</li> <li>• Elastic and inelastic collisions in one and two dimensions.</li> </ul>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>• Conservati on of mechanical energy</li> <li>• Collisions and its types.</li> <li>• Actual objects (spring)</li> <li>• Models</li> <li>• Pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 6.1, 6.3,6.7, 6.8, 6.9 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of potential energy of spring and conservative forces, motion in a vertical circle, Elastic and inelastic collisions in one and two dimensions</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Game (to rotate bucket of water in vertical circle.)</li> <li>• Activity to show the conservation of mechanical energy</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following , fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Work and energy.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of work energy theorem will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the Basic concept of work done and Classification of work.</li> <li>• Learners will be able to understand the Concept of mechanical energy, different forms energy and its conservation with necessary mathematical analysis.</li> </ul>
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					Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to understand the Mechanical power</li> <li>• Learner will be able to Differentiate and understand Elastic and inelastic collisions in one and two dimensions.</li> </ul>
AUGUST/ 12	<p><b><u>TOPIC:</u></b> <b>System of Particles and Rotational Motion</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Centre of mass of a two-particle system</li> <li>• momentum conservation and centre of mass motion</li> <li>• Centre of mass of a rigid body</li> <li>• Centre of mass of a uniform rod.</li> <li>• Moment of a force</li> <li>• Torque</li> <li>• angular momentum</li> <li>• Law of conservation of angular momentum and its applications.</li> <li>• Equilibrium of rigid bodies</li> <li>• rigid body</li> </ul>	<p><b><u>Videos</u></b></p> <ul style="list-style-type: none"> <li>• Animation on law of conservation of angular momentum</li> <li>• Moment of Inertia</li> <li>• Actual objects (Scale, weighing scale)</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig7.2, 7.14, 7.25, 7.1, 7.30,7.31, 7.32, 7.33,7.37 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of applications of moment of inertia, Equilibrium of rigid bodies, radius of gyration, parallel and perpendicular axes theorems</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Doing rough estimate of locating the centre of mass of different objects by keeping them on fingertip</li> <li>• Game to design different types of situation to clear then concept of centre of mass.</li> <li>• See-Saw to clear the concept of equilibrium</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following , fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous experience of balance</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of centre of mass will be explained with the help of examples.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to</li> </ul>

	<p>rotation and equations of rotational motion</p> <ul style="list-style-type: none"> <li>• Comparison of linear and rotational motions.</li> <li>• Moment of inertia</li> <li>• radius of gyration</li> <li>• Values of moments of inertia for simple geometrical objects (no derivation).</li> <li>• Statement of parallel and perpendicular axes theorems and their applications</li> </ul>		<ul style="list-style-type: none"> <li>• Fly wheel (to demonstrate moment of inertia, angular momentum and gyroscopic precession.</li> </ul>		<p>hypothesis by: Brainstorming, demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>understand the concept of centre of mass and centre of gravity of a body.</p> <ul style="list-style-type: none"> <li>• Learners will be able to understand the Concept of Rotational Dynamics an equation of motion for rotating body.</li> <li>• Learners will be able to understand the Analogy between Kinematics and Rotational Dynamics.</li> </ul>
<p><b>SEPTEMBER / 10</b></p>	<p><b><u>TOPIC:</u></b> <b>Gravitation</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Kepler's laws of planetary motion</li> <li>• Universal law of gravitation.</li> <li>• Acceleration due to gravity</li> <li>• Its variation with altitude and depth.</li> <li>• Gravitational potential energy</li> <li>• gravitational potential</li> <li>• escape velocity</li> <li>• orbital velocity</li> </ul>	<p><b><u>Videos</u></b></p> <ul style="list-style-type: none"> <li>• launching of satellite</li> <li>• weightlessness</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Ope</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 8.2, 8.7, 8.8, 8.11 (NCERT)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams to show how factors of acceleration due to gravity affected by height, depth and escape velocity</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To determine the mass of two different objects using a beam balance.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Providing examples of</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of gravity.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of potential and field will be explained with the help of analogies.</li> <li>• <b><u>Simple to</u></b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> </ul>

	<ul style="list-style-type: none"> <li>of a satellite</li> <li>Geo-stationary satellites</li> </ul>	<ul style="list-style-type: none"> <li>n Board</li> <li>Digitizer</li> </ul>	<p>artificial and natural satellite and their uses in daily life</p> <ul style="list-style-type: none"> <li>Principle of launching a satellite using a ball and different heights of throw.</li> </ul>		<p><b>Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b>Problem solving/ Inquiry method</b> Providing basic knowledge to solve numerical problems.</li> <li><b>Explanation</b></li> <li><b>Real life examples</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature</li> <li>Learners will be able to understand the Concept of variation of acceleration due gravity.</li> <li>Learners will be able to understand the type and uses of different types of satellites.</li> <li>Learners will be able to understand about escape and orbital velocity.</li> </ul>
<p>SEPTEMBER / OCTOBER / 05</p>	<p><b>TOPIC:</b> Mechanical Properties of Solids</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Elastic behavior</li> <li>Stress-strain relationship</li> <li>Hooke's law</li> <li>Young's modulus</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects (Searle's apparatus),</li> <li>Models</li> <li>Pictures</li> <li>Chalk</li> <li>Board</li> <li>Graphs</li> <li>PPT</li> <li>NCERT e -</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p><b>Diagrams:</b></p> <ul style="list-style-type: none"> <li>Fig 9.1, 9.2, 9.3, 9.7 (NCERT)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Draw graph to show the variation of stress v/s strain</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs,</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of elasticity.</li> <li><b>Lecture and</b></li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to understand Practicality of different types of Elastic module and Relation between stress and strain.</li> </ul>

	<ul style="list-style-type: none"> <li>• bulk modulus</li> <li>• shear modulus of rigidity</li> <li>• Poisson's ratio</li> <li>• elastic energy</li> </ul>	<p>book</p> <ul style="list-style-type: none"> <li>• <i>Extramarks</i> modules</li> </ul> <p><b>.Videos</b></p> <ul style="list-style-type: none"> <li>• Stress strain curve</li> <li>• . Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• To verify hollow shaft is stronger than solid shaft</li> <li>• To verify depth in girder should be more than width</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To determine Young's modulus of elasticity of the material of a given wire</li> <li>• To find the force constant of a helical spring by plotting a graph between load and extension</li> </ul>	<p>one word, match the following, fill in the blanks)</p> <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<p><b><u>discussion method</u></b> Meaning of elasticity in physics will be explained with the help of analogies.</p> <ul style="list-style-type: none"> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	
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OCTOBER/ 12

**TOPIC:**  
**Mechanical Properties of Fluids**

**SUB-TOPIC**

- Pressure due to a fluid column
- Pascal's law and its applications (hydraulic lift and hydraulic brakes)
- Effect of gravity on fluid pressure.
- Viscosity
- Stokes' law
- terminal velocity
- streamline and turbulent flow
- critical velocity
- Bernoulli's theorem and its applications.
- Surface energy and surface tension
- angle of contact
- excess of pressure across a curved surface
- application of surface tension ideas to drops
- Bubbles and capillary rise.

**Videos**

- Pascal's law
- Viscosity
- Streamline and turbulent flow,
- Surface energy and Surface tension
- Capillarity
- Actual objects (water and soap, TT balls, balloons, ,hair dryer)
- Models
- pictures
- Chalk
- Board
- PPT
- NCERT e - book
- *Extramarks* modules
- Active Inspire/White Board/Open Board
- Digitizer

Videos

**Interdisciplinary Linkage:**  
Mathematics

**Diagrams:**

- Fig10.1,10.2,10.6,10.9,10.10,10.14,10.21 (NCERT)

**Art Integration:**

- Draw diagrams of Bernoulli's Theorem and angle of contact across a curved surface, streamline and turbulent flow, excess of pressure across a curved surface.

**Activity**

- Related to Pascal law
- Related to Bernoulli's principle
- Equation of Continuity

**Art Integration:**

draw diagrams of

- Fluid flow
- Hydraulic break and lift
- Ascent formula
- Effect of g on fluid pressure
- Terminal velocity

**Practical.**

- To determine the surface tension of water by capillary rise method.
- To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical body.

- Daily random oral testing
- Written test
- Quizzes (MCQs, one word, match the following, fill in the blanks)
- Notebook correction

- **Motivation and Brain storming**  
Introduction of the concept. Questions would be asked to check previous experience of fluids.

- **Lecture and discussion method**  
Meaning of Viscosity will be explained with the help of analogies.

- **Simple to Complex**  
Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently

- **Interactive method/Group discussion**  
Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.

- **Problem solving/ Inquiry method**  
Providing basic knowledge to

After studying this Unit, the students will

- Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
- Have been exposed to different processes used in Physics-related industrial and technological applications.
- Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.
- Develop problem solving abilities and creative thinking
- Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.
- Learners will be able to understand Practicality of Fluid dynamics in real life(Pascal's Law, Bernoulli's theorem, Magnus Effect)
- Learners will be able to understand Concept of surface Tension and its applications in day to day life.

			<p><b>Experiential Learning:-</b></p> <ul style="list-style-type: none"> <li>To show the membrane of water using soap solution and floating of pin</li> <li>Rise of water in capillary tube of sufficient and in insufficient heights.</li> </ul>		<p>solve numerical problems.</p> <ul style="list-style-type: none"> <li><b>Explanation</b></li> <li><b>Real life examples</b></li> </ul>	
<b>OCTOBER / 05</b>	<p><b>TOPIC:</b> Thermal Properties of Matter</p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Heat</li> <li>Temperature</li> <li>thermal expansion</li> <li>thermal expansion of solids, liquids and gases,</li> <li>anomalous expansion of water</li> <li>specific heat capacity; <math>C_p</math>, <math>C_v</math> –</li> <li>calorimetry</li> <li>change of state –</li> <li>Latent heat capacity.</li> <li>Heat transfer-conduction, convection and radiation</li> <li>thermal conductivity</li> <li>qualitative ideas of Blackbody radiation</li> </ul>	<p><b>Video</b></p> <ul style="list-style-type: none"> <li>Heat transfer and its types</li> <li>Blackbody radiation</li> <li>Greenhouse effect</li> <li>Actual objects(thermometer)</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active Inspire/White Board/Open Board</li> <li>Digitizer</li> </ul> <p>Videos</p>		<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of heat and temperature.</li> <li><b>Lecture and discussion method</b> Meaning of Latent heat and specific heat will be explained with the help of examples.</li> <li><b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>Learners will be able to understand the Different methods of</li> </ul>

	<ul style="list-style-type: none"> <li>Wein's displacement Law</li> <li>Stefan's law</li> <li>Greenhouse effect</li> </ul>				<p>Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>heat transfer, Concept of thermal expansion and Laws of cooling</p> <ul style="list-style-type: none"> <li>Learners will be able to understand the Concept and relation between different specific heat capacities</li> </ul>
<b>OCTOBER / NOVEMBER / 05</b>	<p><b><u>TOPIC:</u></b> Thermodynamics</p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Thermal equilibrium</li> <li>definition of temperature (zeroth law of thermodynamics)</li> <li>Heat, work and internal energy.</li> <li>First law of thermodynamics</li> <li>Isothermal and adiabatic processes.</li> <li>Second law of thermodynamics</li> </ul>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>Isothermal and Adiabatic processes</li> <li>Heat engine and refrigerator</li> <li>pictures</li> <li>Chalk</li> <li>Graphs</li> <li>Board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active Inspire/White</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics and chemistry</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>Fig 12.4, 12.7,12.8, 12.10, 12.12</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Draw diagrams of Carnot cycle and heat engine</li> </ul> <p><b><u>Experiential learning:-</u></b></p> <ul style="list-style-type: none"> <li>To show the compressor of the refrigerator</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of thermodynamics from experience.</li> <li><b><u>Lecture and discussion method</u></b> Meaning of Isothermal and adiabatic processes will be explained with the help of examples.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to understand the Concept of Heat, work, and Internal energy of the system.</li> <li>Learners will be able to understand the Principle of Heat Engine and Refrigerator</li> </ul>

	<ul style="list-style-type: none"> <li>reversible and irreversible processes</li> <li>Heat engine and refrigerator.</li> </ul>	Board/Open Board <ul style="list-style-type: none"> <li>Digitizer</li> </ul>			<ul style="list-style-type: none"> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	
NOVEMBER/ 06	<b><u>TOPIC:</u></b> <b>Kinetic Theory</b>  <b><u>SUB-TOPIC</u></b> <ul style="list-style-type: none"> <li>Equation of state of a perfect gas</li> <li>Work done in compressing a gas.</li> <li>Kinetic theory of</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Chalk</li> <li>Board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active</li> </ul>	<b><u>Interdisciplinary Linkage:</u></b> <ul style="list-style-type: none"> <li>Chemistry and Mathematics</li> </ul> <b><u>Practical: -</u></b> <ul style="list-style-type: none"> <li>To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V,</li> </ul>	<ul style="list-style-type: none"> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of gases.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to understand the concept of Pressure exerted by a gas on the walls of the container.</li> <li>Learners will be able to understand degree of freedom and law of</li> </ul>

	<p>gases - assumptions,</p> <ul style="list-style-type: none"> <li>• concept of pressure.</li> <li>• Kinetic interpretation of temperature</li> <li>• rms speed of gas molecules</li> <li>• degrees of freedom</li> <li>• law of equipartition of energy (statement only) and application to specific heat capacities of gases</li> <li>• concept of mean free path, Avogadro's number</li> </ul>	<p>Inspire/White Board/Open Board</p> <ul style="list-style-type: none"> <li>• Digitizer</li> </ul>	<p>and between P and 1/V</p>	<p>(MCQs, one word, match the following, fill in the blanks)</p> <ul style="list-style-type: none"> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of degrees of freedom will be explained.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>equipartition of energy</p>
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<p>NOVEMBER / 07</p>	<p><b>TOPIC:</b> <b>Oscillations</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Periodic motion – time- frequency</li> <li>• displacement as a function of time</li> <li>• Periodic functions. Simple harmonic motion (S.H.M) and its equation</li> <li>• phase</li> <li>• oscillations of a loaded spring-restoring force and force constant</li> <li>• energy in S.H.M. Kinetic and potential energies</li> <li>• Simple pendulum derivation of expression for its time-period.</li> <li>• Free, forced and damped oscillations (qualitative ideas only)</li> <li>• Resonance</li> </ul>	<p><b>Video</b></p> <ul style="list-style-type: none"> <li>• Free, forced and damped oscillations</li> <li>• Resonance,</li> <li>• SHM</li> <li>• Actual objects (Spring, simple pendulum)</li> <li>• Pictures</li> <li>• Model</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Draw diagram of oscillation of loaded spring, SHM in circular motion</li> </ul> <p><b>Practical: -</b></p> <ul style="list-style-type: none"> <li>• Using a simple pendulum, plot L-T and L-T<sup>2</sup>graphs. Hence find the effective length of a second's pendulum using appropriate graph.</li> </ul> <p><b>Activity:-</b> To show free, forced and damped oscillations using model.</p>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following , fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge of oscillations.</li> <li>• <b>Lecture and discussion method</b> Meaning of SHM will be explained with the help of analogies.</li> <li>• <b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b>Problem solving/ Inquiry method</b> Providing basic knowledge to solve numerical</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the basic concept of generation of waves along with its Classification and Mathematical analysis and SHM.</li> <li>• Learners will be able to understand the Concept of Different forms of energy possessed by a body executing SHM with its mathematical</li> </ul>
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					<ul style="list-style-type: none"> <li>problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>analysis.</li> <li>• Learners will be able to understand the Concept of Resonance, free oscillations.</li> </ul>
NOVEMBER / 10	<p><b><u>TOPIC:</u></b> Waves</p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Wave motion</li> <li>• Transverse and longitudinal waves</li> <li>• speed of travelling wave</li> <li>• displacement relation for a progressive wave</li> <li>• principle of superposition of waves</li> <li>• reflection of waves</li> <li>• standing waves in strings and organ pipes</li> <li>• fundamental mode and harmonics</li> <li>• Beats</li> <li>• Doppler effect.</li> </ul>	<p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>• Beats</li> <li>• Standing waves</li> <li>• Doppler effect.</li> <li>• Actual objects (Rope)</li> <li>• Models</li> <li>• Pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active Inspire/White Board/Open Board</li> <li>• Digitizer</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Fig 15.8,15.11,15.12, 15.13, 15.15.16</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw wave diagrams of superposition, standing waves modes and beats</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• to generate the waves with the help of string)</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To study the relation between frequency and length of a given wire under constant tension using sonometer.</li> <li>• To study the relation between the length of a given wire and tension for constant frequency using sonometer.</li> <li>• To find the speed of sound in air at room temperature using a resonance tube by two resonance position</li> </ul> <p><b><u>Experiential Learning:-</u></b></p> <ul style="list-style-type: none"> <li>• To show standing waves and different modes of vibration</li> </ul>	<ul style="list-style-type: none"> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following, fill in the blanks)</li> <li>• Notebook correction Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match the following,</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Waves.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of modes and superposition will be explained.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> <li>• Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude,</li> </ul>

			<p><b><u>Project :-</u></b></p> <ul style="list-style-type: none"> <li>Doppler effect</li> </ul>	<p>fill in the blanks)</p> <ul style="list-style-type: none"> <li>Notebook correction</li> </ul>	<p>and sharing of experiences.</p> <ul style="list-style-type: none"> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>Frequency and Phase)</p> <ul style="list-style-type: none"> <li>Learners will be able to understand the concept of reflection of waves along with concept of harmonics</li> <li>Learners will be able to understand the Practicality in variation in frequency of sound due to relative motion between source and observer (Doppler's Effect)</li> </ul>
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**PINEGROVE SCHOOL, SUBATHU**  
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**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<p><b>April</b> <b>Periods: -</b> <b>4</b></p>	<p><b>Hornbill: Prose</b> <b>The Portrait of a Lady</b></p> <p>In this story, the author draws a pen portrait of his grandmother. He beautifully unfolds his relationship with her while describing her appearance and daily activities. The grandmother herself was not formally educated but was serious about the author's education</p>	<ul style="list-style-type: none"> <li>• NCERT e book pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Research on Khushwant Singh</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on growing distance between the young and the older generation. Group activity comprising all range of learners.</li> <li>• A video depicting elders' unconditional love will be shown to the students.</li> <li>• Each group will comprise of 6 differentiated learners i.e. (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>Comprehension questions: -</p> <ul style="list-style-type: none"> <li>• Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student.</li> <li>• Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now.</li> <li>• The author's grandmother could never have been pretty; but she was always beautiful. Discuss.</li> <li>• Textual questions/ Extracts/Value based/Character sketches</li> <li>• Quiz on vocabulary and specific incidents</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>• The background knowledge of the author and his works would be given.</li> <li>• The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>• Enriching Vocabulary: veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum</li> </ul>	<p>Students will be able</p> <ul style="list-style-type: none"> <li>• to develop an independent attitude in thought and action</li> <li>• to improve working relations and respect for identities in relation to other people</li> <li>• to show care and concern for animals</li> <li>• to accept and manage the situations with patience and tolerance</li> <li>• to respect the relations in the family</li> <li>• to understand the use of past perfect tense</li> <li>• to develop responsibility and sensitivity towards the sufferings of others</li> <li>• to know the sacrifices and support given by the grandparents in the family</li> </ul>

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April Periods:- 2	<p><b>Hornbill: Poetry A Photograph</b></p> <p>The poem is to capture moments from life which remains as pictures in our minds. It is about the moments in life which leave an indelible imprint on our minds and past memories keep flashing back into our mind when we look at the photograph years later. It highlights that when death strikes we humans are expected to accept the loneliness, the vacuum it creates.</p>	<ul style="list-style-type: none"> <li>• Power Point Presentation based on the poem will be shown.</li> <li>• Class reading with suitable expression and intonation</li> <li>• PPT</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Description of an old photograph in class.</li> <li>• To write a short synopsis after reading and recognizing the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers.</li> <li>• Complete the above based on the poem.</li> </ul>	<p>Pre-activities:</p> <ul style="list-style-type: none"> <li>• Read out a poem on a similar theme/ discuss an incident/ describe an old mounted photograph.</li> <li>• Recapitulation of Figures of Speech with examples.</li> <li>• Summary of each stanza will be written in the notes copy.</li> <li>• Exercises from the book will be discussed and written in the notebook.</li> <li>• Diary Entry on Mother Nature and its invaluable gifts</li> </ul>	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• express effectively, sharing ideas and develop appropriate style of writing.</li> <li>• understand the importance of human relationship.</li> <li>• understand child psychology.</li> <li>• understand the attachment with family members.</li> <li>• understand the nostalgic experiences of the past.</li> <li>• understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss.</li> <li>• understand that death has overpowered the innocence of those moments and the</li> </ul>

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						pleasure they treasured. <ul style="list-style-type: none"> <li>• understand that time and tide wait for none and change is the harsh and bitter reality of life.</li> <li>• understand that death comes as the greatest leveler.</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice</li> </ul>
<b>April</b> <b>Periods:-</b> <b>5</b>	<b>Hornbill: Prose</b> <b>We're Not Afraid to Die.. If we Can All Be Together</b>	<ul style="list-style-type: none"> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be explained about the parts of a boat with the help of a model to comprehend better.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension questions: -</li> <li>i). What difference did you notice between the reaction of the adults</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up activity-</li> <li>• Why do you think people undertake adventurous expeditions despite</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• learn the parts of ship and different terms/words related to voyage</li> </ul>

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	<p>A first-person account of an adventurous ordeal that a family experiences. This is a story of extreme courage and skill exhibited by a family of four comprising of the narrator, his wife Mary and two children Suzanne and Jonathan along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death</p>	<p>and intonation</p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• A report on 'Worst Disasters at Sea' to be prepared in 200-250 words</li> <li>• Research on Storms and their causes</li> </ul>	<p>and the children when faced with danger?</p> <p>ii). What lesson do we learn from such hazardous experiences?</p> <p>iii). Comprehension questions will be asked to check the understanding.</p> <p>iv). Textual questions/ Extracts/Value based/Character sketches</p>	<p>the risks involved?</p> <ul style="list-style-type: none"> <li>• Share any adventure/experience (you had) which reflected your presence of mind or practical knowledge</li> <li>• Optimism helps to endure the direst stress. Discuss.</li> <li>• Brief up about Captain Cook and his work.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that presence of mind along with the practical knowledge is important to take instant decisions</li> <li>• know that determination and self-confidence can conquer adverse circumstances</li> <li>• inculcate values of sharing, caring and responsible attitude towards others</li> <li>• enhance and develop Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills.</li> <li>• <b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience</li> </ul>

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						<ul style="list-style-type: none"> <li>• <b>By NEP 2020</b> TO encourage and facilitate true philanthropic private and community spirit.</li> </ul>
<p><b>May</b> <b>Periods:4</b></p>	<p><b>Hornbill: Prose</b> <b>Discovering Tut :The Saga Continues</b></p> <p>The story tells us about the intricate details of the boy Pharaoh- Tutankhamen, his mysterious death, his power, his forensic reconstruction and his CT Scanning for investigation purpose</p>	<ul style="list-style-type: none"> <li>• A PPT on Tutankhamun</li> <li>• Short Video</li> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Project on researching various Ancient languages and dialects and the reasons for their extinction.</li> <li>• Activity: research with pictures and present it in the form of a collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Discussion</li> <li>• Writing task</li> <li>• An article on ‘Myths surrounding the Mummies’ in about 250 words</li> <li>• Class Test</li> <li>• Quiz</li> </ul>	<p>Pre Reading Activities:</p> <ul style="list-style-type: none"> <li>• A documentary on King Tut and Pyramids will be shown</li> <li>• The session would start with an interaction on the ways you think we could help prevent the extinction of languages and dialects.</li> <li>• The title of the prose would be open for class interpretation.</li> <li>• The facilitator would develop the format of text in sequence or</li> </ul>	<p>The Students will be able to:-</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe how advances in technology have brought about paradigm shift in the approach to archeology and improved forensic analysis</li> <li>• Understand the wastefulness of war</li> <li>• inculcate the values of concern, responsibility, curiosity and respect other’s beliefs, customs, rituals</li> <li>• <b>By NEP 2020</b> to develop human &amp; Constitutional values like</li> </ul>

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					discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life. <b>Post- reading activity</b> <ul style="list-style-type: none"> <li>• King Tut's Family tree will be drawn along with their description</li> <li>• Textual questions will be discussed</li> </ul>	empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice
May Periods:-2	Hornbill: Poetry Voice of the Rain  The poem is an imaginary dialogue between the poet and the rain. Surprisingly, the rain answers the questions asked by the poet and tells about its birth and end. The poet has drawn a parallelism between the rain and a song.	<ul style="list-style-type: none"> <li>• NCERT ebook pdf</li> <li>• Textbook</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be encouraged to read similar poem by other poets like Khalil Gibran's, <i>Song of the Rain</i> will be read for pleasure and draw a parallel.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension Questions                             <ul style="list-style-type: none"> <li>➤ Behind apparent simplicity, the poem hides a deeper meaning.</li> <li>➤ What exactly does the poem convey to the reader?</li> <li>➤ Why are the last two lines put within brackets?</li> <li>➤ Textual questions/RTC</li> </ul> </li> </ul>	Warm up Questions <ul style="list-style-type: none"> <li>• What is water cycle? How is the cycle getting disturbed?</li> <li>• What is the similarity between rain and music?</li> <li>• Reading followed by explanation and discussion</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• inculcate values like care and concern to save environment</li> <li>• understand rain as the life giving force on the earth</li> <li>• understand the critical appreciation of the poem based on rhyme, content and theme</li> <li>• understand the process of sustainable</li> </ul>

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						development <ul style="list-style-type: none"> <li>• discuss methods for safeguarding environment</li> <li>• inculcate thinking skills, analytical skills, imaginative skills</li> </ul>
July Periods:-5	Hornbill: Prose The Ailing Planet: The Green Movement's Role  The chapter is about the issues regarding the degrading environment of the planet and the immediate need to promote sustainable development. It is also includes that despite efforts of environmentalists and the rapid awareness towards the 'Green Movement'. The chapter highlights the principal biological	<ul style="list-style-type: none"> <li>• Short Video on Saving Environment and Our role in it.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the Green House and understanding the concept.</li> <li>• A JAM session highlighting the moral of the story and ways to repair and replenish would be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra exercises – short answers, long answers and value based answers will be discussed and written in the notes copy.</li> <li>• The class will be divided into groups and each group will be asked to pick up a chit and explain the important aspects of the chapter to check their understanding.</li> <li>• Poster making based on 'Environment'-to write and deliver a speech based on the poster.</li> <li>• Assignment</li> </ul>	<b>Pre-reading activities:</b> <ul style="list-style-type: none"> <li>• Books and pictures shown based on the main theme followed by discussions.</li> <li>• A debate on 'Law and Order in India'</li> <li>• A video clipping based on the theme.</li> <li>• Use of pictures from magazines and papers related to Earth.</li> <li>• Theme and message conveyed.</li> <li>• Loud reading of each paragraph followed by explanation and</li> </ul>	The students will be able to:- <ul style="list-style-type: none"> <li>• understand the</li> <li>• issues of the decline state of Mother Earth and sustainable development.</li> <li>• analyse the judicious use and over exploitation of natural resources</li> <li>• create awareness to save and protect the environment.</li> <li>• not to dominate but to share and care.</li> <li>• learning to assess and analyse situations.</li> <li>• <b>By NEP 2020</b> to develop human &amp;</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	systems of the Earth, the depletion of the planet and the immediate need felt to promote the concept of 'Sustainable Development'. It emphasizes on population control – the only solution. And it is about the transcending concern towards saving the planet.				word meanings. • Exercises given in the book will be discussed and written in the notebook.	Constitutional values like empathy, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice • <b>By NEP 2020</b> develop life skills such as communication, cooperation, teamwork, and resilience
July Periods :- 4	Hornbill: Prose The Browning Version  The story is an excerpt from the play 'The Browning Version' which tells us about the mannerism and attitude the students should have for teachers and the same is applicable in teacher	<ul style="list-style-type: none"> <li>• Excerpt of the play from Youtube.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Group Discussion/ Debate on: <ul style="list-style-type: none"> <li>• 'Changing attitude of students towards their teachers'</li> <li>• Old Education System v/s New Education System</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Comprehension questions:-               <ul style="list-style-type: none"> <li>➤ How according to Taplow Mr. Crocker Harris is unlike other masters?</li> <li>➤ Why do you think Frank envies Mr. Crocker Harris?</li> <li>➤ How does Taplow refute the charge that</li> </ul> </li> </ul>	Activities <ul style="list-style-type: none"> <li>• Short review</li> <li>• Dramatization of the story</li> <li>• Commentary on the characters</li> <li>• Critical evaluation of the plot, storyline and characters</li> <li>• Comparing and contrasting the characters within</li> </ul>	The Students will be able to:- <ul style="list-style-type: none"> <li>• enhance vocabulary</li> <li>• know how to do a role play</li> <li>• learn how to display mannerism and attitude towards others</li> <li>• to be punctual and develop a sense of duty</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>- teacher relationship. Taplow, the protagonist was asked to do extra work on the last day of his school for his absenteeism and he was kept waiting by the strictest disciplinarian Mr. Crocker Harris. Meanwhile the other teacher came and began to ask him the questions about Mr. Harris, tried to make fun of him, create his negative image and seemed jealous of his popularity despite his strictness.</p>			<p>he is exaggerating?          ➤ What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play</p>	<p>the story</p> <ul style="list-style-type: none"> <li>Extrapolating about the story and defending characters actions in the story</li> </ul>	<ul style="list-style-type: none"> <li>not to indulge in criticism</li> <li>Understanding the universal theme of teacher-student relationship and the sanctity of it.</li> </ul>
<p>August Periods:- 3</p>	<p>Hornbill: Prose Landscape of the Soul: Art in any region is representative of its culture. The lesson Landscape of the Soul pertains to the essential differences between Chinese and</p>	<ul style="list-style-type: none"> <li>Short videos on-             <ul style="list-style-type: none"> <li>➤ Daoism</li> <li>➤ Shanshui Paintings</li> <li>➤ Horizontal Scroll</li> <li>➤ Rock Garden</li> </ul> </li> <li>Mind Map</li> </ul>	<ul style="list-style-type: none"> <li>A painting competition will be organized on realism and figurative painting with the help of Art Department.</li> <li>The title of the lesson would be</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>Discussions on the topic that the landscape is an inner one, a spiritual and conceptual space and A classical Chinese landscape is not meant to reproduce an actual view, as would a</li> </ul>	<ul style="list-style-type: none"> <li>A documentary on well-known artists (Leonardo da Vinci) and the techniques employed by them will be shown</li> <li>Post Activity: A trip to Art Museum will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>The Students will be able to:-</li> <li>Write a short note on the distinctive features of each school of painting.</li> <li>find out about the experiments in recycling that helps</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>European Paintings. The author compared how the purpose of creation of artwork differs among these two cultures. Two interesting examples were used to illustrate this. According to her, a Chinese painter intended for the viewers to see the creator's mind through his paintings, while Western paintings reproduced an actual view based on 'delicate realism'. The lesson also contains a report from Hindustan Times about 'art brut' or raw art. The Indian amateur artist Nek Chand's work has been mentioned in detail here. Each statement in the first section of the lesson tries to bring out the contrast in art between</p>	<ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>open for class interpretation and a paragraph will be submitted by the students on their understanding of the concept.</p>	<p>western figurative painting</p> <ul style="list-style-type: none"> <li>• Quiz related to the chapter</li> </ul>		<p>environmental conservation</p> <ul style="list-style-type: none"> <li>• note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions.</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	East and West.					
August Periods: - 2	<p>Hornbill: Poetry Childhood</p> <p>The poem highlights about the process of growing up, individuality, rationalism and realization of falsehood and hypocrisy of adult world. The poem 'Childhood' deals with the poet's curiosity to know when an individual cease to be a child. He wonders whether it is the age or the stage when the young, unsullied mind learns to see through the adults' hypocrisy and identifies his own distinctiveness. Childhood disappears to hide itself in an infant's innocent expression. The poet</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Group Discussion/ Debate on:</p> <ul style="list-style-type: none"> <li>• Is attainment of maturity a sigh of loss of innocence?</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Writing task Comprehension questions:-                             <ul style="list-style-type: none"> <li>➤ What did the speaker learn about existence of Hell and Heaven?</li> <li>➤ Write a brief note on 'Childhood is an essential state in the process of growing up, but it can't go on forever.'</li> </ul> </li> <li>• Reference to Context:- 'Where did my childhood go? It went to some forgotten place, That's hidden in an infant's face, That's all I know'  <ul style="list-style-type: none"> <li>➤ What does the first line of stanza indicate?</li> <li>➤ How does the speaker feel about the loss of his</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Share your childhood experience(How you were innocent)</li> <li>• How can you define 'maturity'? Can we exactly say at what age you became mature?</li> <li>• Silent reading followed by loud reading, reading between the lines, questioning, interaction will be done</li> <li>• textual questions will be discussed</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• Think, analyse and observe</li> <li>• Know how to identify rhyme scheme</li> <li>• Gain individuality</li> <li>• Differentiate between innocence and maturity</li> <li>• Respect different people</li> <li>• Appreciate poem</li> <li>• Learn where and when has the poets childhood gone</li> <li>• To recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to buildup didactics, empathy and sympathy with the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	further teaches us the values of self-belief, determination, self-learning and insight formation.			childhood? iii). What is the mental state of the poet here		loss of the speaker and the final resigned acceptance and optimism.
September Periods:-2	<p>Hornbill: Poetry Father to Son</p> <p>The poem highlights a universal problem generation gap and the lack of communication between father and son. The father laments for not understanding his son and later the realization dawns upon him that they must live together. The grief of separation causes anger, but they make no efforts to make up the loss.</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>• To tackle the situation as a problem-solving exercise:             <ul style="list-style-type: none"> <li>➤ identifying the problem</li> <li>➤ considering the options</li> <li>➤ weighing the pros and cons of each option</li> <li>➤ reaching an empathetic decision with the protagonist.</li> </ul> </li> </ul>	<p>Express effectively (both verbal and written form)</p> <ul style="list-style-type: none"> <li>• Value relationship</li> <li>• Confess and resolve conflicts</li> <li>• Learn social norms</li> <li>• Respect elders and their views</li> <li>• Quiz related to the poem</li> </ul>	<ul style="list-style-type: none"> <li>• A video will be shown on generation gap and students will be asked to enter a debate about generation gap.</li> <li>• The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem.</li> <li>• Silent reading followed by loud reading and explanation will be carried out.</li> <li>• Meaning and usage of new vocabulary will be carried out</li> </ul>	<p>The students will be able to:-</p> <ul style="list-style-type: none"> <li>• Comprehend and appreciate poetry</li> <li>• Learn new words</li> <li>• Enhance understanding of literary devices</li> <li>• Read with proper intonation and stress</li> <li>• Express effectively (both verbal and written form)</li> <li>• Value relationship</li> <li>• Confess and resolve conflicts</li> <li>• Learn social norms</li> <li>• Respect elders and their view</li> <li>• Understand the hidden pathos and nuances of a precious father-child</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>Textual questions and exercises will be discussed.</li> </ul>	relationships that is crumbling <ul style="list-style-type: none"> <li>Correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father</li> </ul>
April Periods :- 2	Hornbill: Poetry The Laburnum Top  The poem “The Laburnum Top” by Ted Hughes describes the mutual relation between a Laburnum Tree and a goldfinch. Both of them are yellow in colour (the tree is yellow because of its flowers) and quite beautiful in appearance. The Laburnum Tree is beautiful, large but quite silent and getting naked because of winter. However, the bird, Goldfinch appears from the sky	<ul style="list-style-type: none"> <li>Mind Map</li> <li>Vocabulary booklet</li> <li>Class reading with suitable expression and intonation</li> <li>Smart Board</li> <li>Extramarks Module</li> <li>PPT</li> <li>Handout</li> </ul>	Writing task: - <ul style="list-style-type: none"> <li>Write four lines in verse form on any tree that you see around you.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments                             <ul style="list-style-type: none"> <li>➤ Textual Questions</li> <li>➤ Extracts</li> <li>➤ Quiz related to the poem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Meaning and usage of new vocabulary will be carried out</li> <li>Silent reading followed by loud reading and explanation will be carried out.</li> <li>Textual questions and exercises will be discussed</li> </ul>	The student will be able to: <ul style="list-style-type: none"> <li>Apply the principles of literary criticism to the analysis of poetry</li> <li>Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>Develop their own creativity</li> <li>Enhance their writing skills</li> <li>Enhance understanding of following literary devices :-</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	and soon the whole tree is surrounded by the sweet chirps of the bird and her young ones. It was previously dead and now it seems to be alive and shaking until the bird vanishes away again. Dead silence prevails.					<ul style="list-style-type: none"> <li>➤ Alliteration:- “(S)eptember(s)unli ght”, “a (s)uddenness, a (s)tartlement”, “the whole (t)ree (t)rembles”, “(w)histle-chirrup (w)hispering.</li> <li>➤ Simile: “then sleek as a lizard”</li> <li>➤ Metaphor: “a machine starts up of chitterings”, “the engine of her family”, “Her barred face identity mask”</li> <li>➤ Personification: “the whole tree trembles and thrills”.</li> <li>➤ Transferred epithet: “Her barred face identity mask”.</li> </ul>
October Period:- 4	Hornbill: Prose The Silk Road  This article is travelogue presenting	<ul style="list-style-type: none"> <li>• Small video on <b>‘Kailas Yatra’</b></li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> </ul>	Students will be asked to get information about geological formations from internet and	Assignments <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the Chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud</li> </ul>	<ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• Apply the principles of literary criticism to the analysis of</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>a panoramic view of Mt. Kailash. It gives an account of a journey from gently rolling hills of Ravu to Mount Kailash. The narrator wanted to complete the kora at Mount Kailash. Lhamo gave him a long sleeved sheep skin coat to keep him warmer. He hired Tsetan's car and took Daniel as companion for escorting him upto Darchen. He seems a lover of adventure who is not at all afraid of taking risks.</p>	<ul style="list-style-type: none"> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>discuss in the class</p>		<p>reading and explanation will be carried out.</p> <ul style="list-style-type: none"> <li>• Textual questions and exercises will be discussed</li> </ul>	<p>prose</p> <ul style="list-style-type: none"> <li>• Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations</li> <li>• Develop their critical thinking skills</li> <li>• Develop a deeper appreciation of cultural diversity and life of hill folk</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> </ul>
<p>October Period:-5</p>	<p>Hornbill: Prose The Adventure</p> <p>The story of The Adventure belongs to science fiction and hinges on a particular</p>	<ul style="list-style-type: none"> <li>• Small video on '<i>Kailas Yatra</i>'</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> </ul>	<p>Students will be asked to find about popular scientific theories: -</p> <ul style="list-style-type: none"> <li>• Quantum Theory</li> <li>• Theory of Relativity</li> </ul>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Textual Questions</li> <li>• Extracts</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and usage of new vocabulary will be carried out</li> <li>• Silent reading followed by loud reading and explanation will be</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of literary criticism to the analysis of prose</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>historical event. Professor Gangadhar Pant Gaitonde finds himself in a strange world. No doubt he is in Pune, but the facts do not agree with history. He decides to go to Bombay and consult history books. Bombay is not what he expected to find it. East India Company is still ruling there. According to the history known to him, the East India Company was wound up just after the events of 1857. He goes to the library and finds the answer. The events took a different course after the battle of Panipat. The Marathas had won the battle, not lost it.</p>	<ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• Theory of Evolution</li> </ul>		<p>carried out.</p> <ul style="list-style-type: none"> <li>• Textual questions and exercises will be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden their vocabularies and to develop an appreciation of language</li> <li>• Develop their critical thinking skills</li> <li>• note how the contrast between two</li> <li>• <b>By NEP 2020</b> to develop a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions</li> <li>• thoughts or ideas is expressed in a sentence with the help of conjunctions</li> <li>• develop ability and knowledge required in order to engage in independent reflection and enquiry.</li> </ul>
April Periods:-4	<p>Snapshots: The Summer of the White Beautiful</p>	<ul style="list-style-type: none"> <li>• Small video on <i>'Horse Riding'</i></li> </ul>	<p>The learners would be encouraged to apply the literal,</p>	<p>Assignments</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<p>Pre-activity:</p> <ul style="list-style-type: none"> <li>• Rearrange the sentences to</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• enhance vocabulary</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Horse: The story is about the two boys and their desire to ride a horse. They were extremely poor and could not afford to buy one, so they stole a horse but as they belonged to the family who were known for their honesty, their conscience got pricked and they returned the horse back to its owner.</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>interpretative and critical level in analyzing a short story. They would be able to determine the tone of a short story. They would be able to comprehend the irony hidden in the story. They will present it in form of a short synopsis in 100 words.</p>	<ul style="list-style-type: none"> <li>• Comprehension questions:               <ul style="list-style-type: none"> <li>➤ What traits of Garoghlanian family are highlighted in the story?</li> <li>➤ Give an account of Mourad's joy ride?</li> <li>➤ How can you say that Mourad has a way with everything?</li> <li>➤ Comment on the role of Aram the narrator.</li> </ul> </li> <li>• Quiz related to the chapter</li> </ul>	<p>complete the story based on a similar theme.</p> <ul style="list-style-type: none"> <li>• Describe qualities of a horse.</li> </ul> <p>Post-activity:</p> <ul style="list-style-type: none"> <li>• Character Sketch of the different characters in the chapter.</li> <li>• Analyse the important incidents.</li> <li>• Textual questions will be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy humour</li> <li>• inculcate the values of respecting one's belief, honesty, confession, truth, faith, cultural values and sharing responsibility</li> <li>• To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people - democratic citizenship. [global aim]. Recognize Marginalization.</li> <li>• find solutions to the unforeseen circumstances</li> </ul>
April Periods: 4	<p>Snapshots: The Address The chapter is a poignant account of a</p>	<ul style="list-style-type: none"> <li>• Small video on '<i>WWII: A Survivor's Tale</i>'</li> <li>• Mind Map</li> </ul>	<p>To facilitate making connections between similar situations in different</p>	<ul style="list-style-type: none"> <li>• Extra exercises – small answers, long answers and value-based answers will be</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Pre-activity: Sharing experience about the significance of</li> </ul>	<p>To enable the students-</p> <ul style="list-style-type: none"> <li>• to inculcate values like courage, empathy, sensitivity,</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	daughter who goes in search of her family's belongings after the Second World War. It is about when she finds them, the objects evoke memories of her earlier life. The chapter highlights on how she decides to leave all the belongings behind and resolves to move on.	<ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	storylines/life experiences the students will be asked to write an article on the video, ' <i>WWII: A Survivor's Tale</i> '.	discussed and written in the notes copy. <ul style="list-style-type: none"> <li>• Group wise analysis of different situations in the chapter.</li> <li>• Assignment</li> <li>• Quiz related to the chapter</li> </ul>	articles/memories/people. <ul style="list-style-type: none"> <li>• Introduction of characters</li> <li>• Theme and message</li> <li>• Exercises given in the book will be discussed and written in the notebook.</li> </ul>	critical thinking and maintaining relations. <ul style="list-style-type: none"> <li>• to learn from past experiences.</li> <li>• to understand to forget the past and move ahead in life.</li> <li>• to appreciate family members and family bonding.</li> <li>• to value the with all that they are blessed with.</li> <li>• develop the comprehension skill, analytical skill, language skill and thinking skill.</li> </ul>
April Periods:3	Snapshots: Ranga's Marriage The chapter is a humorous narration and the plot is set in the village of Hosahalli. It is about Ranga, the accountant's son who returns to the village after he completes his	<ul style="list-style-type: none"> <li>• Small video on '<i>Aping An English Gentleman</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> </ul>	Interactive session wherein the students would discuss on ' <i>The role of English in a man's life</i> ' on basis of the theme of the story.	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Extra questions based on the last five years papers will be discussed and written in the notes copy</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Discussion about the importance of English language or English as a global language.</li> <li>• Discussion on Importance of traditions followed in India.</li> </ul>	To enable the students to- <ul style="list-style-type: none"> <li>• to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking.</li> <li>• understand that the story brings out the</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	studies in the city. It is about how impressed the narrator is by his values and tries to play match maker and gets him married to Ratna. The chapter highlights about city education, gradually changing mind set and adoption of English customs. It is about the people who were simple in the village, child marriage, superstitious, blind faith in astrology and horoscopes.	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Handout</li> </ul>		<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of characters</li> <li>• Theme and message conveyed</li> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> <li>• Exercises given in the book will be discussed and written in the notebook.</li> </ul>	<ul style="list-style-type: none"> <li>• conflict between tradition and modernity and shows how tradition is deep-rooted in our culture.</li> <li>• to understand that tradition is deep rooted in our culture.</li> <li>• to develop comprehension skill, analytical skill, language skills and thinking skill.</li> <li>• realise the influence of the English language and Western culture in villages.</li> </ul>
July Periods:-5	Snapshots: Mother's Day  The play is a humorous portrayal of the status of the mother in a family. The humour springs from the unusual	<ul style="list-style-type: none"> <li>• Small video on play '<i>Mother's Day</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> </ul>	<ul style="list-style-type: none"> <li>• A poem to be composed on '<i>My Mother's Daily Lessons</i>' after deliberation in the Class.</li> <li>• A Poster to be made on '<i>Mother's Role in</i></li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Textual exercises/ Character sketches</li> <li>➤ How does the play resolve the issue? Do you agree with the resolution?</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up Questions</li> <li>➤ Is drama a good medium for conveying a social message? Discuss</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to: -</li> <li>• imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	situation where the personalities of two ladies (Ms. Fitzgerald and Ms. Pearson) get exchanged. Their subsequent behaviour is in total contrast to the previous one is the powerful source of laughter.	<ul style="list-style-type: none"> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<i>the Family'</i>	<ul style="list-style-type: none"> <li>➤ Justify the title of the play</li> <li>➤ Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play</li> <li>➤ Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like servants. Explain.</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mother works from morning till night catering to the needs of everyone. Do we ever realize that she too is a human being and needs rest? Share your views about the role of mother in your life.</li> <li>➤ Loud reading by the students taking on different roles from the chapter followed by explanation and discussion by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the struggles and sacrifices of parents and to draw inspiration from them</li> <li>• strengthen the family bonding with sharing and solving problems</li> <li>• accept the members of the family without complaining</li> <li>• develop analytical skills, thinking skills, decision making, management skills, logical skills</li> <li>• realize the worth of sacrifice and struggles of parents</li> </ul>
May Period:-04	Snapshots: Albert Einstein At School This biography describes Einstein's clashes with his teachers, his stay as a	<ul style="list-style-type: none"> <li>• Small video on '<i>Albert Einstein's Advice to Young Minds</i>'.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> </ul>	Story Telling: <ul style="list-style-type: none"> <li>• Students will be encouraged to find one story each on Albert Einstein and narrate it in class.</li> </ul>	Assignments <ul style="list-style-type: none"> <li>• Character sketches/ Textual questions</li> <li>• The school system often curbs individual talents. Discuss.</li> </ul>	Activities <ul style="list-style-type: none"> <li>• Warm up activity- Express your views on prevailing system of education.</li> </ul>	To enable the students to - <ul style="list-style-type: none"> <li>• gain insight into the attitude of various teachers towards Einstein</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	paying guest, his noisy landlady, his securing a fake medical certificate to study in an Italian college and his expulsion from the school. It also describes the bitter experience of the great scientist at his own school in Germany and exposes the hollowness of school education in Germany	<ul style="list-style-type: none"> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Rest of the class will find values reflected through the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Albert felt the medical certificate almost burning a hole in his pocket. What does the author mean?</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think that the teacher's role should be primarily to make students think?</li> <li>• Incidents from the life of the great scientist</li> <li>• Loud reading followed by explanation and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• know about Einstein's nature based on his conversation with various teachers</li> <li>• understand the difference between information gathering and insight formation</li> <li>• understand the struggles and conflicts faced by Einstein</li> <li>• know Einstein's theory of education</li> <li>6. know that ideas matter rather than the facts</li> <li>• have an honest approach towards solving the problem</li> <li>• know various incidents from the life of the scientist</li> </ul>
August Periods:04	Snapshots: Birth The chapter is about an impressive story of a doctor's successful	<ul style="list-style-type: none"> <li>• Small video on '<i>Stillborn revived to life</i>'.</li> <li>• Mind Map</li> </ul>	Poster Making on ' <i>Corona Warriors</i> ', highlighting the contribution of the Doctors and medical	Extra exercises – <ul style="list-style-type: none"> <li>• small answers, long answers and value-based answers will be discussed and written</li> </ul>	Activities: <ul style="list-style-type: none"> <li>• Pre-activities:</li> <li>• Classroom discussion based on-</li> </ul>	The students will be able to- <ul style="list-style-type: none"> <li>• understand the sense of duty.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	efforts to resuscitate the precious life of a newborn baby hopelessly given up as a still born child by an experienced mid-wife. It is about a young doctor's relentless efforts – determination, will power, satisfaction, sense of achievement and fulfillment	<ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	fraternity during the Pandemic.	in the notebook. <ul style="list-style-type: none"> <li>• Character sketches</li> <li>• Quiz related to the chapter</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advancements in Medical Science.</li> <li>➤ Sharing of experiences and knowledge based on situations, news, articles, movies etc.</li> <li>➤ Noble profession of doctors and service to mankind.</li> <li>➤ Introduction of characters</li> <li>➤ Theme and message conveyed.</li> <li>➤ Characters and incidents</li> <li>• Loud reading of each paragraph followed by explanation and word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate and accept the selfless service to mankind. realize and create a balance between the knowledge gained and practical approach.</li> <li>• interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant, and a doctor can retrieve and restore</li> <li>• inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practica I's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August Periods:03	<p>Snapshots: The Tale of the Melon City The poem is a humorous one about a just and peaceful but foolish king and his foolish subjects. It is about the atrocities of those in power and their blind followers. The poem is about the foolishness that creates problems for the king and his people as well. The Tale of the Melon City by Vikram Seth satirizes any government system that follows age-old traditions or being proud of beliefs and traditions too primitive.</p> <p>The Melon City represents any nation whose policies are based on superstitions,</p>	<ul style="list-style-type: none"> <li>• Small video on play <i>'The Tale of the Melon City'</i>.</li> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.</p>	<ul style="list-style-type: none"> <li>• Extra exercises – reference to context, short answers, long answers and value-based answers will be discussed and written in the notes copy.</li> <li>• Word power and expressions checked in the form of a Quiz.</li> <li>• Extra exercises based on reference to context, short answers, long answers, value based answers and questions</li> <li>• Quiz related to the poem.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Pre-activities: Classroom discussions based on - Examples of a kings and rulers.</li> <li>• Loud reading of the poem with voice intonation and modulation.</li> <li>• Theme and message will be explained and written in the notes copy.</li> <li>• Loud reading of each stanza and each line will be explained with word meanings, figures of speech and rhyming scheme.</li> <li>• Summary of each stanza will be written in the notes copy.</li> <li>• Exercises from the book will be discussed and</li> </ul>	<p>The students will be-</p> <ul style="list-style-type: none"> <li>• aware of different situations and dealing them well.</li> <li>• realize that peace and liberty are the two strong factors for a state to flourish.</li> <li>• able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.</li> <li>• to understand that the ruler of the state must understand the problems and needs of the people.</li> <li>• able to understand that if the principles of laissez-faire are allowed to flourish then there will be complete disorder.</li> <li>• inculcate values like social connect, trust, co-operation, confidence, faith,</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	beliefs and age old convictions. The king is said to be a placid (peace loving) one but soon we realize how hollow/ironic that claim is. He wished to establish peace by eliminating anyone who committed a trifle of mistake. Looking at the way he is passing orders to execute innocent people, we can easily get this. Looking at the way how the convicts escape the law, too, we can see how people benefited from the nation's policies.				written in the notes copy.	respect and integrity, ability to fight against all odds. <ul style="list-style-type: none"> <li>recognize the purpose of economy and the hidden satire, irony and pun in the nuances - to build up didactics on the role of democracy in a state.</li> </ul>
<b>October Period:5</b>	<b>Snapshots: The Ghat of the Only World</b> This is a tribute by Amitav Ghosh penned in the memory of his close friend and famous Kashmiri poet, Agha Shahid Ali. Both	<ul style="list-style-type: none"> <li>Short video on Aga Shahid Ali Khan</li> <li>Video: Article 370, AFSPA followed by Period long class discussion on the above written</li> <li>You Tube Presentation: Kashmir</li> </ul>	<ul style="list-style-type: none"> <li>Wikipedia: Short biographical account of Shahid Ali and AmitavGhosh' life and literary achievements</li> </ul>	<ul style="list-style-type: none"> <li>Questions based on Text Studied</li> <li>Reference to context extracts for greater clarity</li> <li>Long Answer Question for Writing</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interactive session wherein the learners would interpret the title of the lesson.</li> <li>The background knowledge of the</li> </ul>	The students will be able to: - <ul style="list-style-type: none"> <li>Learn and understand core ethical values of Nationalism, Secularism and Patriotism</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	were teaching in New York and met a year before Shahid learned about his brain tumour. Before his demise, he had requested Ghosh to write about him and immortalize him through his words.	and current political and social status <ul style="list-style-type: none"> <li>• Vocabulary booklet</li> <li>• Class reading with suitable expression and intonation</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<ul style="list-style-type: none"> <li>• A Class discussion on “Terror and its manifestations” w.r.t. Terrorism in India and Kashmir</li> </ul>	Assignment and Discussion <ul style="list-style-type: none"> <li>• Quiz related to the poem.</li> </ul>	author and his works would be given. <ul style="list-style-type: none"> <li>• The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> </ul>	<ul style="list-style-type: none"> <li>• inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance.</li> </ul>
<b>Done Every Month</b>  <b>Periods: 30</b>	<b>NOTE MAKING &amp; SUMMARIZING</b>  Note making is an important study skill. <ul style="list-style-type: none"> <li>• It is an organization of main points for future use</li> <li>• Note making helps in keeping the information handy whenever we require</li> <li>• It helps in recollecting and recalling the past events said or heard</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Students will be encouraged to use Note Making in other subjects and then get the summaries checked by the respective subject teachers and submit the work as an assignment.	<ul style="list-style-type: none"> <li>• Assignment Handouts</li> <li>• Hornbill pg. 99 A new deal for old cities</li> <li>• Class Test</li> </ul>	<b>Group discussions,</b> writing skills <ul style="list-style-type: none"> <li>• FORMAT.</li> <li>• INSTRUCTIONS.</li> <li>• HORNBILL – Pg.89, PHEASANTS.</li> <li>• HORNBILL – Pg 96, GREEN SAHARA</li> <li>• Hornbill,</li> <li>• support material in form of passages</li> <li>• English practice test materials</li> </ul>	With detailed explanation of procedure and format students will be able to <ul style="list-style-type: none"> <li>• make notes in the following Format :-                             <ul style="list-style-type: none"> <li>Title (Main Idea)</li> <li>1. main point                                     <ul style="list-style-type: none"> <li>1.1 sub point</li> <li>1.2</li> <li>1.3 (a) sub sub point (b)</li> </ul> </li> <li>2. Main point                                     <ul style="list-style-type: none"> <li>2.1</li> <li>2.2</li> </ul> </li> <li>Key to abbreviations used</li> </ul> </li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2022-23**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Assists in concentrating, understanding and provides a permanent record</li> <li>• Note making format helps a writer to go through bulky documents quicker and two-three related points can be combined into one point apart from changing the verbs to nouns</li> <li>• It helps in understanding a material if the notes are in own words</li> <li>• It distinguishes between main points and details</li> </ul> <p>Summarising is the selection and paraphrasing of all important information of the original source. The process involves the following steps:-</p>				<ul style="list-style-type: none"> <li>• Mind Map</li> </ul>	Summary- 80-100 words

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• underline important ideas</li> <li>• writing them down, abridging the verbs</li> <li>• avoiding examples, explanations, repetition</li> <li>• instead of nominalising the points the points are expanded into full sentences and linked with suitable connectors.</li> </ul>					
<p><b>Done Every Month</b></p> <p><b>Period :- 20</b></p>	<p><b>FORMAL LETTER WRITING</b></p> <p>Letters are very important means of staying in touch with friends and relatives and communicating with clients, colleagues and officials. Formal letters are written to business houses, customers,</p>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Vocabulary booklet</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	<p>Students will be encouraged to use write Letters in different contexts and then submit the work as an assignment.</p>	<p><b>Example Scenario:</b> The <i>iPhone nano</i> just came out, and of course, as one who keeps up with technology, you were the first in line at Best Buy to buy it (because who wants to pay and wait for shipping?). <b>Problem:</b> There are major glitches with your new <i>iphonenano</i>. Your</p>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Format of the letter will be explained with the help of a Power Point Presentation.</li> <li>• Students will be advised to use the proper format for spacing and margins</li> </ul>	<p>Student will be able to acquire comprehensive understanding of the format, content and style of formal letters: -</p> <ol style="list-style-type: none"> <li>1. <b>SENDER'S ADDRESS</b></li> <li>2. <b>DATE</b></li> <li>3. <b>REFERENCE</b></li> <li>4. <b>RECIPIENT'S NAME AND ADDRESS</b></li> <li>5. <b>SALUTATION</b></li> </ol>

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	government officials, school/ college authorities, editors, strangers, etc.			<p>awesome touch screen freezes every five seconds, the internet connection isn't compatible with your wireless network at home and your battery life is non-existent</p> <ul style="list-style-type: none"> <li><b>Assignment:</b> Your purpose is to ask the Company or retailer for help with the issues you are experiencing with their product</li> </ul>	<ul style="list-style-type: none"> <li>Letter types may include:           <ol style="list-style-type: none"> <li>business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)</li> <li>letters to the editor (giving suggestions/opinions on an issue)</li> <li>application for a job with a biodata or résumé</li> </ol> </li> <li>Letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.</li> </ul>	<p><b>6. SUBJECT</b>  <b>7. BODY-It is always a good idea to follow the 'Rule of 3' that is not using more than three paragraphs to convey the message.</b></p> <p><b>8.COMPLIMENTARY CLOSE</b>  <b>9. SIGNATURE</b></p>
<b>Done Every Month</b>	<b>Notice/ Poster/ Advertisement</b>	<ul style="list-style-type: none"> <li>Mind Map</li> <li>Classroom discussion with</li> </ul>	Students will be encouraged to use draft Notice/ Poster/	Worksheets will be given to the students on Notice/Poster/	<ul style="list-style-type: none"> <li>Activities</li> <li>Format of the Notice/Poster/</li> </ul>	Students will be able to

**PINEGROVE SCHOOL, SUBATHU**  
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Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Period:15		demonstration on Green Board <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Advt. in different contexts and then submit the work as an assignment.	Advertisement	Advertisement will be explained with the help of a Power Point Presentation.  Students will be advised to use the proper format for spacing and margins	<ul style="list-style-type: none"> <li>• Create a persuasive Notice/Poster/ Advertisement with guidance and independently.</li> </ul>
Done Every Month  Periods:- 15	<b>Article/Speech/Report writing</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>	Reference material will be in form of Video/Debates/Documentary/ Newspapers/ Magazine	<ul style="list-style-type: none"> <li>• Worksheets will be given to the students.</li> <li>• Assignments to be given on various topics.</li> </ul>	Teacher will be explain the concept of Article/Speech/Report writing	Students will be able to:- <ul style="list-style-type: none"> <li>• write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)</li> <li>• write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.</li> <li>• express opinions, facts, arguments in the form a speech or</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**  
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**Annual Pedagogy Plan: English**  
**Class: XI**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						debates. draft papers to be presented in symposia.
<b>Done Every Month Periods:- 20</b>	<b>Grammar A.Error Correction, editing tasks B. Re - ordering of sentences, C. Transformation of sentences</b>	<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Classroom discussion with demonstration on Green Board</li> <li>• Smart Board</li> <li>• Extramarks Module</li> <li>• PPT</li> <li>• Handout</li> </ul>		Worksheets will be given to the students to check their understanding.	Teacher will explain with the concepts with the help of online resources available online and grammar modules	Students will be able to edit their own sentences, paragraphs, and essays



**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065 School Code: 43054

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

**Class: XI**

**Session 2023-24**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
May 3 to 5	<b>Fundamentals of art.</b> <ul style="list-style-type: none"><li>• What is art?</li><li>• Types of art</li><li>• Elements of art</li><li>• Limbs of art</li></ul> Principles of art	<ul style="list-style-type: none"><li>• Books</li><li>• Images of various painting</li><li>• You tube</li></ul>	<ul style="list-style-type: none"><li>• Homework</li><li>• Integrated with history</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Oral test</li><li>• Homework</li></ul> Class test	<ul style="list-style-type: none"><li>• The learners will listen to a story of the great artist RamkinkarBaij.</li><li>• Discussed about few statements on art and asked students' opinion on it</li><li>• The learners will be shown many drawings to understand the various aspects on art.</li><li>• Video will be shown on what is art. <a href="https://youtu.be/b2VpNx5ZxSA">https://youtu.be/b2VpNx5ZxSA</a></li></ul>	<ul style="list-style-type: none"><li>• The learners will be able to talk, discuss or appreciate the paintings or any artwork.</li><li>• The learners would be able to understand the core values of an art piece.</li><li>• The learners will understand the values art in human's growth and building a sane society.</li></ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 3 to 5	<p><b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>Objects</li> <li>Drawing books</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Project on making an album with the pictures and short notes on still life paintings of great artists.</li> <li>Experiential learning by applying the techniques of watercolor and pencil shading.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown to start the topic. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject for outdoor study.</li> <li>The learners will improve in imagining a scene and expressing their thoughts.</li> <li>The learners will improve skills on use of line, color scheme and tones.</li> <li>The learners would be able to understand the core values of an art piece.</li> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learner's experiment with different methods and materials of visual arts.</li> </ul>

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May 3	<b>Topic/ Chapter -1 Pre-historic Rock –painting.</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• How have ancient people started art?</li> <li>• Roaring Animal</li> <li>• Wizard’s Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Images of pre-historic rock painting.</li> <li>• Book,</li> <li>• Wikipedia</li> <li>• Black board</li> <li>• You Tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Homework</li> <li>• Integrated with the child art and folk art.</li> <li>• Project on Mask making</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Class test</li> </ul>	<ul style="list-style-type: none"> <li>• National geographic Videos will be shown on pre- historic rock painting <a href="http://bit.ly/natGeoofficials">http://bit.ly/natGeoofficials</a> <a href="#">ite</a></li> <li>• Discussed about a movie 1000BC and children will share their knowledge about movies of ancient world.</li> <li>• Paintings will be shown and discussed.</li> <li>• The learners will Make a note on the objective behind the paintings were made on the walls of the caves.</li> <li>• Project on making an album with the pictures and short notes on cave paintings found in India.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings and will also understand how the journey of art started in the ancient period.</li> <li>• The history would be reconstructed in students mind through cave paintings.</li> <li>• The learners will come to know about a universal language.</li> <li>• The learners will come to know about the first historical documents/evidence of human expressions and how art is an important /integral part of human growth.</li> </ul>

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May 3	<p><b>Practical: Unit 1: Nature and Object Study</b> <b>Sub – topic:</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used.</li> </ul>	<ul style="list-style-type: none"> <li>Objects</li> <li>Drawing books</li> <li>Black board</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation and application skills.</li> <li>The learner’s experiment with a range of media and techniques</li> </ul>

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May 12	<ul style="list-style-type: none"> <li>• <b>B. Indus valley civilization</b></li> <li>• Period and location</li> <li>• Major cities of this civilizations</li> <li>• It's importance in history of art</li> <li>• Study of the following sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)</li> <li>• Dancing girl</li> <li>• . male torso</li> <li>• . mother goddess</li> <li>• Bull seal</li> <li>• Painted jar</li> <li>• Discussion on bronze casting</li> <li>• Discussion on What is Terracotta</li> </ul>	<ul style="list-style-type: none"> <li>• Images</li> <li>• Books,</li> <li>• Wikipedia</li> <li>• Black board</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Experiential skill development with techniques of sculptures and pottery making.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a decorated pot with painted fish and geometric design and discussion has taken place based on prior knowledge.</li> <li>• Images of sculpture will be shown and imagined the lifestyle and religious beliefs or cultural practice.</li> <li>• Videos by BBC <a href="https://youtu.be/hDn4hEbFMJQ">https://youtu.be/hDn4hEbFMJQ</a></li> <li>• Group discussion will take place to clear doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art findings of Indus valley civilization and understand the lifestyle, religious believers and cultural aspects.</li> <li>• The history would be reconstructed in students mind through the art findings of Indus valley civilization.</li> <li>• The learners will also understand how art helps to connect with our tradition.</li> </ul>
June	<b>Revision, Exams and assessment</b>	–	–	–	–	–

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July 3~6	<p><b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art</b></p> <ul style="list-style-type: none"> <li>• Introduction on Mauryan, Shunga, Kushan and Gupta art.</li> <li>• Location and findings.</li> <li>• Study of the following artwork</li> <li>• (Discussion on</li> <li>• importance, concept, relation with society and aesthetical approach)</li> <li>• Lion capital</li> <li>• Chauri Bearer</li> <li>• Bodhisattva head from Taxila</li> <li>• Seated Buddha from katratila</li> <li>• Seated Buddha from sarnath</li> <li>• Jain Tirthankara</li> </ul>	<ul style="list-style-type: none"> <li>• Book,</li> <li>• Wikipedia,</li> <li>• You Tube</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history</li> <li>• Project on Indian art from 1<sup>st</sup> century AD to 5<sup>th</sup> century AD</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written test</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced by showing aone-rupee coin and start discussion based on prior knowledge about its engravings.</li> <li>• Visit to e- museum and discussion on Buddhist and Jain art <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• The learnersmade to read the textbook thoroughly and discuss the doubts.</li> <li>• Quizzes conducted by the students.</li> <li>• Making paintings or artifacts using the clue or motif from the sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learnerswill understand or reconstruct the history of ancient period (3rd century B.C to 5<sup>th</sup> century A.D) in their mind.</li> <li>• The learners will also learn about many sculpture techniques and how Buddhism and Jainism has been preached through sculptures since times immemorial.</li> </ul>

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July 5	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>• Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>• Composition on daily life</li> <li>• Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>• Image references.</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments of practical work.</li> <li>• Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>• Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>• Children will be involved in a demonstration class on how to make abstract painting.</li> <li>• Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>• Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>• The learners Would be able to understand the core values of an art piece.</li> <li>• Understand the basic principles of colour.</li> <li>• The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

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Aug 3/5	<p><b>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art Ajanta cave paintings</b></p> <ul style="list-style-type: none"> <li>• Introduction to Ajanta cave Painting</li> <li>• Period and location</li> <li>• Discussion on how the cave was found and highlighted to the world.</li> <li>• How impactful it was for the Indians and to the rest of the world</li> <li>• Which techniques were used to make the paintings?</li> <li>• Characteristics of Ajanta painting.</li> <li>• Subject matters of Ajanta Paintings.</li> <li>• Discussion on Religious practice of Gupta period.</li> <li>• Study of the following paintings and sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach)               <ol style="list-style-type: none"> <li>1. Discussion on the painting Bodhisattvapadmapani</li> <li>2. Discussion on the sculpture Mara Vijay and its story.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> </ul> <p>Oral test</p>	<ul style="list-style-type: none"> <li>• The class will be introduced with an image of Buddha found in market and then an image of sculpture of Gupta period and then discussion on differences of both the things.</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> <li>• Given a project to make a five-leafhandbook on Gupta art.</li> <li>• Discussion on the symbolism of sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the art works and understand the art practiced by our ancestors or reconstruct the history and will come to know about many techniques.</li> <li>• Will also get to know the foundation of modern art or the roots of Indian art.</li> <li>• The learners will be able to relate with chronological development of Indian art practice.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

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Aug 4	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression and visual awareness through painting.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September 12	<ul style="list-style-type: none"> <li>• <b>Topic/ Chapter/ Unit -3</b></li> <li>• <b>Indian Temples and Indo – Islamic architecture</b></li> <li>• <b>Introduction to Indian temple architecture.</b></li> <li>• How Indian architecture is developed and influenced.</li> <li>• Study of the following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Descent of Ganga</li> <li>• And it's mythological story.</li> <li>• Ravana shaking the mount Kailash, Elora</li> <li>• Laxmi Narayan temple,</li> <li>• Trimurti, Elephanta cave</li> <li>• Cymbal Player, Konarak</li> <li>• Mother and child,</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Sculptures and painting.</li> <li>• Textbook,</li> <li>• Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history and different techniques of sculptures.</li> <li>• Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> <li>• <b>TEMPLE ARCHITECTURE OF INDIA</b> by Dr. N.C Panda and Siva Negi Reddy</li> <li>• <b>INDIAN ARCHITECTURE</b> by Percy Brown</li> <li>• Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/col_lection.asp">http://www.nationalmuseumindia.gov.in/col_lection.asp</a></li> <li>• Discussion on followingsculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach)</li> <li>• Children made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods.</li> <li>• The learners will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>• The learners identify the styles of architectures in India.</li> <li>• The history would be reconstructed in students mind through paintings.</li> <li>• The learners will learn to appreciate the rich tangible heritage of the country and be proud of it.</li> </ul>

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

Month No 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
					<ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<ul style="list-style-type: none"> <li>be self-explanatory of their creative skills.</li> </ul>
	<p><b>Introduction to Indo- Islamic architecture.</b></p> <p>Study of the following architectures</p> <ul style="list-style-type: none"> <li>(significance of the architectures, concepts, description and aesthetical approach) <ol style="list-style-type: none"> <li>1.Qutab Miner</li> <li>2.Gol Gumbaj</li> <li>3.Taj Mahal</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Textbook,</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history</li> <li>Integrated with different techniques and styles of architecture.</li> <li>Mythological stories</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class is introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures.</li> </ul> <p><b>INDIAN ARCHITECTURE (Islamic Period)</b> by Percy Brown</p> <ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description, and aesthetical approach)</li> <li>Children were made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to talk, discuss, understand or appreciate the work done on temples.</li> <li>Children will also come to know a certain portion of engineering skills practiced from the ancient period.</li> <li>Children identify the styles of architectures in India.</li> </ul> <p>The history would be reconstructed in students mind through paintings.</p>
November 6-6	<b>Practical's: Unit 3: Portfolio assessment</b>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of</li> </ul>

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
					<ul style="list-style-type: none"> <li>The learners will be Involved in making a portfolio in a form of a project.</li> </ul>	works which would be self-explanatory of their creative skills.
December	<b>Revision, Exams and assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: XI**  
**Session 2023-24**

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>On different types of Function</li> </ul>			<ul style="list-style-type: none"> <li>Explanation of some functions with help of their graphs</li> <li>Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the similarities and differences between relations and functions.</li> <li>Construct graphically different types of functions</li> </ul>
May-June (13)	Trigonometric Functions	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video on different types of Trigonometric Functions</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session.</li> <li>Activity: To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in the first quadrants.</li> <li>Concept Maps: On different values and identities.</li> </ul> <p><b>Inter disciplinary linkage with Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of Trigonometric Function</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different trigonometric ratios and problems related to heights and distances to introduce the topic.</li> <li>To observe and discuss the conversion of degree measure to radian measure.</li> <li>Apply relevant results to calculate different problems of trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Applies logical reasoning in conversion of radian into degree and vice versa.</li> <li>Able to understand the concept of positive and negative angles</li> <li>Identifies similarities and differences between domain and range of trigonometric functions and their graphs</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
June	Revision, Exam and Assessment	-	-	-	-	-

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

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			Graphical Representation of equations of lines and shaded portion according to given condition.		<ul style="list-style-type: none"> <li>Apply the relevant results to solve word problems related to day to day life.</li> </ul>	<ul style="list-style-type: none"> <li>equations.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>July (10)</b>	<b>Permutation and Combinations</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find the number of ways in which three cards can be selected from the given five cards.</li> <li>Concept Map: To memories notations and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different number of digits to make different arrangements to introduce the topic.</li> <li>by playing a game with different group of students to explain them permutation and combination.</li> <li>discuss the proof of factorial notation.</li> <li>apply relevant results to factorize the given factorials.</li> <li>Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>able to understand the concept of Fundamental principle of counting. Factorial n. (n!) Permutations and combinations.</li> <li>applies logical reasoning in classifying different types of permutation.</li> <li>Identifies similarities and differences between permutation and combination.</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>July - August (10)</b>	<b>Sequence and Series</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different basic concepts of sequence &amp; series and A.P. to introduce the topic.</li> <li>To observe and discuss the different series of AP and GP.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>Applies logical reasoning in classifying AP and GP and using them in different situation.</li> <li>able to understand the concept of GP.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Duster</li> </ul>	<ul style="list-style-type: none"> <li>Concept Map: Based on pattern to remember the formulas.</li> </ul>		<ul style="list-style-type: none"> <li>by mathematical riddles with different group of students to explain them A.P. and G.P.</li> <li>discuss the proof of factorial notation.</li> <li>apply relevant results to find the sum of given series.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies similarities and differences between sequence and series, AP &amp; GP.</li> <li>finds the solution of different types of questions using appropriate formulas</li> </ul>
August (10)	Straight Lines	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Straight lines made under <b>different</b> conditions.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Diagram of different equations</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with coordinate geometry and concept of simple geometry in our daily life to introduce the topic.</li> <li>To observe and discuss the various forms of the equation of line.</li> <li>Draw and compare the graph of linear in equations under different conditions.</li> <li>discuss the proof of angle between two lines.</li> <li>apply relevant results to find the equation of line under various condition.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>identifies various forms of equations of a line: parallel to axis, point-slope form, slope-intercept form, two-point form, intercept form and normal form.</li> <li>construct the equation of line under different conditions.</li> <li>identifies similarities and differences between various conditions given for a line.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
August (8)	Conic Section	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> </ul>	<p><b>Experiential Learning</b></p>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>By taking examples of various curves from our day to day</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>identifies concept of sections of a cone:</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To construct different types of conic sections.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>• Explanation of Parabola, hyperbola, ellipse with the help of different equations</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Diagrams of parabola, hyperbola, and ellipse.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<p>life to introduce the topic.</p> <ul style="list-style-type: none"> <li>• To observe and discuss various conic sections.</li> <li>• Draw and compare the graphs. various conic sections under different conditions.</li> <li>• apply relevant results to find the special cases of given conic section.</li> </ul>	<p>circles, ellipse, parabola, hyperbola</p> <ul style="list-style-type: none"> <li>• Applies logical reasoning in classifying different types of conic sections.</li> <li>• Identifies similarities and differences between circles, ellipse, parabola, hyperbola sequence and series, AP &amp; GP.</li> <li>• finds the solution of different types of questions using appropriate formulas.</li> </ul>
Sep (8)	Introduction to 3 – D Geometry	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Model/project: Innovative models made by students in order to understand octants.</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>• Diagrams of different octants.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the concept of coordinate axes and coordinate plane to introduce the topic.</li> <li>• To observe and discuss the various octants in three-dimensional geometry.</li> <li>• plot and compare the given points on the graph.</li> <li>• discuss the proof of distance formula and section formula.</li> <li>• apply relevant results to find the</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• able to understand the concept of Coordinate axes and coordinate planes in three dimensions.</li> <li>• identifies concept of space and octant.</li> <li>• Applies logical reasoning in classifying different octant.</li> <li>• Identifies similarities and differences between different octants.</li> <li>• finds the solution of different types of questions using appropriate formulas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					distance between the points under various condition	
Sep (12)	Limits and Derivatives	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find analytically  <math display="block">\lim_{x \rightarrow a} f(x) = \frac{x^2 - a^2}{x - a}</math></li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of limit and derivatives</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>Diagrams of different functions.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of distance time graph to introduce the topic.</li> <li>To observe and discuss the concept of limit and continuity.</li> <li>plot and compare the graphs of different functions.</li> <li>discuss the proof of algebra of derivative of functions.</li> <li>apply relevant results to find the derivatives of polynomials and trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>able to understand the concept of derivative introduced as rate of change both as that of distance function and geometrically.</li> <li>identifies concept of limit and continuity.</li> <li>Identifies similarities and differences between limit, continuity and derivatives.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
Sep	Revision, Exam and Assessment	-	-	-	-	-
Oct (10)	Probability	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To write the sample space when a die is rolled ones, twice, ...</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> </ul>	<ul style="list-style-type: none"> <li>by playing a game of playing cards with different group of students to introduce the topic.</li> <li>To observe and discuss various events and their sample space.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>will be able to understand the concept of Random experiments; outcomes, sample spaces and Axiomatic (set theoretic) probability.</li> <li>identifies concept of axiomatic approach to</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		<ul style="list-style-type: none"> <li>Duster</li> </ul>	<p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Diagrams of different outcomes outcome a different experiment.</li> <li>Concept Map: For different types of objects and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>compare the sample space of various events under different conditions.</li> <li>apply relevant results to find the probability of real-life situation.</li> </ul>	<p>probability.</p> <ul style="list-style-type: none"> <li>Applies logical reasoning in classifying the occurrence of events.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>
Oct (10)	Statistics	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Project on different types of formulas.</li> <li>PPT/Slide show on different topics of statistics.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of mean and median of given data to introduce the topic.</li> <li>To observe and discuss the concept of standard deviation and variance.</li> <li>discuss the proof of standard deviation and variance.</li> <li>apply relevant results to find the standard deviation and variance of given data.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>will be able understand the concept of Measures of dispersion, Range, mean deviation, variance, and standard deviation.</li> <li>applies logical reasoning in classifying Variance and standard deviation.</li> <li>Identifies similarities and differences between different terms of statistics.</li> <li>finds the solution of different types of questions using appropriate formulas.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Oct-Nov (5)	<b>Principle of Mathematical Induction</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking example of sum of n positive integers to introduce the given topic.</li> <li>• Inductive method and deductive method were introduced by taking examples of relations and different numbers.</li> <li>• To observe and discuss the steps involved in the process of Principal of Mathematical induction.</li> </ul>	<b>The Learner</b> <ul style="list-style-type: none"> <li>• identifies the concept of process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of real numbers.</li> <li>• drives proofs of different problems based upon the principle of mathematical induction and simple applications.</li> <li>• finds the solution of different types of questions using appropriate formulas</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Nov (10)	<b>Binomial Theorem</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session.</li> <li>• Activity: To construct a Pascal's triangle and to write binomial expansion for a given positive integral exponent.</li> <li>• Concept Map: Pascal's Triangle explained to remember expansion of binomial theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking different examples of squares and cubes of binomials to introduce the topic.</li> <li>• To observe and discuss Binomial Theorem for Positive Integral Indices.</li> <li>• Explanation of Binomial Theorem with help of Pascal's Triangle.</li> <li>• Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• will be able to Understand the History, statement, and proof of the binomial theorem for positive integral indices.</li> <li>• relates the squares and cubes of binomials with binomial theorem.</li> <li>• applies logical reasoning in using Pascal's Triangle in different situations.</li> <li>• derives proof of Binomial theorem</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>

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

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: MATHEMATICS**  
**Class: XI**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (10)	<b>Topic/Chapter:</b>  <b>Sets</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/ E - book</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Video: different types of sets and Venn Diagrams</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session.</li> <li>• Activity: To represent set theoretic operations using Venn diagrams.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Venn Diagrams for different kind of problems.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with different kind of collection, such as a pack of cards, a crowd of people, a cricket team to introduce the topic.</li> <li>• To observe and discuss the different types of sets</li> <li>• Draw and compare Venn Diagrams for different kind of problems.</li> <li>• Apply the relevant results to solve word problems related to day to day life.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Develops the idea of set from the earlier learnt concepts in Number System, geometry, etc.</li> <li>• Identifies/classifies relations between different sets.</li> <li>• Identifies similarities and differences among different types of sets using Venn diagrams.</li> <li>• Finds solution of different types of questions using appropriate formulae and apply them in real life situation.</li> </ul>
May (10)	<b>Relations and Functions</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> <li>• Video:</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session.</li> <li>• Activity: To identify a relation and a function.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Diagram on different types of functions</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking different kind of sets such as set of colors or set of different objects to introduce the topic.</li> <li>• To observe and discuss different types of functions</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Applies logical reasoning in classifying different type of relations and functions.</li> <li>• Understand the concept of ordered pairs, Cartesian product of sets.</li> </ul>

		<ul style="list-style-type: none"> <li>On different types of Function</li> </ul>			<ul style="list-style-type: none"> <li>Explanation of some functions with help of their graphs</li> <li>Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the similarities and differences between relations and functions.</li> <li>Construct graphically different types of functions</li> </ul>
<b>May-June (13)</b>	<b>Trigonometric Functions</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video on different types of Trigonometric Functions</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session.</li> <li>Activity: To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in the first quadrants.</li> <li>Concept Maps: On different values and identities.</li> </ul> <p><b>Inter disciplinary linkage with Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of Trigonometric Function</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with different trigonometric ratios and problems related to heights and distances to introduce the topic.</li> <li>To observe and discuss the conversion of degree measure to radian measure.</li> <li>Apply relevant results to calculate different problems of trigonometric functions.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Applies logical reasoning in conversion of radian into degree and vice versa.</li> <li>Able to understand the concept of positive and negative angles</li> <li>Identifies similarities and differences between domain and range of trigonometric functions and their graphs</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>June</b>	<b>Revision, Exam and Assessment</b>	-	-	-	-	-

<p><b>June- July (10)</b></p>	<p><b>Complex Numbers and Quadratic Equations</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To interpret geometrically the meaning of <math>i = \sqrt{-1}</math> and its integral powers.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>• Argand Plane and Polar Representation</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Diagrams of Argand Plane and Polar Representation</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with solution of different kinds quadratic equations to introduce the topic.</li> <li>• To observe and discuss the imaginary roots of given equation.</li> <li>• To facilitate in making mental estimation of different values of <math>i</math></li> <li>• Apply relevant results to calculate different problems of Complex Numbers</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Able to understand the concept of need for complex numbers, especially <math>\sqrt{-1}</math>, to be motivated by inability to solve some of the quadratic equations.</li> <li>• applies logical reasoning in classifying Argand Plane and Polar coordinates</li> <li>• finds the solution of different types of questions using appropriate formulas</li> <li>• Derives proofs of the Modulus and the Conjugate of a complex number.</li> </ul>
<p><b>July (8)</b></p>	<p><b>Linear Inequalities</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To verify that the graph of a given inequality, <math>2x + 3y - 6 &lt; 0</math>, of the form <math>ax + by + c &lt; 0</math>,</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>• Diagram: Graphical Representation of equations of lines and shaded portion according to given condition.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with different kind of algebraic equations and in equations of day to day life to introduce the topic.</li> <li>• To observe and discuss the different numerical inequalities</li> <li>• Draw and compare the graph of linear in equations in one and two variables.</li> <li>• Apply the relevant results to solve word problems related to day to day life.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Identifies the concept of linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line.</li> <li>• Apply the logic to identify similarities and differences between different inequalities and their graphs.</li> <li>• Able to draw different graphs of linear in equations.</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>

<p><b>July (10)</b></p>	<p><b>Permutation and Combinations</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To find the number of ways in which three cards can be selected from the given five cards.</li> <li>• Concept Map: To memories notations and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with different number of digits to make different arrangements to introduce the topic.</li> <li>• by playing a game with different group of students to explain them permutation and combination.</li> <li>• Discuss the proof of factorial notation.</li> <li>• Apply relevant results to factorize the given factorials.</li> <li>• Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• able to understand the concept of Fundamental principle of counting. Factorial n. (n!) Permutations and combinations.</li> <li>• Applies logical reasoning in classifying different types of permutation.</li> <li>• Identifies similarities and differences between permutation and combination.</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<p><b>July - August (10)</b></p>	<p><b>Sequence and Series</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> <li>• Concept Map: Based on pattern to remember the formulas.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with different basic concepts of sequence &amp; series and A.P. to introduce the topic.</li> <li>• To observe and discuss the different series of AP and GP.</li> <li>• By mathematical riddles with different group of students to explain them A.P. and G.P.</li> <li>• Discuss the proof of factorial notation.</li> <li>• Apply relevant results to find the sum of given series.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Applies logical reasoning in classifying AP and GP and using them in different situation.</li> <li>• able to understand the concept of GP.</li> <li>• Identifies similarities and differences between sequence and series, AP &amp; GP.</li> <li>• finds the solution of different types of questions using appropriate formulas</li> </ul>

<p><b>August (10)</b></p>	<p><b>Straight Lines</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>• Straight lines made under <b>different</b> conditions.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Diagram of different equations</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with coordinate geometry and concept of simple geometry in our daily life to introduce the topic.</li> <li>• To observe and discuss the various forms of the equation of line.</li> <li>• Draw and compare the graph of linear in equations under different conditions.</li> <li>• Discuss the proof of angle between two lines.</li> <li>• Apply relevant results to find the equation of line under various condition.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Identifies various forms of equations of a line: parallel to axis, point-slope form, slope-intercept form, two-point form, intercept form and normal form.</li> <li>• Construct the equation of line under different conditions.</li> <li>• Identifies similarities and differences between various conditions given for a line.</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<p><b>August (8)</b></p>	<p><b>Conic Section</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Activity: To construct different types of conic sections.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>• Explanation of Parabola, hyperbola, ellipse with the help of different equations</li> </ul> <p><b>Art Integration:</b></p>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking examples of various curves from our day to day life to introduce the topic.</li> <li>• To observe and discuss various conic sections.</li> <li>• Draw and compare the graphs. Various conic sections under different conditions.</li> <li>• Apply relevant results to find the special cases of given conic section.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• identifies concept of sections of a cone: circles, ellipse, parabola, hyperbola</li> <li>• Applies logical reasoning in classifying different types of conic sections.</li> <li>• Identifies similarities and differences between circles, ellipse, parabola, hyperbola sequence and series, AP &amp; GP.</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>

			<ul style="list-style-type: none"> <li>Diagrams of parabola, hyperbola, and ellipse.</li> </ul>			
<b>Sep (8)</b>	<b>Introduction to 3 – D Geometry</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Model/project: Innovative models made by students in order to understand octants.</li> </ul> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>Diagrams of different octants.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of coordinate axes and coordinate plane to introduce the topic.</li> <li>To observe and discuss the various octants in three-dimensional geometry.</li> <li>Plot and compare the given points on the graph.</li> <li>Discuss the proof of distance formula and section formula.</li> <li>apply relevant results to find the distance between the points under various condition</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Able to understand the concept of Coordinate axes and coordinate planes in three dimensions.</li> <li>Identifies concept of space and octant.</li> <li>Applies logical reasoning in classifying different octant.</li> <li>Identifies similarities and differences between different octants.</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>Sep (12)</b>	<b>Limits and Derivatives</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To find analytically <math>\lim_{x \rightarrow a} f(x) = \frac{x^2 - a^2}{x - a}</math>.</li> </ul> <p><b>Inter disciplinary linkage With Physics</b></p> <ul style="list-style-type: none"> <li>Graphical Representation of limit and derivatives</li> </ul> <p><b>Art Integration</b></p>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of distance time graph to introduce the topic.</li> <li>To observe and discuss the concept of limit and continuity.</li> <li>Plot and compare the graphs of different functions.</li> <li>Discuss the proof of algebra of derivative of functions.</li> <li>Apply relevant results to find the</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Able to understand the concept of derivative introduced as rate of change both as that of distance function and geometrically.</li> <li>Identifies concept of limit and continuity.</li> <li>Identifies similarities and differences between limit, continuity and derivatives.</li> </ul>

			<ul style="list-style-type: none"> <li>Diagrams of different functions.</li> </ul>		<p>derivatives of polynomials and trigonometric functions.</p>	<ul style="list-style-type: none"> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>Sep</b>	<b>Revision, Exam and Assessment</b>	-	-	-	-	-
<b>Oct (10)</b>	<b>Probability</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To write the sample space when a die is rolled ones, twice,</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Diagrams of different outcomes outcome a different experiment.</li> <li>Concept Map: For different types of objects and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>by playing a game of playing cards with different group of students to introduce the topic.</li> <li>To observe and discuss various events and their sample space.</li> <li>Compare the sample space of various events under different conditions.</li> <li>Apply relevant results to find the probability of real-life situation.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Will be able to understand the concept of Random experiments; outcomes, sample spaces and Axiomatic (set theoretic) probability.</li> <li>Identifies concept of axiomatic approach to probability.</li> <li>Applies logical reasoning in classifying the occurrence of events.</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<b>Oct (10)</b>	<b>Statistics</b>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Project on different types of formulas.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> </ul>	<ul style="list-style-type: none"> <li>Work with the concept of mean and median of given data to introduce the topic.</li> <li>To observe and discuss the concept of standard deviation and variance.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Will be able understand the concept of Measures of dispersion, Range, mean deviation, variance, and standard deviation.</li> <li>applies logical reasoning in classifying</li> </ul>

			<ul style="list-style-type: none"> <li>PPT/Slide show on different topics of statistics.</li> </ul>	<ul style="list-style-type: none"> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>discuss the proof of standard deviation and variance.</li> <li>apply relevant results to find the standard deviation and variance of given data.</li> </ul>	<p>Variance and standard deviation.</p> <ul style="list-style-type: none"> <li>Identifies similarities and differences between different terms of statistics.</li> <li>Finds the solution of different types of questions using appropriate formulas.</li> </ul>
<p><b>Oct-Nov (5)</b></p>	<p><b>Principle of Mathematical Induction</b></p>	<ul style="list-style-type: none"> <li>NCERT textbook/E-book</li> <li>PPT</li> <li>Video</li> <li>Modules on Extra marks</li> <li>Concept Maps</li> <li>Green Board</li> <li>Chalk</li> <li>Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Quiz: classroom interactive questioning session</li> <li>Activity: To establish the formula for the sum of the cubes of first n natural numbers.</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Quizzes</li> <li>Weekly Written Test</li> <li>Daily random Oral testing</li> <li>Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>By taking example of sum of n positive integers to introduce the given topic.</li> <li>Inductive method and deductive method were introduced by taking examples of relations and different numbers.</li> <li>To observe and discuss the steps involved in the process of Principal of Mathematical induction.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>Identifies the concept of process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of real numbers.</li> <li>drives proofs of different problems based upon the principle of mathematical induction and simple applications.</li> <li>finds the solution of different types of questions using appropriate formulas</li> </ul>

<p><b>Nov (10)</b></p>	<p><b>Binomial Theorem</b></p>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session.</li> <li>• Activity: To construct a Pascal's triangle and to write binomial expansion for a given positive integral exponent.</li> <li>• Concept Map: Pascal's Triangle explained to remember expansion of binomial theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• By taking different examples of squares and cubes of binomials to introduce the topic.</li> <li>• To observe and discuss Binomial Theorem for Positive Integral Indices.</li> <li>• Explanation of Binomial Theorem with help of Pascal's Triangle.</li> <li>• Developing hypothesis by: Real world learning, and study of logic and problem solving.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Will be able to Understand the History, statement, and proof of the binomial theorem for positive integral indices.</li> <li>• Relates the squares and cubes of binomials with binomial theorem.</li> <li>• Applies logical reasoning in using Pascal's Triangle in different situations.</li> <li>• derives proof of Binomial theorem</li> <li>• Finds the solution of different types of questions using appropriate formulas.</li> </ul>
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Nov (7)	<b>Mathematical Reasoning</b>	<ul style="list-style-type: none"> <li>• NCERT textbook/E-book</li> <li>• PPT</li> <li>• Video</li> <li>• Modules on Extra marks</li> <li>• Concept Maps</li> <li>• Green Board</li> <li>• Chalk</li> <li>• Duster</li> </ul>	<p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Quiz: classroom interactive questioning session</li> <li>• Project development of ability to reason and fundamentals of deductive reasoning.</li> </ul> <p><b>Inter Disciplinary Linkage: Language</b></p> <p><b>Skill Assessment:</b> Comprehending Statements and Questions</p> <p>The ability to choose the right methods.</p> <p>The ability to apply general rules to specific problems.</p>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Quizzes</li> <li>• Weekly Written Test</li> <li>• Daily random Oral testing</li> <li>• Notebook evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the concept of statement and sentence from language to introduce the topic.</li> <li>• To observe and discuss the concept of special words/phrases and implications.</li> <li>• Discuss the use of Quantifiers and implications in day to day life situations.</li> <li>• Apply relevant language for better understanding of mathematical word problems.</li> </ul>	<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Able to understand the concept of mathematically acceptable statements.</li> <li>• Applies logical reasoning in classifying Connecting words/ phrases and implications.</li> <li>• Identifies similarities and differences between sentence and statements.</li> <li>• Validating the statements involving the contradiction, converse, and contra positive.</li> <li>• Finds the solution of different types of word problems by applying relevant knowledge of the language.</li> </ul>
Dec	<b>Exam and Assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2023-24**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill I Assessments</b>	<b>Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
<b>March</b> <b>No. of periods: 5</b>  <b>No. of periods: 20</b>	Introduction to computer system  Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> </ul> Videos	<ul style="list-style-type: none"> <li>• Demonstration of computer showing different parts of CPU.</li> <li>• Write programs in Python to</li> <li>• Find the sum of two numbers</li> <li>• Find the average of three numbers</li> <li>• Accept values in four variables from use. Divide the sum of first two numbers by the difference of last two numbers and display the result</li> <li>• Find whether a given number is positive/ negative</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>• Computer fundamentals</li> <li>• Information Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> </ul> Videos	Problem solving Critical Thinking Decision making
<b>April</b> <b>No. of periods: 25</b>	Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org</li> </ul>	Write programs in Python to Find whether a given number is even/odd <ul style="list-style-type: none"> <li>• Find the bigger/smaller of two numbers</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>• Computational Thinking</li> <li>• Python Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online</li> </ul>	Problem solving <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interperson al skills</li> </ul> Algorithmi c thinking

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**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		(online learning platform) Videos • Scratch (Online learning platform )	<ul style="list-style-type: none"> <li>• Find the biggest/smallest of three numbers</li> <li>• Find the factorial of a given number.</li> <li>• Accept values for Principle, Rate of Interest and Time. Calculate Simple Interest.</li> <li>• Find xn.</li> <li>• Print first N natural/whole numbers in forward/reverse order</li> <li>• Print even/odd numbers between 1 and N.</li> <li>• Find whether a given number is prime or not</li> <li>• Find if a number is equal to the sum of the cubes of its digits.</li> <li>• Find the reverse of a given number</li> <li>• Find the sum of digits of a given number</li> </ul>		learning platform) Videos	

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**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021- 22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
			Find LCM and HCF of two given numbers			
<b>May No. of periods: 20</b>	Introduction to Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> <li>• Scratch (Online learning platform)</li> </ul> Videos	Write programs in Python to <ul style="list-style-type: none"> <li>• Search for a number/name in the given list</li> <li>• Arrange the numbers in ascending/ descending order</li> <li>• Find the largest/smallest number in a given list</li> <li>• Find the second largest/smallest number in a given list</li> <li>• Find the reverse of a given string</li> <li>• Find whether a given string is palindrome or not</li> </ul> Project Work	Assignment Python Programming	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• code.org (online learning platform)</li> <li>• Scratch (Online learning platform)</li> </ul> Videos	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interperson al skills</li> </ul> Algorithmi c thinking
<b>July No. of periods: 27</b>	Data Management	<ul style="list-style-type: none"> <li>• Software</li> </ul>	<ul style="list-style-type: none"> <li>• Create a student table with the student id,</li> </ul>	Assignment	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No.: 630065      School Code: 43054

**Annual Pedagogy Plan**

**Class: XI    SUBJECT :- INFORMATICS PRACTICES ( 065) NEW**

**Session 2021-22**

**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> <li>Videos</li> </ul>	<p>name, and marks as attributes where the student id is the primary key.</p> <ul style="list-style-type: none"> <li>• Add a new column in the above table.</li> <li>• Modify the details of a particular column</li> <li>• Delete a particular column</li> <li>• Insert the details of a new student in the above table.</li> <li>• Delete &amp; update the details of a particular student in the above table.</li> <li>• Use the select command to manipulate data.</li> </ul> <p>Create a new table (name, date of birth) by joining two tables (student id, name) and (studentid, date of birth).</p>	<ul style="list-style-type: none"> <li>• Python Programming Database management</li> </ul>	<p>computing</p> <ul style="list-style-type: none"> <li>• khanacademy(online learning platform)</li> </ul> <p>Videos</p>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> </ul> <p>Algorithmic thinking</p>
<p><b>August</b> <b>No. of periods:</b> 27</p>	<p>Data Management and Data Handling</p>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new table (order ID, customer Name, and order Date) by joining two tables (order ID, customer ID, and order Date) and (customer ID, customer Name,</li> </ul>	<p>Assignment</p> <ul style="list-style-type: none"> <li>• Python Programming Database management</li> </ul>	<ul style="list-style-type: none"> <li>• Software</li> <li>• Cloud computing</li> <li>• khanacademy(online learning platform)</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Decision making</li> <li>• Interpersonal skills</li> <li>• Algorithmic thinking</li> </ul> <p>Data handling</p>

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**Total No. of Periods: 160**

<b>Month No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments</b>	<b>Assignment and Assessments ( Oral/Written/MC Qs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
		<ul style="list-style-type: none"> <li>Videos w3schools.com (online learning platform)</li> </ul>	contact Name, country). Show details from two tables Delete the structure of a table.		w3schools.com (online learning platform)	
<b>Oct No. of periods: 10</b>	Society, Law and Ethics – Cyber safety	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Cyber Safety</li> <li>Usage of Social Networking</li> <li>Malware, Virus, Trojans etc. Phishing</li> </ul>		Assignment Cyber Safety	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Cyber Safety</li> <li>Usage of Social Networking</li> <li>Malware, Virus, Trojans etc. Phishing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> <li>Decision making</li> <li>Interperson al skills</li> <li>Algorithmi c thinking</li> </ul> Personal Safety on internet
<b>Nov No. of periods: 26</b>	Revision	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul>	Revision	Revision	<ul style="list-style-type: none"> <li>Software</li> <li>Cloud computing</li> </ul>	Discussion with students about how to handle questions in exam.

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Accountancy (55)**  
**Class: XI COM**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May/June 28	<b>Unit -1: Theoretical Framework</b> <i>Introduction to Accounting</i>	<ul style="list-style-type: none"> <li>• E- Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	<ul style="list-style-type: none"> <li>• A lecture of Head of the Accounts section of same School will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get the insight of the basics of Accounting</b></p> <ul style="list-style-type: none"> <li>• Accounting- concept, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business.</li> <li>• Basic Accounting Terms- Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Fixed assets (Tangible and Intangible),</li> </ul>	<p><i>After going through this Unit, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the meaning, significance, objectives,</li> <li>• Advantages and limitations of accounting.</li> <li>• Identify / recognise the individual(s) and Entities that use accounting information for serving their needs of decision making.</li> <li>• Explain the various term used in accounting and differentiate between different related terms like current and non-current, capital and revenue.</li> <li>• Give examples of business transaction,</li> </ul>

	<p><i>Theory Base of Accounting</i></p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>Expenditure(Capital and Revenue), Expense, Income, Profit ,Gain, Loss, Purchase, Sales, Goods, Stock ,Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount)</p> <p><b>Videos- To get insight of Accounting Principles</b></p> <ul style="list-style-type: none"> <li>•Fundamental accounting assumptions: GAAP: t</li> <li>•Concepts Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism, Materiality and Objectivity</li> <li>•System of Accounting. Basis of Accounting: cash basis and accrual basis</li> <li>•Accounting Standards: Need,</li> </ul>	<p>liabilities, assets, expenditure and purchases explain that sales/purchases include both cash and credit.</p> <p><b>Truthfulness of recorded transactions, Respect with employees, care for investors.</b></p> <p><i>After going through this topic, the students will be able to</i></p> <ul style="list-style-type: none"> <li>• State the meaning of fundamental accounting Assumptions and their relevance in accounting.</li> <li>• Describe the meaning of accounting assumptions and the situation in which an Assumption is applied during the accounting process .explain the meaning and objectives of accounting standards.</li> </ul>
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					benefits, limitations, applicability; IFRS-Need • Goods and Services Tax (GST): Characteristics and Objective	<ul style="list-style-type: none"> <li>• Appreciate that various accounting standards Developed nationally and globally are in practice for bringing parity in the accounting treatment of different items.</li> <li>• Acknowledge the fact that recording of accounting transactions follows double entry system.</li> <li>• explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct Financial position of an enterprise</li> </ul>
<b>May/June</b>	<b><u>UNIT-2:Accounting Process</u></b> <b><i>(a) Recording of Business Transactions</i></b>	<ul style="list-style-type: none"> <li>• E- Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	Identification of types of voucher by showing them some real vouchers  Task of voucher making will be given to students	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes             <ul style="list-style-type: none"> <li>• Work Sheets</li> </ul> </li> </ul>	<b>Demonstrate the real vouchers</b> • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation	<b><i>After going through this Unit, the students will be Able to:</i></b> <ul style="list-style-type: none"> <li>• Explain the concept of accounting equation and appreciate that every transaction affect either both</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching 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>Approach: Meaning and Analysis, Rules of Debit and Credit.</p> <ul style="list-style-type: none"> <li>Recording of Transactions: Books of Original Entry- Journal</li> </ul>	<p>the sides of the equation or a positive effect on one item and a negative effect.</p> <ul style="list-style-type: none"> <li>Appreciate that based on source documents, accounting vouchers are prepared for recording transaction in the Books of accounts. <ul style="list-style-type: none"> <li><b>Values transparency and Creditability</b></li> </ul> </li> <li>Develop the understanding of recording of transactions in journal and the skill of Calculating GST.</li> </ul>
June	Revision, Exam and Assessment	-	-	-	-	-
June/July 30	<u>UNIT-2:Accounting Process</u>	<ul style="list-style-type: none"> <li>E-Book</li> <li>PPT'S</li> <li>Videos</li> <li>Smart Classes</li> <li>Digital White Board</li> </ul>	Copy of subsidiary books of some local firms will be given to children for analysis	<ul style="list-style-type: none"> <li>Oral and Written Test</li> <li>Assignment</li> <li>Quizzes</li> <li>Work Sheets</li> </ul>	<p><b>Demonstration of special books of some local firms.</b></p> <ul style="list-style-type: none"> <li>Special Purpose books:</li> <li>Cash Book: Simple, cash book</li> </ul>	<ul style="list-style-type: none"> <li>explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books</li> </ul>

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

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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September 16	<ul style="list-style-type: none"> <li>• <b>Provisions and Reserves:</b></li> </ul>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Creating provision for depreciation/accumulated depreciation account</li> <li>• Treatment for disposal of asset</li> </ul> <p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• <b>Types of Reserves:</b> Revenue reserve Capital reserve General reserve Specific reserve Secret Reserve</li> <li>• Difference between capital and revenue reserve</li> </ul>	<p>disposal through the concerned asset account or by preparing asset disposal account.</p> <ul style="list-style-type: none"> <li>• <b>Appreciate the need for creating reserves</b> and making provisions for events which may belong to the current year but may happen in next year.</li> <li>• Appreciate the difference between reserve and fund.</li> </ul>
	<p><i>(d) Accounting for Bills of Exchange</i></p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	<p>A situation will be created in class and invite the students to play the role of Drawer and Drawee to understand the concept of Bills of exchange.</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Bill of exchange and Promissory Note: Definition, Specimen, Features, Parties.</li> </ul>	<p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Acquire the knowledge of using bills of exchange and promissory notes for financing business transactions</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	Revision, Exam and Assessment	-	-	-	<ul style="list-style-type: none"> <li>• Difference between Bill of Exchange and Promissory Note</li> <li>• Terms in Bill of Exchange:</li> <li>• Term of Bill</li> <li>• Accommodation bill (concept)</li> <li>• Days of Grace</li> <li>• Date of maturity</li> <li>• Discounting of bill</li> <li>• Endorsement of bill</li> <li>• Bill after due date</li> <li>• Negotiation</li> <li>• Bill sent for collection</li> <li>• Dishonour of bill</li> <li>• Retirement of bill</li> <li>• Accounting Treatment</li> </ul> <p><u>Note:</u> excluding accounting treatment for Accommodation bill</p>	<ul style="list-style-type: none"> <li>• State the meaning of different terms used in Bills of exchange and their implication in accounting.</li> <li>• Explain the method of recording of bill transactions</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October 21	<p><i><u>(e) Trial balance and Rectification of Errors</u></i></p> <p><u><i>PART-B</i></u></p>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul> <ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p> <p>Use of flow chart to understand this stage of</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul> <ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> </ul>	<p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Trial balance: objectives and preparation(Scope: Trial balance with balance method only)</li> <li>• Errors: types-errors of omission, commission, Principles, and compensating; their effect on Trial Balance.</li> <li>• Detection and rectification of errors; Preparation of suspense account</li> </ul> <p><b>Videos- To get insight the concept.</b></p>	<p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• state the need and objectives of preparing Trial balance and develop the skill of Preparing trial balance.</li> <li>• Appreciate that errors may be committed during the process of accounting.</li> <li>• Understand the meaning of different types of errors and their effect on trial balance.</li> <li>• develop the skill of identification and location of errors and their rectification and Preparation of suspense account.</li> </ul> <p><i>After going through this Unit, the students will be able to:</i></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>UNIT-3</u> <u>Financial Statements</u>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	accounting cycle	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning, objectives, and importance</li> <li>• Revenue and Capital Receipts</li> <li>• Revenue and Capital Expenditure; Deferred Revenue expenditure.</li> <li>• Trading and Profit and Loss Account: <ul style="list-style-type: none"> <li>• Gross Profit, Operating profit, and Net profit.</li> </ul> </li> <li>• Preparation of Balance Sheet: need, grouping and marshalling of assets and liabilities.</li> <li>• Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning of financial statements the</li> <li>• Purpose of preparing financial statements.</li> <li>• State the meaning of gross profit, operating profit and net profit and develop the skill of preparing Trading and profit and loss account.</li> <li>• Explain the need for preparing balance sheet.</li> <li>• Understand the Technique of grouping and Marshalling of assets and liabilities.</li> <li>• Appreciate that there may be certain items Other than those shown in trial balance which may need adjustments while Preparing financial statements.</li> <li>• Develop the understanding and</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching 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>Incomplete Records</u>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	Students will ask to collect the records of small enterprises to understand the concept of Incomplete records	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>doubtful debts, Provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission.</p> <p>Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p> <p><b>Videos- To get insight the concept.</b></p> <p>Features, reasons and limitations. Ascertainment of Profit/Loss by Statement of Affairs method. Difference between accounts from incomplete records and Statement of Affairs. Preparation of Trading , Profit and Loss account and Balance Sheet</p>	<p>skill to do adjustments for items and their presentation in financial statements like depreciation, Closing stock, provisions, abnormal loss etc.</p> <ul style="list-style-type: none"> <li>• Develop the skill of preparation of trading and Profit and loss account and balance sheet.</li> </ul> <p><b>True and Fair presentation of information, Social responsibility.</b></p> <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• State the meaning of incomplete records and Their uses and limitations.</li> <li>• Develop the understanding and skill of computation of profit / loss using</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
November (18)	<b>Unit 4:</b> <u>Computers in Accounting</u>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Digital White Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Videos- To get insight the concept.</b></p> <ul style="list-style-type: none"> <li>• Introduction to computer and accounting information system { AIS}: Introduction to computers (elements, capabilities, limitations Of computer system)</li> <li>• Introduction to operating software, utility software and application software</li> <li>Introduction to accounting information system (AIS) as a part of Management Information System.</li> <li>• Automation of accounting process: meaning</li> <li>• Stages in automation: (a) Accounting process in computerised environment;</li> </ul>	<p>the statement of affairs method.</p> <p><b><u>After going through this Unit, the students will be Able to:</u></b></p> <ul style="list-style-type: none"> <li>• State the meaning of a computer, describe its components, capabilities, and limitations.</li> <li>• State the meaning of accounting information System.</li> <li>• Appreciate the need for use of computers in accounting for preparing accounting reports.</li> <li>• Develop the understanding of comparing the manual and computerized Accounting process and appreciate the advantages and limitations of automation.</li> </ul>

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		<ul style="list-style-type: none"> <li>E-Book</li> </ul>	<p><b>Virtual or Visit to any business unit.</b></p>	<p>Physically verifying each project and suggesting amendments if required.</p>	<p>comparison between manual accounting process and computerised accounting process,            (b) Sourcing of accounting software; kinds of software: readymade software; customised software and tailor-made software; generic            Considerations before sourcing accounting software            (c) creation of account groups and hierarchy            (d) generation of reports -trial balance, profit and loss account and balance sheet</p> <p><b>Videos- To get insight the concept.</b>            Create a artificial firm and:            Collection of vouchers</p>	<ul style="list-style-type: none"> <li>Understand the different kinds of accounting Software</li> </ul>



**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XI COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May (23)	<p><b>Chapter:1 Business, Trade and Commerce (Periods: 17)</b></p> <ul style="list-style-type: none"> <li>• History of Trade and Commerce in India</li> <li>• Business – Meaning and Characteristics</li> <li>• Business, Profession and Employment – Concept</li> <li>• Objectives of Business and Role of Profit in Business</li> <li>• Business Risk – Concept, Nature and Causes</li> <li>• Classification of Business Activities</li> </ul>	<ul style="list-style-type: none"> <li>• E-Book</li> <li>• PPT</li> <li>• <b>Video:</b> Example of Jio Case study to explain ‘More risk more profit’</li> <li>• Video Make in India</li> <li>• Video Advertisement of ‘Nihar Shanti Amla’ to explain social objectives of business</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Economics To explain the students’ difference between economic and non-economic activities and to explain the difference between business, profession and employment</li> <li>History To explain history of commerce in India</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Examining Prior Knowledge about History of Trade and Commerce in India, economic and non-economic activities studied in class 10.</li> <li>• Introducing Business, Trade and Profession after getting the expected response from the students majorly with the help of examples.</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Objectives of the business</li> <li>• Role of the profit in business.</li> </ul>	<p>The main outcomes of this chapter are that students will be able:</p> <ul style="list-style-type: none"> <li>• To explain the concept of Business</li> <li>• To clarify the definition of commerce, trade, aids to trade and industry</li> <li>• To familiarize with classification of industries and the subgroups.</li> <li>• To acquaint s with the history of trade and commerce in India</li> <li>• To reason why business cannot think only of profit</li> <li>• <b>Besides that, the students will be able to apply the knowledge of nature of business, trade, and commerce in real life with the help of case studies. Students will also learn to frame the</b></li> </ul>

			out of the given topic and explain to the class.)		<ul style="list-style-type: none"> <li>• Example of Jio Case study to explain ‘More risk more profit’</li> <li>• <a href="https://www.youtube.com/watch?v=FOnVx72oHaU">https://www.youtube.com/watch?v=FOnVx72oHaU</a></li> <li>• Business Risk (Concept, Nature and Causes)</li> <li>• Classification of Business Activities</li> </ul>	<p><b>case studies on their own</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
May	<p><b>Chapter:2 Forms of Business Organisation (Periods: 23)</b></p> <ul style="list-style-type: none"> <li>• Sole Proprietorship – Concept, Merit and Limitation</li> <li>• Hindu Undivided Family Business / Joint Hindu Family Business – Concept</li> <li>• Cooperative Societies – Concept, types, merits and limitations</li> <li>• Company – Concept, merits and limitations; Type: Private Public and One Person Company – Concept</li> <li>• Formation of company – stages,</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: ‘Ola’ Case study</li> <li>• Video Joint Hindu Family Firm</li> <li>• Video Amul Cooperative Society</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced with a brainstorming session where students aided by open ended questions will discuss how many forms of business organisation they are aware of and draw comparisons among them</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Sole Proprietorship- Concept, merits</li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To reason why different forms of business organizations are required and in which situation which form of business organisation should be chosen.</li> <li>• To familiarize with the features, types, merits and demerits of different forms of business organizations like sole proprietorship, partnership, joint Hindu family firm, cooperatives, joint stock companies and</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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>important documents to be used information of a company</p> <ul style="list-style-type: none"> <li>Choice of form of business organisation</li> </ul>				<p>and limitation</p> <ul style="list-style-type: none"> <li>Partnership – Concept, types, merits and limitation of partnership and types of partner</li> <li>Hindu Undivided Family: Concept</li> <li>Video</li> <li>Joint Hindu Family Firm</li> <li>Cooperative Societies – Concept, types, merits and limitations</li> <li>Video</li> <li>Amul Cooperative Society</li> <li><a href="https://www.youtube.com/watch?v=ksM3ZYIiwII">https://www.youtube.com/watch?v=ksM3ZYIiwII</a></li> <li>Company – Concept, merit and limitations.</li> <li>Types: Private, Public and One Person</li> <li>Company-</li> </ul>	<ul style="list-style-type: none"> <li>one-person company</li> <li>To acquaint with the stages and important documents to be used in formation of a company.</li> <li>To distinguish between a private company and a public company</li> <li>To acquaint with the stages and documents used in various stages of the formation</li> <li>To explain the factors that influence the choice of a suitable form of business organization.</li> <li><b>The students will come to know why majority of the times, a business organization originally started as sole proprietorship/ partnership must be converted into a joint stock company, if the owners are thinking of growth</b></li> <li><b>Besides that, the students will be able to apply the</b></li> </ul>

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					Concept <ul style="list-style-type: none"> <li>• Formation of</li> <li>• company – stages, important documents to be used information of a company</li> <li>• Choice of form of business organisation.</li> </ul>	<b>knowledge of various forms of business organisations and their formation process in real life with the help of case studies. Students will also learn to frame the case studies on their own. Mutual help Social Welfare, Balance regional development, Transparency.</b>
May	<b>Chapter:3 Private, Public and Global Enterprises (Periods:12)</b> <ul style="list-style-type: none"> <li>• Public sector and private sector enterprises- concept</li> <li>• Forms of public sector enterprises:</li> <li>• Departmental Undertakings, Statutory Corporation and Government Company.</li> <li>• Multinational Company- Features, Joint ventures</li> <li>• Public private</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video Joint Venture Strategy</li> <li>• Video Public Private Partnership</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Economics To explain the students how LPG (Industrial Policy 1991) changed the role of public enterprises and how the policy is responsible for many multinational companies entering into India</li> <li>• Activity Students to be told to make list of Indian companies entering joint</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced with connecting to the Industrial policy 1991 (LPG) of India to explain the changes in the role of public sector enterprises</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• government policy changes.</li> <li>• Public sector and private sector enterprises- concept</li> <li>• Forms of public sector</li> </ul>	After going through this unit, the students would be able: <ul style="list-style-type: none"> <li>• To elucidate the difference between Public sector and Private sector enterprises to students.</li> <li>• To acquaint with the different forms of public sector enterprises, i.e. Departmental Undertakings, Statutory Corporations and Government Company, their features, merits and demerits</li> <li>• To understand the concept of</li> </ul>

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	partnership- concept		<p>ventures with foreign companies and find apparent benefits they derived out of this venture. They will be encouraged to share their views with their classmates.</p> <ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>		<ul style="list-style-type: none"> <li>• enterprises:</li> <li>• Departmental</li> <li>• Undertakings, Statutory</li> <li>• Corporation and</li> <li>• Government Company.</li> <li>• <a href="https://www.youtube.com/watch?v=Uir9IQk8EjE&amp;t=77s">https://www.youtube.com/watch?v=Uir9IQk8EjE&amp;t=77s</a></li> <li>• Multinational Company- Features, Joint ventures</li> <li>• Examples of top 10 multinationals in India</li> <li>• <a href="https://www.youtube.com/watch?v=IJS0Z-i9rEw&amp;t=72s">https://www.youtube.com/watch?v=IJS0Z-i9rEw&amp;t=72s</a></li> <li>• Video</li> <li>• Joint Venture Strategy</li> <li>• Public private partnership- concept</li> <li>• Video</li> <li>• Public Private</li> </ul>	<p>Multinational Company, Joint Ventures and Public private partnership</p> <ul style="list-style-type: none"> <li>• <b>Students will be able to reason why corruption is prevalent more in some types of public enterprises and less in others</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various Public enterprises in real life with the help of case studies. Students will also learn to frame the case studies on their own, Fair remuneration, Faith in the Government.</b></li> </ul>

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					Partnership	
<b>June/July (30) 3</b>	<b>Chapter:4 Business Services (Periods:16)</b> <ul style="list-style-type: none"> <li>Business services – meaning and types.</li> <li>Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit accounts.</li> <li>Banking services with reference to Bank draft, Bank overdraft, Cash credit. E-banking meaning, Types of digital payments</li> <li>Insurance – Principles. Types – life,health, fire and marine insurance – concept</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video Insurance frauds in India</li> <li>Video How insurance companies earn</li> <li>Video E Banking</li> <li>Mind Maps and Mnemonics at the end of the chapter</li> <li>E-Book</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Practical- Students will be made to fill the pay in Slip. Demand Draft</li> <li>Experiential learning- framing case studies by students</li> <li>Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>Chapter to be introduced with a brainstorming session where students aided by open ended questions to answer the types of bank accounts, they are aware of and the types of services offered by the bank</li> <li>Lecture to be delivered by using PPT for the following concepts:</li> <li>Business Services-Meaning and Types Banking-Types of Bank Accounts</li> <li>Video E Banking <a href="https://www.youtube.com/watch?v=oADxUX4STj">https://www.youtube.com/watch?v=oADxUX4STj</a></li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>To familiarize with the Business services and its types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit accounts.</li> <li>To acquaint with the Banking services with reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital Payments.</li> <li>To elucidate the concept of insurance its principles and its types – life, health, fire and marine insurance</li> <li><b>Students will be able to reason why few claims of insurance rejected.</b></li> <li><b>Besides that, the</b></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<u>E</u> <ul style="list-style-type: none"> <li>• Banking Services E-banking-Meaning, Types of Digital Payments</li> <li>• Insurance Principle and Types (Life, Health, Fire and marine Insurance)</li> </ul>	<p><b>students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></p>
July	<p><b>Chapter: 5 Emerging Modes of Business (Periods: 08)</b></p> <ul style="list-style-type: none"> <li>• E-business - Concept, Scope and Benefits</li> <li>• Outsourcing (Business Process Outsourcing)- Concept, Need and Scope.</li> <li>• Knowledge Process Outsourcing (KPO) - Concept</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video OLX</li> <li>• Video Bitcoins</li> <li>• Video Outsourcing story of Airbus A380</li> <li>• Video Virtual Private Network - Video by Sikandar Shaik</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Debate on the topic 'Goods purchased through retail shops give more satisfaction to consumers in terms of quality and services offered' (The class will be divided into two groups, one group to present views in favour, the other against the topic.</li> <li>• Experiential learning- framing case studies by</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• The chapter to be introduced by having a general interaction with the students on online shopping, use of debit cards and credit cards, OLA, Uber, Ebay, OYO, Quikr etc. and other emerging modes of business with which they are already acquainted.</li> <li>• Video on case study of OLA <a href="https://www.youtube.com/watch?v=3IGKJgt_6IQ">https://www.youtube.com/watch?v=3IGKJgt_6IQ</a></li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To familiarize with the E – business, its scope and benefits</li> <li>• To acquaint the students with the Business Process Outsourcing (BPO), its need and scope</li> <li>• To elucidate the concept of KPO</li> <li>• To differentiate between traditional business and E-Business</li> <li>• <b>The students will be able to do online banking and online</b></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<p>students</p> <ul style="list-style-type: none"> <li>Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>		<p><a href="#">&amp;t=227s</a></p> <ul style="list-style-type: none"> <li>Lecture to be delivered by using PPT for the following concepts:</li> <li>E-business - Concept, Scope and Benefits</li> <li>Outsourcing (Business Process Outsourcing)- Concept, Need and Scope.</li> <li>Knowledge Process Outsourcing (KPO) - Concept</li> </ul>	<p><b>shopping on their own</b></p> <ul style="list-style-type: none"> <li><b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own. Ethical and Honesty</b></li> </ul>
<b>June</b>	<b>Revisions, Exams and assessment</b>	–	–	–	–	–
<b>July</b>	<p><b>Chapter: 6 Social Responsibilities of Business and Business Ethics (Periods:16)</b></p> <ul style="list-style-type: none"> <li>Concept of Social Responsibility</li> <li>Social Responsibility towards different interest groups</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video CSR Proctor and Gamble</li> <li>Video Clipping of movie 'Kismat Konnection' to explain the concept of CSR</li> <li>Video</li> </ul>	<ul style="list-style-type: none"> <li>Activity- Using newspapers, magazines, and other business references, identify and describe any three companies that you think are socially responsible and three that you think are socially</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>Chapter to be introduced with the movie clipping of 'Kismat Konnection' to explain why fulfilling social responsibilities are in the long-term interest of the firm.</li> <li>Video on business ethics</li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>To familiarize with the concept of social responsibilities.</li> <li>To elucidate the case of social responsibility</li> <li>To illustrate the different responsibilities of business towards</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Case/ Arguments for Social Responsibility</li> <li>• Role of Business in Environment Protection</li> <li>• Business Ethics – Concept and Elements</li> </ul>	<p>Business Ethics</p> <ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<p>irresponsible.</p> <ul style="list-style-type: none"> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</li> </ul>		<p><a href="https://www.youtube.com/watch?v=IEmUag1ri6U">https://www.youtube.com/watch?v=IEmUag1ri6U</a></p> <ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts:</li> <li>• Concept of Social Responsibility</li> <li>• Social Responsibility towards different interest groups</li> <li>• Case/ Arguments for Social Responsibility</li> <li>• Role of Business in Environment Protection</li> <li>• Business Ethics – Concept and Elements</li> </ul>	<p>different interested groups like owners, investors, consumers, employees, government and community</p> <ul style="list-style-type: none"> <li>• To know about role of business in environment protection</li> <li>• To acquaint with the Business Ethics and its elements.</li> <li>• To reason why despite a lot of arguments put forth against social responsibilities, the privately owned firm must meet the challenge of a democratic society</li> <li>• <b>The students will understand the concept of Business Ethics which will inculcate values like honesty, fairness, concern for the society etc. among them</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various business</b></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<p><b>services in real life with the help of case studies. Students will also learn to frame the case studies on their own. Responsibility towards environment.</b></p>
<p><b>August 22</b></p>	<p><b>Chapter: 7 Sources of Business Finance (No of Periods: 28)</b></p> <ul style="list-style-type: none"> <li>• Business Finance – Meaning, Nature and Importance</li> <li>• Classification of Sources of funds based on Ownership.</li> <li>• Various Sources of Owners Fund – Concept</li> <li>• Various Sources of Borrowed Fund - Concept</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video Depository Receipts</li> <li>• Video</li> <li>• Sources of Finance Animation by Mexus Education</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Prepare a comparative chart of all the sources of finance.</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> </ul> <p>Pen paper test</p>	<ul style="list-style-type: none"> <li>• Chapter to be introduced after discussing an interesting case study ‘Master Stroke by Dhirubhai Ambani’ <a href="https://www.youtube.com/watch?v=g3iGtMhRKy4">https://www.youtube.com/watch?v=g3iGtMhRKy4</a></li> <li>• Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> <li>• Business Finance – Meaning, Nature and Importance</li> <li>• Classification of Sources of funds based on Ownership.</li> <li>• Various Sources of Owners Fund</li> </ul> </li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To familiarize with the concept of business finance</li> <li>• To acquaint with the Owners’ funds- Equity shares, Preferences share, retained Earnings, Global Depository receipt (GDR), American Depository Receipt (ADR) and International Depository Receipt (IDR)</li> <li>• To elucidate the concept of Borrowed funds: Debentures and Bonds, Loan from financial institution and Commercial Banks, Public Deposits, Trade Credit, Inter Corporate Deposits (ICD).</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>– Concept</li> <li>• Various Sources of Borrowed Fund - Concept</li> </ul>	<ul style="list-style-type: none"> <li>• To reason why despite having many merits, the sources of finances cannot be used in all the circumstances. There are some factors which affect the choice of source of finance.</li> <li>• <b>The students will understand the importance of finance and will realise how difficult is to arrange finance in a business. It will teach them financial discipline to some extent.</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></li> </ul>
August	<b>Chapter: 8 Small Business (Periods: 14)</b>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video 13 years old</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Economics of class XII for</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the chapter with the video 13 years old</li> </ul>	After going through this unit, the students would be able: <ul style="list-style-type: none"> <li>• To familiarize with</li> </ul>

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<ul style="list-style-type: none"> <li>• STARTUP INDIA SCHEME and ways to Fund STARTUP</li> <li>• Intellectual Property Rights (IPR)</li> </ul>	<p>Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas</p> <ul style="list-style-type: none"> <li>• To reason how despite globalization and liberalization small scale industries are playing a vital role in the India's economy</li> <li>• <b>As the employment opportunities are decreasing day by day, the understanding of this chapter will encourage students to take up entrepreneurship as their career choice and will help them learn how to build their own start up.</b></li> <li>• <b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case</b></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<b>studies on their own. Equality, Social Ethics. Employment generation.</b>
September	<b>Chapter: 9 Internal Trade (Periods:30)</b> <ul style="list-style-type: none"> <li>• Internal Trade – Meaning and Types</li> <li>• Services Rendered by a WHOLESALER and RETAILER</li> <li>• Small Scale FIXED SHOP RETAILERS</li> <li>• Large Scale Retailers – (Departmental Stores and Chain Stores)</li> </ul> GST (GOODS AND SERVICES TAX) – Concept and Key Features.	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video GST explained by Pallavi Joshi in easy way</li> <li>• Video Itinerant Traders</li> <li>• Video Departmental Stores</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• E-Book</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Social Science class VII for the concept of wholesalers and retailer</li> <li>• Activity: The students to collect information about GST and its implications on various types of businessmen. They would be encouraged to share the information collected with their classmates</li> <li>• Experiential learning- framing case studies by students</li> <li>• Flip Teaching- (Three children will be given different topics. They will</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced after examining prior knowledge of wholesalers and retailers, which they acquired in class VII</li> <li>• Lecture to be delivered by using PPT for the following concepts:               <ul style="list-style-type: none"> <li>• Internal Trade – Meaning and Types</li> <li>• Services Rendered by a WHOLESALER and RETAILER</li> <li>• Small Scale FIXED SHOP RETAILERS</li> <li>• Large Scale Retailers – (Departmental Stores and Chain Stores)</li> <li>• GST (GOODS AND SERVICES</li> </ul> </li> </ul>	After going through this unit, the students would be able: <ul style="list-style-type: none"> <li>• To familiarize with the Internal trade - meaning and types of services rendered by a wholesaler and a retailer</li> <li>• To acquaint with the types of retail-trade- Itinerant and small-scale fixed shops retailers</li> <li>• To elucidate the concept of Large-scale retailers Departmental Stores and Chain Stores</li> <li>• To know about features of GST (Goods and Services Tax)</li> <li>• To differentiate between different types of itinerate traders</li> <li>• <b>Detailed knowledge of GST, types of retail business and wholesale business</b></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			make case studies and draft questions out of the given topic and explain to the class)		TAX) – Concept and Key Features. <ul style="list-style-type: none"> <li>• Video on GST</li> <li>• <a href="https://www.youtube.com/watch?v=4H1vPIL_OZ4">https://www.youtube.com/watch?v=4H1vPIL_OZ4</a></li> </ul>	<p><b>will make them business literate and they can help in their family business.</b></p> <ul style="list-style-type: none"> <li>• <b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own. National Integration Harmony. Treating the world as family.</b></li> </ul>
September	Revisions, Exams, and assessment.	–	–	–	–	–
<b>October (21)</b>	<p><b>Chapter: 10 International Business I and II (Periods: 16)</b></p> <ul style="list-style-type: none"> <li>• International Trade – Concept and Benefit</li> <li>• Export Trade – Meaning and Procedure</li> <li>• Import Trade – Meaning and</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video Working of WTO</li> <li>• Video Export procedure</li> <li>• Video Import Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage: Social Science class X for the concept of Export, Import and WTO</li> <li>• Experiential learning- framing case studies by students</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter to be introduced after examining prior knowledge of export, import and WTO which they acquired in class X</li> <li>• Lecture to be delivered by using PPT for</li> </ul>	<p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> <li>• To familiarize with the concept of International trade and its benefit</li> <li>• To acquaint the students with the procedure of Export Trade and Import trade</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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>Procedure</p> <ul style="list-style-type: none"> <li>Documents Involved in International Trade and their importance</li> </ul> <p>World Trade Organisation (WTO) – Meaning and Objective</p> <p>New Chapter Entrepreneurship Development</p>	<ul style="list-style-type: none"> <li>Video Digital India</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>E-Book</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class)</li> </ul>	<p>Pen paper test</p>	<p>the following concepts:</p> <ul style="list-style-type: none"> <li>➤ International Trade – Concept and Benefit</li> <li>➤ Export Trade – Meaning and Procedure</li> <li>➤ Import Trade – Meaning and Procedure</li> <li>• Documents Involved in International Trade and their importance</li> <li>• World Trade Organisation (WTO) – Meaning and Objective</li> </ul>	<ul style="list-style-type: none"> <li>• To apprise the students about Documents involved in International Trade, indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP)</li> <li>• To elucidate the concept of World Trade Organization (WTO) and its objectives</li> <li>• To realize the role of World Trade Organization in promoting international trade.</li> <li>• Students will realise how important role the trade sanctions by WTO or by any country play in defining the relations between different countries. They will appreciate the role of 'Digital India', 'Make in India' and 'Skill India' projects initiated by Indian government, especially now when the Chinese apps and products are being boycotted in India.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						<ul style="list-style-type: none"> <li>• <b>Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</b></li> </ul>
October	<b>Practical's (Periods: 12 Days)</b>	<ul style="list-style-type: none"> <li>• Video/ PPT by the students on the topics given</li> </ul>	<p>Experiential Learning on following topics:</p> <p>Bitcoins, Flipcart, Satyam Scam, Mumbai Dabbawala, Kingfisher Airlines, IPL Case Study, Smart Supply Chain Management Strategy by Nokia, Why Starbucks had to shut its outlets, PNB Fraud, Idea and Vodafone Merger, Jio Case Study, Malden Mills Case, Indian Coal Allocation case, 2G Spectrum Case, The Hawala Scandal, Harshad Mehta Scam,</p>	<ul style="list-style-type: none"> <li>• Viva Questions related to the presentation will not only be asked by the students but also by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive dialogue connecting real life situations.</li> <li>• Video/ PPT by the students on the topics given.</li> <li>• Viva Questions related to the presentation will not only be asked by the students but also by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with the famous case studies related to scams or new trends coming up</li> <li>• To motivate them by giving projects on the life and struggle of Business Tycoons in India and the world</li> <li>• To create interest in the subject by connecting it to real life situations and real-life people</li> <li>• Students will be able to learn about terminology of the Business, they will also learn how to do research and how to draw inferences from their research</li> <li>• <b>Giving individual</b></li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Dhirubhai Ambani, Elon Musk, Bill Gates, Jack Ma, Warren Buffet, Steve Jobs. JRD Tata, Jeff Bezos, Mukesh Ambani.			<b>presentation in front of the whole class will boost their confidence</b>
<b>November/December</b>	<b>Revisions, Exams and assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL**

Kuthar Road, Subathu

Affiliation No. 630065; School Code: 43054

Annual Pedagogy Plan

**Session 2023-24****Subject: English Core****Subject Code: 301**

S. No.	Month/ No Of Periods/Unit/ Sub-Unit	Teaching Learning Activities			Evaluation oral/written work/Test/ Assignment	Co-Curricular Activities	Learning Outcome
		Learning Objectives	Methods/Audio Visual Inputs/Innovative Methods	Concepts maps / Diagrams / Flowchart/Inter disciplinary linkage/Art Integration/Practical's			
1.	<i>February/ No. of Periods: 06/ The Last Lesson (Flamingo)</i>	<ul style="list-style-type: none"> <li>To make the students identify the genre to which the story belongs.</li> <li>To understand the techniques used by the author-to enhance vocabulary</li> <li>To enable them to comprehend the cultural background of the story.</li> <li>To enable them to realize the importance of a teacher in the life of a student.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interaction on homework –and the way you treat it. (Student-Teacher Interaction)</li> <li>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. D</li> <li>Difficult words and terms would be discussed.</li> <li>The prose will be explained. All possible questions and answers would be discussed and</li> </ul>	<ul style="list-style-type: none"> <li>PPT Handout Source: <a href="http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG">http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG</a></li> <li>Alsace &amp; Lorraine During World War I</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion on „Political enslavement is a curse on any Nation as it deprives it of its identity. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<ul style="list-style-type: none"> <li>They would develop their optimistic attitude towards life amidst many struggles.</li> <li>They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France.</li> <li>They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</li> </ul>

			assigned.				
2.	<b>March/ No. of Periods: 03/ My Mother at sixty-six (Flamingo)</b>	<ul style="list-style-type: none"> <li>To encourage the students to appreciate poetry and read aloud with proper intonation</li> <li>To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li> <li>To read and recognize the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences</li> <li>To build up didactics, empathy and sympathy with the loss of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student-teacher interaction)</li> <li>They would compare the poem with the poem A Photograph. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</li> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms.</li> <li>The figures of speech and rhyme scheme would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Audio-Visual (visual representation of the poem)</li> <li>Notes</li> </ul>	<p>Assignment on the poem</p> <ul style="list-style-type: none"> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>A comparative study of the poems „A Photograph“ and „My Mother At Sixty-six“.</li> <li>The learners would discuss in their groups and draw a comparative analysis and present the synopsis of the discussion in the class.</li> <li>Group Activity For all range of learners comprising three students in one team C2-C1-1 student B2-B1-1 student A2-A1-1 student</li> </ul>	<ul style="list-style-type: none"> <li>The students would be able to grasp the theme and meaning of the poem.</li> <li>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> </ul>
3.	<b>March/ No. of Periods: 06/ Topic:</b>	<ul style="list-style-type: none"> <li>To make the students identify the genre to</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an</li> </ul>	<ul style="list-style-type: none"> <li>PPT Source:</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation on</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to</li> </ul>

	<b>The Third Level (Vistas)</b>	<p>which the story belongs.</p> <ul style="list-style-type: none"> <li>To understand the techniques used by the author-to enhance vocabulary</li> <li>To enable them to comprehend the Sci-Fi themes and Time travel.</li> </ul>	<p>interaction on homework –and the way you treat it. (Student-Teacher Interaction)</p> <ul style="list-style-type: none"> <li>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given.</li> <li>The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>Difficult words and terms would be discussed.</li> <li>The prose will be explained. All possible questions and answers would be discussed and assigned.</li> </ul>	<p><a href="https://en.wikipedia.org/wiki/Time_travel_in_fiction">https://en.wikipedia.org/wiki/Time_travel_in_fiction</a></p>	<ul style="list-style-type: none"> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<p>„If I could go back in time and change one incident“. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</p>	<p>comprehend the Sci-Fi themes and Time travel.</p> <ul style="list-style-type: none"> <li>The students would be able to grasp the theme and meaning of the chapter.</li> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> </ul>
4.	<b>March/ No. of Periods: 03/ Writing Skills: Notice Writing</b>	<ul style="list-style-type: none"> <li>To enable the students to apply the correct format while writing a notice.</li> <li>To make the students comprehend why a notice is written and the style and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up session:</li> <li>Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction)</li> <li>The Learners would be asked to speak about a notice they received and they remember still.</li> <li>The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range</li> </ul>	<ul style="list-style-type: none"> <li>PPT (format and the objectives of notice different types and different fields through Visual Representation)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Notice</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity: Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given. C2-C1-2 students B2-B1-2students A2-A1-2students</li> <li>Notice writing exercises: Different topics on different fields of notice for all range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted.</li> <li>They will be able to frame notice about any event.</li> <li>They will be able to identify important information in any given notice.</li> <li>Students will</li> </ul>

			<p>of themes and objectives covered by notice would be discussed with examples</p> <ul style="list-style-type: none"> <li>• Special note on-5 Ws What, Where, When, Who, Whom.</li> </ul>				<p>be able to use appropriate style and format to write a NOTICE effectively.</p>
5	<p><b>March/ No. of Periods: 03/ Writing Skills :Invitation Writing/ Replies</b></p>	<ul style="list-style-type: none"> <li>• To enable the learners to express their ideas cohesively without any difficulty.</li> <li>• To enable them to comprehend different written texts for personal/public information, their formats and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the format in sequence or discourse/spoken with reference to the educational, personal domains.</li> <li>• The teacher would discuss with examples all kinds of invitations and the method of framing replies.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Invitation</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Framing and preparing invitation cards for different purposes.</li> <li>• Group Activity for all range of learners in a group of three comprising- C2-C1-1 student B2-B1-1 student A2-A1- 1 student Framing replies in pairs of- C2-C1- 1 student B2-B1-1 student and A2-A1-1 student</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to express their ideas cohesively, completely, fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event.</li> </ul>
6	<p><b>March/ No. of Periods: 03/ Writing Skills: Note Making &amp; Summarizing</b></p>	<ul style="list-style-type: none"> <li>• To summarize information from different written text, reconstructing arguments and accounts in a coherent presentation.</li> <li>• To express spontaneously, concisely and precisely, differentiating finer shades of significance even in the most complex situations</li> <li>• To express ideas with extra information and</li> </ul>	<ul style="list-style-type: none"> <li>• In the beginning of the session, a text would be provided to the students to read and involve in note making to test previous knowledge.</li> <li>• The facilitator would train the students to read a text minutely, or listen carefully to select, analyze and summarize the main points.</li> <li>• Ways of making notes would be discussed:</li> <li>• Annotation, outline</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the technique and art of note making.</li> <li>• Notemaking explained through notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Notemaking</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group comprehension comprising all range of learners(3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1student</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text.</li> <li>• They would be able to use the note taking suggestions to develop good notes based on classroom</li> </ul>

		complexity, fluently and without difficulty in sentence construction.	notes, column notes, mind maps and summary notes.				discussions
7.	<b>March/ No. of Periods: 06/ Lost Spring (Flamingo)</b>	<ul style="list-style-type: none"> <li>To sensitize the students to the problem of child labour.</li> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> <li>To enhance the integrated skills of the learners.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an audio – video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</li> <li>The background of the author would be given. The theme and story line would be explained.</li> <li>The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/global and personal domains.</li> </ul>	<ul style="list-style-type: none"> <li>Audio-visual documentary on Child labour.</li> <li>PPT</li> <li>Notes</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Lost Spring</li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>E-Project on Child Labour : Shape Our Future Bright</li> <li>Group activity for all range of learners in a group of six comprising- C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students</li> <li>After viewing the e-project given above Shape Our Future Bright and the documentary on child labour, write a report on the Problem of Child Labour in India for your school magazine.</li> <li>Being the head boy/girl of your school, write a notice informing students about the „Anti-Child-Labour“ day going to be observed in your school.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to sensitize the learners to the problem of child labour.</li> <li>They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution.</li> <li>They would enhance their analytical skills.</li> <li>They would be able to uncover the motives of the poor parents/police men/ Industrialists/m iddlemen.</li> <li>They would be able to absorb didactics and inspiration.</li> <li>They would strengthen their integrated skills.</li> </ul>
8.	<b>April/ No. of Periods: 06/Tiger King (Vistas)</b>	<ul style="list-style-type: none"> <li>To enhance familiarizing with specific background information of author</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with a short video on save tiger. The learners would interpret the title</li> </ul>	<ul style="list-style-type: none"> <li>Video on Save Tiger</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on The Tiger King</li> <li>Discussion of Scoring Points/</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on Treatment to Wild Life through Power</li> </ul>	<ul style="list-style-type: none"> <li>The Learners will be able to uncover motives, absorb</li> </ul>

		<p>/ book excerpt / history</p> <ul style="list-style-type: none"> <li>To raise an awareness to conserve Wild Life.</li> <li>To enable them to understand the importance to sustaining ecological balance.</li> </ul>	<p>of the story and relate it to the video shown.</p> <ul style="list-style-type: none"> <li>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</li> <li>A comparative study between Mrs Packletide's Tiger and the lesson.</li> <li>Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>		<p>Marking Scheme/Sample Questions</p>	<p>Point Presentation.</p> <ul style="list-style-type: none"> <li>For all range of learners in a group of six comprising- C2-C1- 2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<p>didactics.</p> <ul style="list-style-type: none"> <li>They would be able to familiarize with specific Royal Indian background information of the author/ history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</li> <li>They would understand the importance of becoming sincere and trustworthy in thought and action.</li> <li>They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship.</li> </ul>
9.	<p><i>April/ No. of Periods: 04/ An Elementary School Classroom in a Slum (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>To guide the students to relate the characteristics of literature to larger cultural and human values.</li> <li>To sensitize the students to the problem of child labour.</li> <li>To guide the students to become a social human and erase the prevalent inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas.</li> <li>The title of the prose would be open for class interpretation.</li> <li>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the</li> </ul>	<ul style="list-style-type: none"> <li>PPT providing the synopsis.</li> <li>Documentary on slum children.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on An Elementary School Classroom in Slum</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT.</li> <li>Group activity for all range of learners in a group of three comprising:</li> </ul>	<ul style="list-style-type: none"> <li>The learners would familiarize themselves with specific background information of social inequalities.</li> <li>They would recognize the purpose of theme and the hidden pathos</li> </ul>

		of the society	ethical/global, public and personal domains of social and personal life.			(C2-C1)- 1 student (B2-B1)- 1 student (A2-A1)- 1 student	and nuances of the lines, correlating them with indigenous/ personal experiences. • They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.
10.	<b>April/ No. of Periods: 07/ Deep Water (Flamingo)</b>	<ul style="list-style-type: none"> <li>• To enable the students to enhance their understanding skills and create an interest on the topic to be studied.</li> <li>• To make the students enrich their vocabulary and strengthen their understanding skills.</li> <li>• To prepare the learners for digital learning.</li> <li>• To enhance the learners' listening skill.</li> <li>• To enable them to strengthen their logical and critical thinking skills.</li> <li>• To develop their creative writing skill.</li> <li>• To prepare them for Crisis Management.</li> <li>• To inculcate the values of hard work</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Point Presentation.</li> <li>• The students would be grouped into six for the varied activities, discussions and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis</li> <li>• A Snippet</li> <li>• PPT on Water Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Deep Water</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Assessment</li> <li>• A Snippet (song delivering courage of Amelia Earhart)</li> <li>• Worksheets on Listening task, Crisis Management, Creative writing to unfold logical thinking skills.</li> <li>• (Individual Activity-worksheet including questions for all range of learners.)</li> <li>• Students would be divided into groups of six comprising all range of learners for presentation and discussion on Water Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their</li> </ul>

		and determination.				C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students	decision making skills.
11.	<i>April/ No. of Periods: 03/ Keeping Quiet (Flamingo)</i>	<ul style="list-style-type: none"> <li>To read and recognize the purpose of economy of words and the hidden feelings and nuances of the lines, correlating them with author's background and personal experiences- -to build up didactics, empathy and sympathy with the speaker</li> <li>To enable them to realize the need of the hour and establish peace.</li> <li>-To inculcate the values of introspection, retrospection, peace, sensitivity to the environment, universal brotherhood, empathy and self awareness.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute.</li> <li>The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem.</li> <li>The background of the author would be given. The poem would be read aloud and discussed.</li> <li>Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Correlated works of Neruda.</li> <li>PPT demonstrating the scenes of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Keeping Quiet</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Role Play on establishing Peace and Unity.</li> <li>Write a script on Peace and Unity and act on it.</li> <li>Group activity for all range of learners in a group of six comprising- C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</li> <li>They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)</li> </ul>
12.	<i>April-May/ No. of Periods: 06/Writing Skills: Article and Report Writing</i>	<ul style="list-style-type: none"> <li>To enhance familiarizing with specific background information of author / book excerpt / history</li> <li>To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with a pre-writing activity to create an interest towards writing.</li> <li>The teacher would define what an article is and discuss the purpose of article writing.</li> <li>The different styles, subjects, purpose of article writing would be discussed.</li> <li>The teacher would explain the technique</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper articles</li> <li>Magazine articles</li> <li>Written pieces on various subjects</li> <li>Displaying blogs of various writers.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Articles &amp; Reports</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>(C2-C1)</li> <li>Article and Report Writing on facts (based on research)</li> <li>(B2-B1)</li> <li>Article and Report Writing deriving ideas from interviews.</li> <li>(A2-A1)</li> <li>Article and Report Writing based on Bravery and Will Power</li> </ul>	<ul style="list-style-type: none"> <li>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced.</li> <li>They would be able to research on any subject and derive information from facts and</li> </ul>

			<p>of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing.</p> <ul style="list-style-type: none"> <li>• They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focused.</li> </ul>			<p>(hints would be given).</p> <ul style="list-style-type: none"> <li>• Write a Report on the sites visited by you during the school trips.</li> <li>• Write a Report on a recent disaster with complimentary newspaper clip.</li> <li>• Individual activity to note progress.</li> </ul>	<p>present him in the form of a written piece. Their creative writing would be analysed.</p> <ul style="list-style-type: none"> <li>• The interpreting and evaluative skills would be strengthened.</li> </ul>
13.	<p><b>May/ No. of Periods:5/ Journey to the end of the Earth(Vistas)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about the journeys they have undertaken so far as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Geological History of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Journey to the end of the Earth</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<p>Places described to be marked on the map and difficulties in treading those areas to be explored from the net.</p>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their decision making skills.</li> </ul>

14.	<b>May/ No. of Periods:</b> <b>05/ The Rattrap</b> <b>(Flamingo)</b>	<ul style="list-style-type: none"> <li>To guide the students to relate the characteristics of literature to larger cultural and human values.</li> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story.</li> <li>The title of the lesson would be opened to the class for interpretation.</li> <li>The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presenting the synopsis of the story</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on The Rattrap</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Debate on „The whole World is nothing but a great Rattrap“</li> <li>Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>The students would be able to effectively provide a synopsis of the story.</li> <li>They will be able to analyze the values and thought process of the story.</li> <li>They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</li> <li>Their vocabulary would be enriched.</li> </ul>
15.	<b>May/ No. of Periods:</b> <b>02/ Writing Skills:</b> <b>Letter to the Editor</b>	<ul style="list-style-type: none"> <li>To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The format, rules, technique would be discussed with examples. The usage of language would be taught and students would be assigned written tasks.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Selecting and discussing Newspaper reports/ editorial.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Notice &amp; Advertisement</li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper clip.</li> <li>For all range of learners to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to organise their thoughts and express freely. They would develop an interest towards writing thus enhancing their Writing Skills.</li> <li>Their thinking skills would be enhanced.</li> </ul>
16.	<b>May/ No. of Periods:</b> <b>6/ The Enemy</b> <b>(Vistas)</b>	<ul style="list-style-type: none"> <li>To make the students realize the essential worth of human</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with an interactive session on the services of a doctor. The title of</li> </ul>	<ul style="list-style-type: none"> <li>Documentary on the services of Doctors and Nurses during War times.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on: The Enemy</li> <li>Discussion of Scoring</li> </ul>	<ul style="list-style-type: none"> <li>Study on War Stories and present it through a Power</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to familiarize themselves</li> </ul>

		<p>life and universal brotherhood.</p> <ul style="list-style-type: none"> <li>To help them think beyond countries and continents and races and wars.</li> </ul>	<p>the lesson would be open for class interpretation.</p> <ul style="list-style-type: none"> <li>The background of the author would be given.</li> <li>The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</li> <li>Difficult words would be listed out and discussed.</li> </ul>		Points/Marking Scheme/Sample Questions	<p>Point Presentation.</p> <ul style="list-style-type: none"> <li>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>with specific background of political enmity.</p> <ul style="list-style-type: none"> <li>They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> </ul>
17.	<p><b>May-June/ No. of Periods: 06/Writing Skills:</b></p> <p><b>Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters.</b></p>	<ul style="list-style-type: none"> <li>To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>The lesson consists of three stages that are outlined below:</li> <li>An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Green Board.</li> <li>Find the deliberate mistakes for pair work: To vary the forms of interaction, this time</li> </ul>	<ul style="list-style-type: none"> <li>Sample Letters PPT</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on: Letter Writing</li> <li>Discussion of Scoring points/Marking Scheme/Sample Questions.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments on writing and replying to letters.</li> <li>Individual Activity to note progress.</li> <li>Warm –up Activity in group as mentioned in the methodology.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to express ideas fluently and chronologically , concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.</li> <li>They will be able to express request/complai nt/reminder/ca</li> </ul>

			<p>the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <ul style="list-style-type: none"> <li>• A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</li> <li>• The format, usage, purpose and style would be demonstrated with examples.</li> </ul>				<p>ncellation, fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary.</p>
18.	<p><b>June/ No. of Periods:</b> <b>03/A Thing of Beauty(Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• Poetic Appreciation</li> <li>• Rhyme Scheme</li> <li>• Poetic Devices</li> <li>• Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of John Keats.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio Visual rendition with explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: the poem</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<p>Group Activity: Explore your surroundings for various things of beauty which provide you joy in one form or another.</p>	<ul style="list-style-type: none"> <li>• The learner learns to appreciate different forms. Worldly attachment &amp; its consequences.</li> <li>• They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

19.	<p><b>July/ No. of Periods:</b> <b>07/Indigo (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• Short review/ dramatization of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary on Leadership and Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: the chapter</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on Gandhi Ji's role in the Indian Freedom Struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background of political enmity.</li> <li>• They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>• They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> </ul>
20.	<p><b>July/ No. of Periods:</b> <b>06/Should Wizard Hit Mommy (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To enable the students to respect the generation gap.</li> <li>• To strengthen family bonds enabling them to handle personal choices and happiness</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on Are nursery rhymes and fairy tales a reflection of reality?</li> <li>• The title of the lesson would be open for interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presenting the synopsis.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Should Wizard Hit Mommy</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on Should Parents always decide what is best for their children?</li> <li>• Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness.</li> <li>• They would be able to make</li> </ul>

			words would be listed out and discussed.			<ul style="list-style-type: none"> <li>students (A2-A1)- 2student</li> </ul>	<p>connections between similar situations in personal experiences.</p> <ul style="list-style-type: none"> <li>They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</li> </ul>
21.	<p><b>July/ No. of Periods:</b> <b>05/Writing Skills:</b> <b>Letter of Job Application</b></p>	<ul style="list-style-type: none"> <li>To enable the learners to express their ideas fluently, chronologically and concisely.</li> <li>To express request fluently and orderly with proper tone and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Samples from Internet</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Job Application Letter</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Select a job advert from the Times Classified (would be provided) and write an appropriate letter of application.</li> <li>Exchange letters with a partner and use the checklist to see how well your partner has completed the letter.</li> <li>Feed back your thoughts to your partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?)</li> <li>Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to understand the nature and purpose of a letter of application.</li> <li>They will be able to examine a variety of letters to determine best layout, content and style.</li> <li>They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.</li> </ul>

22.	<b>July/ No. of Periods: 06/Poets &amp; Pancakes (Flamingo)</b>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation &amp; Discussion</li> <li>• Critical evaluation of the plot, storyline and characters</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary on Gemini Studios</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Poets &amp; Pancakes</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Discussion on „Evolution of Movie Industry“</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>
23.	<b>August/ No. of Periods: 07/ On The Face Of It (Vistas)</b>	<ul style="list-style-type: none"> <li>• To enable the learners to view others by removing the glasses of prejudice, hatred, and dislike.</li> <li>• To adapt reality of life bravely</li> <li>• To build inner strength and look at the brighter sides of life.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</li> <li>• It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presenting the synopsis</li> <li>• Documentary on the success stories of physically challenged people</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on „On the Face of It“</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on “It’s got nothing to do with my face and what I look like”</li> <li>• Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to fight out their loneliness, depression and disappointment</li> <li>• They would accept the physically challenged people positively in their life and expand their social interaction.</li> <li>• They would be able to build up optimism and self confidence.</li> </ul>
24.	<b>August/ No. of Periods: 04/Writing Skills: Poster Making</b>	<ul style="list-style-type: none"> <li>• To express ideas aesthetically and relevantly with definition in purpose, expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs,</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on „On the Face of It“</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Poster Making for all range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend an effective Poster making as a tool of Visual Communication.</li> <li>• Focus on the message to be delivered.</li> <li>• Keep the</li> </ul>

			<p>Billboard pictures Full-page newspaper ads Learners will brainstorm the purpose of posters.</p> <ul style="list-style-type: none"> <li>• (Student- Teacher Interaction)</li> <li>• Some responses may include: To get people"s attention To get people to do something To give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.</li> </ul>				<p>sequence well ordered.</p> <ul style="list-style-type: none"> <li>• Use graphs and images effectively.</li> <li>• Plan and organize a poster presentation.</li> <li>• Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.</li> </ul>
25.	<p><i>August/ No. of Periods: 03/A Roadside Stand (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• Poetic Appreciation</li> <li>• Rhyme Scheme</li> <li>• Poetic Devices</li> <li>• Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of the poet.</li> </ul>	<ul style="list-style-type: none"> <li>• AV rendition of the poem</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the poem</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity to develop appreciation of poetic devices and rhyme in students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the poem.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>
26.	<p><i>August/ No. of Periods: 06/The Interview (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• Short review/ dramatization of the story</li> </ul>	<ul style="list-style-type: none"> <li>• AV Class on Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on The Interview</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group and pair activities like group discussion etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The students should be able to gauge the central idea of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

27.	<p><i>August / No. of Periods: 04/WRITING SKILLS: Advertisement (commercial/ classified)</i></p>	<ul style="list-style-type: none"> <li>To culminate in the production of an advertisement in one of several various forms of media, intended for a specific demographic.</li> <li>To enhance their creativity of ideas.</li> <li>To improve their critical media literacy.</li> <li>To construct own messages to convey the meanings they intend and to evoke the responses they desire.</li> </ul>	<ul style="list-style-type: none"> <li>A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</li> <li>The concept, format, style and purpose would be explained with examples.</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Newspaper search</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Advertisement</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Creating Commercial advertisement in pairs.</li> <li>Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character.</li> <li>They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising.</li> <li>Students will also explore the concepts of demographics and marketing for a specific audience.</li> </ul>
28.	<p><i>September/ No. of Periods: 06/Evans Tries An O' Level (Vistas)</i></p>	<ul style="list-style-type: none"> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> <li>To help learners distinguish different perspectives; analyzing them; drawing conclusion/s -to encourage the uncovering of motives; absorbing didactics.</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with an interaction on Would Education in the jails help in refining prisoners.</li> <li>The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT demonstrating the synopsis</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on „Evans Tries an O Level“</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss in your group analysing the story and justify the title „Evans Tries an O-Level“.</li> <li>Discuss and suggest another title for the story.</li> <li>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</li> <li>They will be able to identify and make connections between similar</li> </ul>

						(B2-B1)- 2 students (A2-A1)- 2 student	situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.
29.	<i>September / No. of Periods: 03/Aunt Jennifer's Tigers (Flamingo)</i>	<ul style="list-style-type: none"> <li>To enable the learners to appreciate poetry</li> <li>To infer the deeper meaning/message</li> <li>To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li> <li>To develop the ability of appreciation of ideas and criticizing the thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</li> <li>The learners would make an interpretation of the title as it indicates the subject and theme.</li> <li>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</li> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Audio-Visual demonstration of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Aunt Jennifer's Tigers</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Critical appreciation of the poem (Creative Writing Task)</li> <li>Individual Activity to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to facilitate making connections between similar situations in different storylines/life experiences.</li> <li>They will be able to empathize with Aunt Jennifer's problems and seek resolution.</li> <li>They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</li> <li>They would discern prevailing inequalities in various guises.</li> </ul>

30.	<p><b>September / No. of Periods: 08/Going Places (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To facilitate making connections between similar situations in different storylines/life experiences</li> <li>• To make them accept the reality of life and shed away stubbornness.</li> <li>• To be able to accept responsibility and devote their attention in their expected duties.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interaction on Fantasy and Reality. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Going Places</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on „Hero-worship is the most favourite pastime of most Indians.“</li> <li>• For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing.</li> <li>• They would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</li> </ul>
31	<p><b>September / No. of Periods:08/ Memories Of Childhood (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To enable the learners to develop comprehension.</li> <li>• To guide them to have a broader outlook.</li> <li>• To understand the problems related to casteism and racial discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Documentary on the great personalities who fought against Social injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Posters for Cultural equality.</li> <li>• Individual activity to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to sensitize themselves to the issues of estranged cultural ties.</li> <li>• They will be able to make connections between similar situations in different storylines/life experiences.</li> <li>• They will be able to initiate the role of an</li> </ul>

							<p>ambassador in the world ridden with racial and class differences.</p> <ul style="list-style-type: none"> <li>• They would be able to recognize the universal/global theme of inequality.</li> </ul>
32.	<p><b>October/ No. of Periods: 06/Writing Skills: Speech, Debate</b></p>	<ul style="list-style-type: none"> <li>• Brainstorm Ideas</li> <li>• Preparing the first draft</li> <li>• Mark the transition</li> <li>• Bring the speech/debate to a logical close</li> </ul>	<p>Session will focus on three vital parts of speech/ debate:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Body</li> <li>• The Conclusion</li> </ul>	<p>Audio-Visual Class on great speeches</p> <p>Oxford Debates to be shown</p>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions.</li> </ul>	<p>Group and pair activities like Declamation and Debates etc.</p>	<ul style="list-style-type: none"> <li>• The learner should be able to express opinions, facts, arguments in the form a speech or debates.</li> </ul>
33.	<p><b>October and November: Recapitulation and Preparation For Final Assessment/ Pre Board Examinations</b></p>						

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

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

<p><b>Month:</b> <b>May</b></p> <p><b>No. of</b> <b>Periods: 12</b></p>	<p><b>Topic/Chapter: Unit III</b> <b>Yoga &amp; Lifestyle</b></p>	<p>Power Point Presentations, Extra marks , YouTube Videos</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Asanas as preventive measures</b></li> </ul> <p><b>Obesity: Procedure, Benefits &amp; contraindications for Vajrasana, Hastasana, Trikonasana, Ardh</b></p> <ul style="list-style-type: none"> <li>• <b>Matsyendrasana</b></li> </ul> <p><b>Diabetes: Procedure, Benefits &amp; contraindications for Bhujangasana, Paschimottasana, Pavan</b></p> <ul style="list-style-type: none"> <li>• <b>Muktasana, Ardh Matsyendrasana</b></li> </ul> <p><b>Asthema: Procedure, Benefits &amp; contraindications for Sukhasana, Chakrasana, Gomukhasana,</b></p> <ul style="list-style-type: none"> <li>• <b>Parvatasana, Bhujangasana, Paschimottasana, Matsyasana</b></li> </ul> <p><b>Hypertension: Tadasana, Vajrasana, Pavan Muktasana, Ardha Chakrasana, Bhujangasana,</b></p> <ul style="list-style-type: none"> <li>• <b>Sharasana</b></li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Back Pain: Tadasana, Ardh Matsyendrasana, Vakrasana, Shalabhasana, Bhujangasana</b></li> </ul>
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<p><b>Month:</b> June</p> <p><b>No. of Periods:</b> 10</p>	<p><b>Topic/Chapter:</b> <b>Unit IV Physical Education &amp; Sports for CWSN (Children With Special Needs - Divyang)</b></p>	<p>Power Point Presentations, Extra marks YouTube Videos</p>	<p>. Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Concept of Disability &amp; Disorder</b></li> <li>• <b>Types of Disability, its causes &amp; nature (cognitive disability, intellectual disability, physical disability)</b></li> <li>• <b>Types of Disorder, its cause &amp; nature (ADHD, SPD, ASD, ODD, OCD)</b></li> <li>• <b>Disability Etiquettes</b></li> <li>• <b>Advantage of Physical Activities for children with special needs</b></li> </ul> <p>▪ <b>Strategies to make Physical Activities assessable for children with special need</b></p>
<p><b>Month:</b> July</p> <p><b>No. of Periods:</b> 12</p>	<p><b>Topic/Chapter:</b> <b>Unit V Children &amp; Women in Sports</b></p>	<p>Power Point Presentations, Extra marks , YouTube Videos</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture</p>	<p><b>At the end of the chapter, students will be able</b></p> <ul style="list-style-type: none"> <li>• <b>Motor development &amp; factors affecting it</b></li> <li>• <b>Exercise Guidelines at different stages of growth &amp; Development</b></li> </ul>

					<p>Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p><b>Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow</b></p> <ul style="list-style-type: none"> <li>• <b>Legs and Scoliosis and their corrective measures</b></li> <li>• <b>Sports participation of women in India</b></li> <li>• <b>Special consideration (Menarch &amp; Menstrual Dysfunction)</b></li> <li>▪ <b>Female Athletes Triad (Oestoperosis, Amenoria, Eating Disorders)</b></li> </ul>
<p><b>Month:</b> July</p> <p><b>No. of Periods: 12</b></p>	<p><b>Topic/Chapter: Unit VI Test &amp; Measurement in Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p><b>The students will be able to:</b></p> <p><b>Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit &amp; Reach, Partial Curl Up,</b></p> <ul style="list-style-type: none"> <li>• <b>Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle run</b></li> </ul> <p><b>General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig</b></p> <ul style="list-style-type: none"> <li>• <b>Zag Run, Medicine Ball Put – For Boys: 03 Kg &amp; For Girls: 01 Kg)</b></li> </ul>

						<b>Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -</b> <ul style="list-style-type: none"> <li>• <b>Computation of Fitness Index:</b></li> </ul> <b>Rikli &amp; Jones - Senior Citizen Fitness Test 1.</b> <ol style="list-style-type: none"> <li>1. Chair Stand Test for lower body strength</li> <li>2. Arm Curl Test for upper body strength</li> <li>3. Chair Sit &amp; Reach Test for lower body flexibility</li> <li>4. Back Scratch Test for upper body flexibility</li> <li>5. Eight Foot Up &amp; Go Test for agility</li> <li>▪ 6. Six Minute Walk Test for Aerobic Endurance</li> </ol>
<b>Month:</b> Aug  <b>No. of Periods: 11</b>	<b>Topic/Chapter: Unit VII Physiology &amp; Injuries in Sports</b>	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos to explain the topics.	The students will be able to: <ul style="list-style-type: none"> <li>• <b>Physiological factor determining component of Physical Fitness</b></li> <li>• <b>Effect of exercise on Cardio Respiratory System</b></li> <li>• <b>Effect of exercise on Muscular System</b></li> <li>• <b>Physiological changes due to ageing</b></li> <li>• <b>Sports injuries: Classification</b></li> <li>▪ <b>First Aid – Aims &amp; Objectives.</b></li> </ul>
<b>Month:</b> Sep  <b>No. of Periods: 13</b>	<b>Topic/Chapter: Unit VIII Biomechanics &amp; Sports</b>	Power Point Presentations, Extra marks Modules, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the	<b>At the end of the chapter, students will be able, Meaning and Importance of</b>

					<p>topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>Biomechanics in Sports</b> Types of movements (Flexion, Extension, Abduction &amp; Adduction) Newton's Law of Motion &amp; its application in sports Friction &amp; Sports</p>
<p><b>Month:</b> Sep</p> <p><b>No. of Periods:</b> 10</p>	<p><b>Topic/Chapter:</b> Topic/Chapter:  <b>Unit IX Psychology &amp; Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>The students will be able to:</b> <b>Personality; its definition &amp; types – Trait &amp; Types (Sheldon &amp; Jung Classification) &amp; Big Five Theory</b> <b>Motivation, its type &amp; techniques</b> <b>Exercise Adherence; Reasons to Exercise, Benefits of Exercise</b> <b>Strategies for Enhancing Adherence to Exercise</b> <b>Meaning, Concept &amp; Types of Aggressions in Sports</b></p>
<p><b>Month:</b> October</p> <p><b>No. of Periods:</b> 10</p>	<p><b>Topic/Chapter:</b> <b>Unit X Training in Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing</p>	<p><b>The students will be able to:</b> <b>methods of improving Strength – Isometric, Isotonic &amp; Isokinetic</b> <b>Endurance - Definition, types &amp; methods to develop</b> <b>Endurance – Continuous Training, Interval</b></p>

					<p>hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p><b>Training &amp; Fartlek Training</b></p> <p><b>Speed – Definition, types &amp; methods to develop Speed – Acceleration Run &amp; Pace Run</b></p> <p><b>Flexibility – Definition, types &amp; methods to improve flexibility</b></p> <p><b>Coordinative Abilities – Definition &amp; types</b></p> <ul style="list-style-type: none"> <li>▪ <b>Circuit Training - Introduction &amp; its importance.</b></li> </ul>
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**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065 School Code: 43054

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

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 12	<p><b>UNIT -1</b> <b>The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>A. TheRajasthani School of miniature painting <u>discussion on</u></b></p> <ul style="list-style-type: none"> <li>• Introduction, origin, and development</li> <li>• Characteristics</li> <li>• What is miniature Painting.</li> <li>• Rajasthani miniature painting.</li> <li>• Study of the following paintings</li> <li>• Maru Ragini A and B</li> <li>• Raja Aniruddha Singh Hera</li> <li>• Chaugan Players</li> <li>• Krishna on swing</li> <li>• Radha, Bani Thani</li> <li>• Bharat meets Rama at ChitraKuta</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Miniature painting Project given on Covid-19,</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral test</li> <li>• Homework</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a video on miniature painting. <a href="https://youtu.be/JzTbYkp_FRg">https://youtu.be/JzTbYkp_FRg</a> <a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></li> <li>• A detail discussion will be taking place on how miniature paintings were done in medieval India.</li> <li>• Video will be shown on the techniques of miniature paintings. <a href="http://youtu.be/RCFrjEayIY">http://youtu.be/RCFrjEayIY</a></li> <li>• The learners will make to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>• The learners Identify the styles of Rajasthan miniature painting.</li> <li>• The learners learn about the characteristics of Rajasthani miniature painting.</li> <li>• The learners would be able to understand the core values of an art piece.</li> <li>• The history would be reconstructed in students mind through paintings.</li> </ul>

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April 12	<p><b>Practical's: Unit 1: Nature and Object study</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits, and flowers, etc., are to be used.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders, and spheres should be used.</li> </ul>	<ul style="list-style-type: none"> <li>Images of paintings</li> <li>Book</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown as an ice braking session. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery.</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression, and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learner's experiment with a range of media and techniques</li> </ul>
April 09	<p><b>UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>B. Pahari school of miniature paintings. discussion on</b></p> <ul style="list-style-type: none"> <li>Introduction, origin, and development</li> <li>Characteristics</li> <li>Study of the following paintings</li> <li>Krishna with Gopi's</li> </ul>	<ul style="list-style-type: none"> <li>Textbook.</li> <li>Images of various paintings</li> <li>Wikipedia</li> <li>Pinterest app</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history.</li> <li>Miniature painting Project given on Covid-19(hope vs. hopelessness)</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class will be introduced with a story of a great artist of Jasrota, Artist Nainsukh who was one of the most famous artist Pahari miniature school. <a href="https://www.pinterest.com">https://www.pinterest.com</a></li> <li>Few paintings will be shown and discussed about the subject matters and common features.</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>The learners Would be able to</li> </ul>

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

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 12	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>Composition on daily life</li> <li>Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>The learners will practice on daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> </ul>
June	<b>Revision, Exams and Assessment</b>	–	–	–	–	–
July 09	<b>UNIT – 3 The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)</b> <ul style="list-style-type: none"> <li><b>Indian National Flag</b></li> </ul>	<ul style="list-style-type: none"> <li>Images of different designs of the national flag.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining freedom movement and contributions of artists in freedom</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on how national flag was designed and how</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will come to know about many aspects of Indian art movement.</li> <li>The learners Will be able to</li> </ul>

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 12	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>Black board</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Class will be introduced with a video of great artist Rembrandt <a href="https://youtu.be/AWtX-gf1Xg">https://youtu.be/AWtX-gf1Xg</a></li> <li>Demonstration will be given on how to draw a portrait.</li> <li>Children were taken outside for nature study.</li> <li>Daily practice.</li> <li>Demonstration on how to make landscape paintings.</li> <li>Daily practice.</li> </ul> <p>You tube Video will be shown. <a href="https://youtu.be/Hf14dJUEQGK">https://youtu.be/Hf14dJUEQGK</a></p>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones, and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b> <b>A. PAINTING</b> Introduction, subject matters, characteristics and discussions on Major artists and contributions.</p> <ul style="list-style-type: none"> <li>• Study of the following paintings</li> <li>• Rama vanquishing the pride of the Ocean.</li> <li>• Magician</li> <li>• Mother and Child</li> <li>• Three Girls</li> <li>• Mother Teresa</li> <li>• Gossip</li> <li>• Untitled</li> <li>• Words and symbols</li> </ul> <p>The vulture.</p>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>• Portfolio making on modern Indian art movement as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<p>Visit to e- museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></p> <ul style="list-style-type: none"> <li>• A painter of our time <b>Hussain</b> <a href="https://youtu.be/L)GhddiOesl">https://youtu.be/L)GhddiOesl</a></li> <li>• The learners will be given a task to make a project on paintings modern art.</li> <li>• The learners will involve in a demonstration class on how to make abstract painting.</li> <li>• The learners Made to read the textbook thoroughly and discuss the doubts.</li> <li>• Group discussion will be conducted on what you consider as modern art and why?</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> <li>• The learners Will understand or reconstruct the history of premodern era in their mind.</li> <li>• The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people.</li> <li>• The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> </ul>
August 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b> <b>B. PRINTS</b> <u>Study of the following Prints</u></p> <ul style="list-style-type: none"> <li>• Introduction, print culture in India</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art movement started in India and contributions of artists in building</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Oral test</li> <li>• Quizzes</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on student's prior</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Whirlpool</li> <li>Of Walls</li> <li>Children</li> <li>Devi</li> <li>Man, woman, and Tree.</li> </ul>		<p>A new nation.</p> <ul style="list-style-type: none"> <li>Portfolio making on modern Indian print makers as form of Project.</li> </ul>		<p>knowledge.</p> <ul style="list-style-type: none"> <li>Video will be shown on print culture and modern world. <a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a></li> <li>The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>The learners told to make Portfolio on modern Indian print makers as form of Project.</li> </ul>	<p>People.</p> <ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world.</li> </ul>
September 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b></p> <p><b><u>C. SCULPTURES</u></b></p> <ul style="list-style-type: none"> <li><u>Introduction of the sculpture practiced in India.</u></li> <li><u>Study of the following Sculpture</u></li> <li>Triumph of labour</li> <li>Santhal Family</li> <li>Cries Unheard</li> <li>Ganesha</li> <li>Chaturmukhi</li> <li>Vanshri</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>Portfolio making on the favorite modern Indian sculptors as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The learners Introduced with an image of a sculpture of the great artist Ram Kinkar Bajj and his life.</li> <li>Images of great modern sculptures will be shown and how we see a modern art that perspective is discussed.</li> <li>The learners will visit the Chandigarh art college for a firsthand knowledge of how art is being practiced in modern India.</li> <li>The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>Visit to e- museum. <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the sculpture practice and will also understand the modern Indian sculpture practice and connection to the traditional temple architecture or sculpture practice in India and in the world.</li> <li>The learners Will understand or reconstruct the history modern India in their mind.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	<b>Revision, Exams, and assessment</b>	–	–	–	–	–
October 10	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>They will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones, and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>
October 15	<b>Practical's: Unit 3: Portfolio assessment</b> <ul style="list-style-type: none"> <li>Record of the entire year's</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	performance from Sketch to finished product.				portfolio. <ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	work or sample of Works which would be self-explanatory of their creative skills. <ul style="list-style-type: none"> <li>Making a portfolio will give them a hand on experience for their future.</li> </ul>
November 12	<b>Practical's: Unit 3:</b> <b>Portfolio assessment</b> <b>b) Five selected nature and object study exercises in any media done during the session, including minimum of two still life exercises.</b> <b>(c) Two selected works of paintings done by the candidate during the year</b> <ul style="list-style-type: none"> <li><b>Board practical examination</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</li> </ul>
December	Pre-Board Exams	-	-	-	-	-

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

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

					<p><b>Matrices, its types and Identification of Matrices from a set of Matrices, Transpose of matrix, Symmetric and skew symmetric matrices, invertible matrices etc.</b></p> <ul style="list-style-type: none"> <li><b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li><b>Application of Elementary Row and Column Operations on matrices.</b></li> <li><b>Analyze the existence of inverse of a matrix.</b></li> </ul>
<b>MARCH (12 days)</b>	<b><i>DETERMINANTS</i></b>	<ul style="list-style-type: none"> <li><b>Audio- visual from Extra Marks: (Adjoint and Inverse of matrix using Determinants, Properties of Determinants, Applications of Determinants)</b></li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> </ul>	<p><b>Revision Map</b> of Determinants in the form of Flowchart</p> <p><b>Project:</b> Students in groups will prepare presentations on different properties of determinants</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li><b>Testing with MCQ on daily bases</b></li> <li><b>Testing on completion of the chapter</b></li> <li><b>Assignments (few questions given based on chapter)</b></li> <li><b>Solution of NCERT</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge by Random Questioning on the topics of matrices and pair of linear equations</b></li> <li><b>Introducing the topic to be taught after getting the expected response</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li><b>Understand the concept of determinant</b></li> <li><b>Comprehend Minors, Cofactors, forming equations of line and area of triangle</b></li> <li><b>Analyze Adjoint</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>		<p>problems with examples</p>	<p>from the students.</p> <ul style="list-style-type: none"> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on concept of determinants , properties, minors, cofactors, adjoint, inverse, consistent and inconsistent linear equations etc</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<p>and inverse of a matrix</p> <ul style="list-style-type: none"> <li>• Application of determinants in finding the Solution of consistent and inconsistent linear equations.</li> </ul>
<p><b>MARCH</b> (8 days)</p>	<p><i><b>INVERSE TRIGONOMETRIC FUNCTIONS</b></i></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Graphs of sine, cosine and tangent functions and their Principal value, Domain and Range)</li> <li>• Power Point</li> </ul>	<p><b>Revision Map</b> of Formulae and concept of Inverse trigonometric functions in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b></p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few questions</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning related to trigonometry of Class X, XI</li> <li>• Introducing the topic to</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• Understand the concept of Inverse functions and their principal values.</li> <li>• Differentiate</li> </ul>

		<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<p>To explore the Principal value of the function <math>\sin^{-1}x</math>, using a unit circle.</p> <p><b>Project:</b> Students will prepare a presentation on formulae of ITF</p>	<p><b>given based on chapter)</b></p> <ul style="list-style-type: none"> <li>• Solution of NCERT problems with examples</li> </ul>	<p><b>be taught after getting the expected response from the students.</b></p> <ul style="list-style-type: none"> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on basic concepts of inverse functions, domain, range of functions, properties of ITF functions in detail.</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<p><b>between the function and its inverse</b></p> <ul style="list-style-type: none"> <li>• Understand Domain and range of inverse trigonometric functions</li> <li>• Comprehend the graphs of these functions</li> </ul>
<p><b>MARCH-APRIL (18 days)</b></p>	<p><b><i>CONTINUITY AND DIFFERENTIABILITY</i></b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Continuous functions, Differentiable functions, Rolle's and LMV Theorem,</li> </ul>	<p><b>Revision Map of</b> Formulae and concept of Continuity and Differentiation in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning related to the topics of trigonometry , Inverse</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• Use different forms of mathematical representation (formulae,</li> </ul>

		<p><b>Successive differentiation.)</b></p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Experiential Learning:</b> To find analytically the limit of a function <math>f(x)</math> at <math>x = c</math> and also check the continuity of the function at that point.</p> <p>To establish a relationship between common algorithm (base 10) and natural logarithm (base <math>e</math>) of the number <math>x</math>.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work</p> <p><b>Project:</b> Students will prepare a presentation on formulae of Derivatives</p>	<ul style="list-style-type: none"> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>trigonometric functions and limits and continuity.</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on Limits &amp; Continuity, Differentiation of composite, implicit, exponential, logarithmic parametric functions, Second order derivatives, Rolle's and Lagrange's Mean Value Theorem etc.</b></li> <li>• <b>Extended</b></li> </ul>	<p><b>diagrams, tables, charts, graphs and models)</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of Continuity</b></li> <li>• <b>Analyze the functions as continuous or derivable.</b></li> <li>• <b>Differentiate between Rolle's and LMV Theorem</b></li> <li>• <b>Understand Successive differentiation Logarithmic and exponential functions.</b></li> <li>• <b>Comprehend parametric equations.</b></li> </ul>
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					<b>Learning</b> ncert.nic.in cbsemathematics.com	
<b>APRIL - MAY</b> <b>(23 days)</b>	<b><i>APPLICATION OF DERIVATIVES</i></b>	<ul style="list-style-type: none"> <li>• Explained with the help of examples from day-to-day life</li> <li>• Power Point Presentation</li> <li>• Videos from Extra marks: (Application of Derivatives in Rate of change of different quantities, Maximum and Minimum functions, Increasing &amp; Decreasing functions)</li> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<b>Revision Map of</b> Formulae and concept of derivatives and conditions for increasing, decreasing, maximum and minimum functions. in the form of Flowchart  <b>Art Integration:</b> Creativity during activity work under experiential learning  <b>Experiential Learning:</b> To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.  To find the time when the area of a rectangle of given dimensions become maximum, if the length is decreasing and the breadth is increasing at given rates.  <b>Inter Disciplinary Linkage:</b> Engineering, Science Social Science, Team work, Research work	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few questions given based on chapter)</li> <li>• Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometric functions and formulae of derivatives.</li> <li>• Introducing the topic to be taught after getting the expected response from the students.</li> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on rate of change of bodies and application in word problems, increasing</li> </ul>	After completion of the chapter the students will <ul style="list-style-type: none"> <li>• Understand the method of solution of changing quantities</li> <li>• Comprehend the concept of Tangent and Normals</li> <li>• Analyze Increasing and Decreasing functions.</li> <li>• Find the maximum and minimum value of the function in the given interval.</li> <li>• Relate the real life problem and analyze them with the help of the concepts of derivatives</li> </ul>

			<p><b>Project:</b> Students will prepare presentations in groups on different topics like rate of change of bodies, increasing &amp; decreasing functions, maximum and minimum functions etc</p>		<p><b>&amp; decreasing functions, equation of tangent and normal, method of approximation, maximum and minimum functions, implementation of maxima and minima in daily life problems.</b></p> <ul style="list-style-type: none"> <li><b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	
JUNE	Revision, Exam and Assessment	-	-	-	-	-
JULY (25 days)	<b>INTEGRALS</b>	<ul style="list-style-type: none"> <li><b>Audio-visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals)</b></li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> </ul>	<p><b>Revision Map</b> of Integrals in the form of Flowchart.</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p>Chart to be displayed in the class showing both Differentiation and Integration together.</p> <p><b>Experiential Learning:</b> To evaluate the definite integral as the limit of</p>	<ul style="list-style-type: none"> <li><b>Testing with MCQ on daily bases</b></li> <li><b>Testing on completion of the chapter</b></li> <li><b>Quiz to be conducted on formulae of both differentiation and</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometry and formulae of derivatives.</b></li> <li><b>Introducing the topic to be taught</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li><b>Select and apply general rules correctly to solve problems including those in real-life contexts.</b></li> <li><b>Understand the concept of inverse differentiation</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<p>sum and verify it by actual integration.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work, Research work</p> <p><b>Project:</b> Students will prepare presentations in groups on formulae of Indefinite integrals and definite integrals</p>	<p><b>integration.</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Based on Different types of integrals.</li> </ul> <p>Based on Formulae and rules of Integration</p> <ul style="list-style-type: none"> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p>after getting the expected response from the students.</p> <ul style="list-style-type: none"> <li>• <b>Developing Brainstorming</b></li> <li>• <b>Discussion on concept of Inverse differentiation. Various methods to solve integrals like Substitution, Partial fraction, product rule, Definite integrals etc.</b></li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehend Indefinite and Definite Integrals</b></li> <li>• <b>Remember Fundamental Theorem of Calculus</b></li> <li>• <b>Understand basic properties of Definite integrals and their application</b></li> </ul>
<b>AUGUST (10 days)</b>	<b><i>APPLICATION OF INTEGRALS</i></b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals.</b></li> </ul>	<p><b>Revision map</b> of concept of integrals and basics of plotting the conics.</p> <p><b>Figure:</b> Plotting of Circle, Parabola, Hyperbola, Straight lines, Ellipse</p> <p><b>Art Integration:</b></p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on the topics of Trigonometry, ITF and</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of finding area under the curves.</b></li> </ul>

		<p><b>Relating Integrals to an area bounded by the curves) The curves)</b></p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p>Creativity during plotting of graphs</p> <p><b>Project:</b> Students will prepare presentations in groups on the method of finding the area between any of the two curves</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Based on Different types of integrals. Based on Formulae and rules of integration</li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>formulae of Integration.</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion on concept of integrals. Recapitulation of rules to solve different types of Integrals.</b></li> <li>• <b>After previous knowledge testing the concept of Area under the curve will be introduced.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	<ul style="list-style-type: none"> <li>• <b>Comprehend areas under the curves like lines, circles, parabolas and ellipses</b></li> <li>• <b>Remember formulae of integrals.</b></li> <li>• <b>Plot the graphs of different curves and find the required area under the curve</b></li> </ul>
<b>AUGUST (12 days)</b>	<b><i>DIFFERENTIAL EQUATIONS</i></b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: Order and degree, Differential equation and</b></li> </ul>	<p><b>Revision Map</b> of concept of Differentiation and Integration.</p> <p><b>Project:</b> Students will prepare a presentation on basic</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the formation of</b></li> </ul>

		<p><b>different methods of solving Differential equations</b></p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p>concepts and different methods of solving</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<p><b>of the chapter</b></p> <ul style="list-style-type: none"> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>Trigonometry, ITF, Differentiation and Integration</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on Order, degree, general solution, particular solution of differential equations. Also Discuss to solve differential equations in three ways.</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	<p><b>Differential equations</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehend the general and particular solution of the differential equation.</b></li> <li>• <b>Analyze different types of differential equations and find their solution using suitable methods accordingly</b></li> <li>• <b>Differentiate between Derivates and integrals.</b></li> <li>• <b>Solve homogenous differential equation.</b></li> </ul>
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<p><b>SEPTEMBER</b> (10 days)</p>	<p><i>VECTORS</i></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Vectors, Types, Direction cosines and ratios, Projection of vector, Scalar Triple Product)</li> <li>• Power Point Presentation</li> <li>• Chalk</li> <li>• Duster</li> </ul> <p>NCERT Textbook</p>	<p><b>Revision Map</b> of Vectors in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To verify that the angle in a semicircle is a right angle using vector method.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work, Research work</p> <p><b>Project:</b> Students will prepare a presentation on Scalar, Cross product and Scalar triple product of vectors and their applications in different problems</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few extra questions given based on chapter)</li> <li>• Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to the quantities around us and start differentiating the quantities whether they have magnitude, direction or both</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on types of vectors, Triangular law and parallelogram law of vector addition, Multiplication of vectors, Product of vectors, Direction</b></li> </ul>	<p><b>After completion of the chapter the students will</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of vectors and its types.</b></li> <li>• <b>Comprehend Direction cosines and ratios</b></li> <li>• <b>Understand Position vector and components of a vector</b></li> <li>• <b>Usage of addition and multiplication of vectors</b></li> <li>• <b>Analyze Dot and Cross product of Vectors</b></li> <li>• <b>Apply Section formula, mid point formula, projection formula in different problems.</b></li> </ul>
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					<p>cosines and ratios of vectors, Scalar Triple product etc.</p> <ul style="list-style-type: none"> <li>Extended Learning ncert.nic.in</li> <li>cbsemathematics.com</li> </ul>	
SEPTEMBER	Revision, Exam and Assessment	-	-	-	-	-
OCTOBER (13 days)	<b>3-DIMENSIONAL GEOMETRY</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks: (Octants, parallel, Intersecting and Skew Lines in space, Plane in space.)</li> <li>Power Point Presentation</li> <li>Chalk</li> <li>Duster</li> <li>NCERT Textbook</li> </ul>	<p><b>Revision Map</b> of 3D formulae and concepts in the form of Flowchart</p> <p><b>Figures:</b> Pencil sketch of Objects in space</p> <p><b>Art Integration:</b> Visualizing the objects in space and plotting them in the notebook.</p> <p><b>Project:</b> Students will prepare presentations on different equations of line and plane in vector and cartesian form.</p> <p><b>Inter Disciplinary Linkage:</b></p>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completion of the chapter</li> <li>Assignments (few questions given based on chapter)</li> <li>Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>Activating Prior Knowledge by Random Questioning related to scalar and vector quantities, scalar and vector product, Scalar triple product</li> <li>Introducing the topic to be taught after getting the expected response from the</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>Understand the location of object in space.</li> <li>Differentiate between Cartesian and Vector equation</li> <li>Analyze parallel, intersecting and skew lines</li> <li>Understand Line and Plane, Angles between lines, line and plane.</li> </ul>

			Physics, Team work, Research work		<p><b>students.</b></p> <ul style="list-style-type: none"> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on concept of 3-Dimensional figures, application of formulae in 3-D objects in real life situations, skew and coplanar lines, Vector and Cartesian form of different forms of lines and planes, Angle between lines and planes etc.</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	<p><b>Find</b> distance of a point from a line, shortest distance between two lines, distance of line from plane.</p>
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<p><b>OCTOBER</b> (12 days)</p>	<p><b>PROBABILITY</b></p>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: (Concept of Probability, Conditional probability, etc)</b></li> <li>• <b>Explanation through Mind Map</b></li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of Probability in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To explain the computation of conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.</p> <p><b>Indoor game:</b> Tossing of coin Rolling of Dice Playing Cards</p> <p><b>Project:</b> Students will prepare presentation on basic concepts of probability</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignment Based on Baye’s Theorem and Probability Distribution</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on sample space, experimental and theoretical probability</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on concept of Probability, usage and application of Probability in real life situations.</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in</p>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Develop mathematical curiosity and use inductive and deductive reasoning when solving problems</b></li> <li>• <b>Understand the concept of Conditional Probability, Multiplication theorem on probability, Total Probability.</b></li> <li>• <b>Analyze Baye’s Theorem, Probability distribution</b></li> <li>• <b>Calculate Mean and Variance of the probability distribution.</b></li> </ul>
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<b>NOVEMBER (8 days)</b>	<b><i>RELATION AND FUNCTIONS</i></b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: (Types of Relations reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, Inverse of a function)</b></li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of concept of Relations and functions.</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To demonstrate a function which is not one-one but is onto</p> <p>To demonstrate a function which is one-one but not onto</p> <p><b>Project:</b> Students will prepare presentations in groups on different topics like Types of relations and their domain and range, Different types of functions and method of finding their inverse.</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments Based on question paper pattern of previous years board examination Based on few questions given in the chapter</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to the set theory, Cartesian product of sets, Domain, Range of functions.</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on different types of relations, Definitions of one-one, many-one, onto, bijective</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of relations and functions</b></li> <li>• <b>Differentiate between types of relation eg: equivalence relation</b></li> <li>• <b>Differentiate between types of functions</b></li> <li>• <b>Comprehend the concept of Inverse of a function</b></li> </ul>

					<p><b>functions and their diagrams, Composition of functions, invertible functions.</b></p> <ul style="list-style-type: none"> <li><b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	
<p><b>NOVEMBER (6 days)</b></p>	<p><b><i>LINEAR PROGRAMMING</i></b></p>	<ul style="list-style-type: none"> <li><b>Audio- visual from Extra Marks: (Graphs of linear equations in two variable, inequalities, Formulation of LPP)</b></li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> <li><b>Duster</b></li> <li><b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of concept of inequalities and basics of plotting the graphs.</p> <p><b>Figure:</b> Plotting of graphs of straight lines to find the bounded and unbounded region.</p> <p><b>Art Integration:</b> Creativity, Symmetry, Neatness while plotting the graphs.</p> <p><b>Inter Disciplinary Linkage:</b> Sports, Team work, Research work</p> <p><b>Experiential Learning:</b> Taking students to the field and getting the markings done for the Athletic Meet.</p> <p><b>Project:</b> Students will prepare a</p>	<ul style="list-style-type: none"> <li><b>Testing with MCQ on daily bases</b></li> <li><b>Testing on completion of the chapter</b></li> <li><b>Assignments (Based on Diet, Manufacturing problems etc)</b></li> <li><b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior knowledge by random questioning related to Cartesian coordinate system, linear inequalities.</b></li> <li><b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li><b>Developing hypothesis by Brainstorming</b></li> <li><b>Discussion on</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li><b>Apply appropriate inquiry and mathematical problem-solving techniques</b></li> <li><b>Understand the concept of Linear Programming problem.</b></li> <li><b>Comprehend the bounded feasible region and unbounded non feasible region.</b></li> <li><b>Analyze Diet problems, Manufacturing</b></li> </ul>

			presentation or model on Linear Programming Problems		<p>various terms related to LPP i.e. Constraints, Objective function, feasible region, Mathematical formulation of LPP, Corner Point method of solving LPP</p> <p>• <b>Extended Learning</b></p> <p>ncert.nic.in cbsemathematics.com</p>	<p><b>problems.</b></p> <ul style="list-style-type: none"> <li>• <b>Understand how to form LPP with given constraints.</b></li> <li>• <b>Plot the graph of the required data and hence learn to find the final LPP.</b></li> </ul>
<b>DECEMBER</b>	<b>Exam and Assessment</b>	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Business Studies (054)**  
**Class: XII COMMERCE**  
**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb-Mar (26)	<b>Chapter:1 Nature and Significance of Management (Periods: 12)</b> <ul style="list-style-type: none"> <li>Management – Concept, Objectives and Importance</li> <li>Concept includes meaning and characteristics / features.</li> <li>Management as Science, Art and profession</li> <li>Levels of Management</li> <li>Management Functions – Planning, Organising, Staffing, Directing and Controlling</li> <li>Coordination – Concept and</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video of Dabbawalla for coordination</li> <li>Video from Extra Marks on Levels of Management Coordination</li> <li>Charts on Levels of Management.</li> <li>Mind Maps and Mnemonics at the end of the chapter.</li> <li>E-Book</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary linkage- features of science and features of arts to explain how management is science as well as arts.</li> <li>Group Project in the class to explain difference between cooperation and coordination.</li> <li>Experiential learning- framing case studies by students</li> <li>Flip Teaching</li> </ul>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> <li>Case studies based written assignment.</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>Examining Prior Knowledge about Management by asking Random Questions.</li> <li><a href="https://www.youtube.com/watch?v=WKiRLpD0xSo">https://www.youtube.com/watch?v=WKiRLpD0xSo</a> (video by Sandeep Maheshwari)</li> <li>Introducing management after getting the expected response from the students majorly with the help of examples.</li> <li>Lecture to be delivered by using PPT for the following concepts:</li> <li>Management as Science, Art and profession</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>Explain management -concept, objectives, and importance.</li> <li>Understand the concept of management.</li> <li>Explain the meaning of 'Effectiveness and Efficiency.</li> <li>Discuss the objectives of management.</li> <li>Describe the importance of management.</li> <li>Management as Science, Art and Profession</li> <li>Examine the nature of management as a science, art and profession.</li> <li>Levels of Management</li> <li>Understand the role of top, middle and lower levels of management.</li> </ul>

	importance		(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)		<ul style="list-style-type: none"> <li>• Levels of Management</li> <li>• Management Functions – Planning, Organising, Staffing, Directing and Controlling</li> <li>• Coordination – Concept and importance</li> </ul>	<ul style="list-style-type: none"> <li>• Management functions-planning, organizing, staffing, directing and controlling.</li> <li>• Explain the functions of management Coordination- concept and importance.</li> <li>• Discuss the concept and characteristics of coordination.</li> <li>• Explain the importance of coordination.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of nature of management in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b> Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.</li> </ul>
<b>March</b>	Chapter:2 Principles of Management (Periods: 14) <ul style="list-style-type: none"> <li>• Principles of Management –</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• <b>Video:</b> On Fayol’s Principles of Management.</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary linkage- Science for explaining scientific principles and Scientific studies</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Given them the background of Henry Fayol and FW Taylor. Discussed the scientific and</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Explain Concept and significance of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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 and significance</p> <ul style="list-style-type: none"> <li>Fayol's Principle of Management</li> <li>Taylor's Scientific Management – Principle and techniques</li> </ul>	<ul style="list-style-type: none"> <li><b>Video of experiment on monkeys to explain Equity.</b></li> <li>Video from Extra Marks on Levels of Management Coordination</li> <li>Acronyms of Fayol's principles of management.</li> <li>Charts on principles of management.</li> <li>Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>Visit to a factory to explain the principles of management and Scientific techniques of management.</li> <li>Experiential learning- framing case studies by students</li> <li>Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>	<ul style="list-style-type: none"> <li>Case studies based written assignment.</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<p>general management principles.</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=90qpziPNRnY">https://www.youtube.com/watch?v=90qpziPNRnY</a></li> <li>Lecture to be delivered by using PPT for the following concepts:</li> <li>Fayol's Principle of Management Taylor's Scientific Management – Principle and techniques</li> <li>Video on difference between equity and equality</li> <li><a href="https://www.youtube.com/watch?v=MlXZyNtaoDM">https://www.youtube.com/watch?v=MlXZyNtaoDM</a></li> </ul>	<p>Principles.</p> <ul style="list-style-type: none"> <li>Understand the concept of principles of management.</li> <li>Explain the significance of management principles. Fayol's principles of management</li> <li>Discuss the principles of management developed by Fayol.</li> <li>Taylor's Scientific management-principles and techniques</li> <li>Explain the principles and techniques of 'Scientific Management'.</li> <li>Compare the contributions of Fayol and Taylor.</li> <li>Frame the case studies on their own</li> <li><b>Practical Outcome:</b> Besides that, the students will also be equipped to work on the project based on Principles of Management.</li> <li><b>Value Based</b></li> </ul>

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

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

Month No of working days	Topic/Sub-topic	Teaching 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>learn to frame the case studies on their own.</p> <ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b> Teaching international cooperation and respecting the diversity of various nations through scanning different dimensions of business environment.</li> </ul>
<p><b>April (26)</b></p>	<p><b>Chapter: 9 Financial Management (Periods:20)</b></p> <ul style="list-style-type: none"> <li>• Concept, Role and Objective of Financial Management</li> <li>• Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting.</li> <li>• Financial Planning- Concept and Importance</li> <li>• Capital structure –</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Trading on Equity, Financial decisions.</li> <li>• Video: Importance of financial planning</li> <li>• Black Board for numerical of Trading on Equity</li> <li>• Video from Extra Marks on factors affecting major decisions taken under Financial Management</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Accountsfor explaining the concept of Fixed capital and working capital and EPS- EBIT analysis</li> </ul> <p>Experiential learning- framing case studies by students</p> <ul style="list-style-type: none"> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Discussion on money matters, habit of thrift, along with the introduction to financial management</li> <li>• Randomly asked questions to check the previous knowledge of class 11 as the base to this chapter.</li> <li>• Lecture to be delivered by using PPT for the following concepts:</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept, role and objectives of Financial Management.</li> <li>• Understand the concept of financial management.</li> <li>• Explain the role of financial management in an organisation.</li> <li>• Discuss the objectives of financial management. Financial decisions: investment, financing and</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p>Concept</p> <p>Fixed and Working capital – Concept and factors affecting their requirements</p>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>out of the given topic and explain to the class.)</li> <li>• Discussion on the case study – Master move by Dhiru Bhai Ambani.</li> </ul>		<ul style="list-style-type: none"> <li>• Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting</li> <li>• Video on trading on equity</li> <li>• <a href="https://www.youtube.com/watch?v=az970PLHQHo">https://www.youtube.com/watch?v=az970PLHQHo</a></li> <li>• Financial Planning - Concept and Importance</li> <li>• Capital structure – Concept.</li> </ul> <p>Fixed and Working capital – Concept and factors affecting their requirements</p>	<p>dividend-Meaning and factors affecting</p> <ul style="list-style-type: none"> <li>• Discuss the three financial decisions and the factors affecting them. Financial Planning- concept and importance</li> <li>• Describe the concept of financial planning and its objectives.</li> <li>• Explain the importance of financial planning. Capital Structure–concept and factors affecting capital structure.</li> <li>• Understand the concept of capital structure.</li> <li>• Describe the factors determining the choice of an appropriate capital structure of a company. Fixed and Working Capital- Concept and factors affecting their requirements.</li> <li>• Understand the concept of fixed and working capital.</li> </ul> <p>Describe the factors determining the requirements of fixed</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>and working capital.</p> <ul style="list-style-type: none"> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of financial management in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b> Generosity, taking care of the various stakeholders and abiding rules and regulation by taking various financial decision.</li> </ul>
April/ May	<p><b>Chapter: 10 Financial Markets (Periods: 18)</b></p> <ul style="list-style-type: none"> <li>• Financial Markets: Concept, Functions and Types</li> <li>• Money Market and its Instruments</li> <li>• Capital Market</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video on Stock Market Simulation</li> <li>• Movie 'Bazaar' Based on stock market</li> <li>• Virtual games on stock exchange</li> <li>• Video on Trading and Settlement</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Economics (To explain how demand and supply mechanism works in the Stock Exchange for fixation of prices of financial securities)</li> <li>• Experiential learning- framing case studies by students</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul>	<ul style="list-style-type: none"> <li>• The chapter started with the interesting case study of 'Master Stroke by Dhiru Bhai Ambani'</li> <li>• <a href="https://www.youtube.com/watch?v=g3iGtMhRKy4">https://www.youtube.com/watch?v=g3iGtMhRKy4</a></li> <li>• Discussions and explanation of financial markets</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of financial market.</li> <li>• Explain the functions of financial market.</li> <li>• Understand capital market and money market as types of financial markets.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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>and its types (Primary and Secondary) methods of flotation in the secondary market.</p> <ul style="list-style-type: none"> <li>• Stock Exchange – Function and Trading Procedure</li> <li>• Securities and Exchange Board of India (SEBI) Objectives and Functions</li> </ul>	<p>Procedure from Extra Marks</p> <ul style="list-style-type: none"> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning by adding project with this chapter.</li> <li>• Activity- Stock market simulation</li> <li>• Discussion on Harshad Mehta Scam.</li> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>	<p>Notebook Evaluation</p>	<p>and its types</p> <ul style="list-style-type: none"> <li>• Real life examples of investment in Stock Markets by various people.</li> <li>• Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> <li>• Money Market and its Instrument</li> <li>• Capital Market and its types (Primary and Secondary) methods of flotation in the secondary market.</li> <li>• Stock Exchange – Function and Trading Procedure</li> <li>• Securities and Exchange Board of India (SEBI)</li> <li>• Objectives and Functions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of money market.</li> <li>• Describe the various money market instruments.</li> <li>• Discuss the concept of capital market.</li> <li>• Explain primary and secondary markets as types of capital market.</li> <li>• Differentiate between capital market and money market.</li> <li>• Discuss the methods of floating new issues in the primary market.</li> <li>• Distinguish between primary and secondary markets.</li> <li>• Give the meaning of a stock exchange.</li> <li>• Explain the functions of a stock exchange.</li> <li>• Discuss the trading procedure in a stock exchange.</li> <li>• Give the meaning of depository services and demat account as used in the trading procedure of securities.</li> <li>• State the Securities</li> </ul>

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						<p>and Exchange Board of India (SEBI) - objectives of SEBI.</p> <ul style="list-style-type: none"> <li>• Explain the functions of SEBI.</li> <li>• Frame the case studies on their own</li> <li>• <b>Practical Outcome:</b> Besides that, the students will also be equipped to work on the project based on Stock Exchange.</li> <li>• <b>Value Based Outcome:</b> Loyalty, Integrity, Following business ethics through the functioning of SEBI.</li> </ul>
<p><b>May- June (26 + 4)</b></p>	<p><b>Chapter:11 Marketing (Periods: 30)</b></p> <ul style="list-style-type: none"> <li>• Selling and Marketing – Concept</li> <li>• Marketing management – Concept</li> <li>• Marketing functions</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On 4 Ps' of marketing</li> <li>• Image of Cow cuddling- a new businesses to explain 'What can be marketed'.</li> <li>• Functions of marketing done with the help of acronyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Social Science To explain the marketing philosophies – evolution of production concept through industrial revolution and colonization</li> <li>• Experiential learning by adding project on</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Started the chapter by doing a small practical by making them choose a product and marketing it to the class students.</li> <li>• Then introducing the various aspects of marketing through discussions and</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept, functions and philosophies of Marketing.</li> <li>• Understand the concept of marketing.</li> <li>• Explain the features of marketing.</li> <li>• Discuss the functions of</li> </ul>

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

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	<p>qualities of a good salesman</p> <ul style="list-style-type: none"> <li>Sales promotion – concept and techniques</li> </ul> <p>Public Relations- concept and role</p>				<ul style="list-style-type: none"> <li>Physical distribution: Concept and Component, Channel of Distribution – Types, Choice of Channels</li> <li>Promotion: Concept and Elements; Advertising – concept, role, objections against advertising</li> <li>Personal Selling – concept and qualities of a good salesman</li> <li>Sales promotion – concept and techniques</li> </ul> <p>Public Relations- concept and role</p>	<p>advertising.</p> <ul style="list-style-type: none"> <li>Understand the concept of sales promotion.</li> <li>Discuss the concept of public relations.</li> <li>Frame the case studies on their own</li> </ul> <ul style="list-style-type: none"> <li><b>Practical Outcome:</b> Besides that, the students will also be equipped to work on the project based on marketing management.</li> <li><b>Value Based Outcome:</b> Promoting sustainable development, Commitment towards various stakeholders, Community development through various marketing philosophies.</li> </ul>
<b>June</b>	<b>Revisions, Exams and assessment</b>	–	–	–	–	–
<b>July (23)</b>	<b>Chapter:12 Consumer Protection (Periods: 12)</b> <ul style="list-style-type: none"> <li>Concept and Importance of</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Video shot in Big Bazaar by a customer to spread consumer</li> </ul>	<ul style="list-style-type: none"> <li>Inter disciplinary Linkages:</li> </ul> <p>Law To explain the</p>	<ul style="list-style-type: none"> <li>MCQ (daily)</li> <li>Oral discussions on HOTS and case studies</li> </ul>	<ul style="list-style-type: none"> <li>Introduced the chapter by randomly asked questions to check the</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>Understand the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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>Consumer Protection</p> <ul style="list-style-type: none"> <li>• Consumer Protection Act, 2019:</li> <li>• Meaning of consumer</li> <li>• Right and Responsibilities of Consumers</li> <li>• Who can file a complaint and against whom?</li> <li>• Redressal machinery</li> </ul> <p>Remedies available</p>	<p>awareness.</p> <ul style="list-style-type: none"> <li>• Video: On three tier machinery, rights and responsibilities of consumers.</li> <li>• Video on case study Maggi Noodles</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<p>definition of consumer as per Consumer Protection Act 2019, what are the rights and duties of consumers as per the act.</p> <ul style="list-style-type: none"> <li>• Experiential learning- Framing case studies by students</li> <li>• Unit II Project- Comparative table showing perspective of students before and after gaining knowledge of consumer Act 2019.</li> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>	<ul style="list-style-type: none"> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<p>previous knowledge of class 10 as the base to this chapter.</p> <ul style="list-style-type: none"> <li>• Lecture/Discussion on various topics with examples</li> <li>• Discussed exploitation of consumers by involving the students to give examples of exploitation in case faced by them.</li> <li>• Discussed the aspects of consumers exploitation with the help of various real-life examples.</li> </ul>	<p>concept of consumer protection.</p> <ul style="list-style-type: none"> <li>• Describe the importance of consumer protection.</li> <li>• Discuss the scope of Consumer Protection Act, 2019 Consumer Protection Act 2019:</li> <li>• Understand the concept of a consumer according to the Consumer protection Act 2019.</li> <li>• Explain the consumer rights.</li> <li>• Understand the responsibilities of consumers.</li> <li>• Understand who can file a complaint and against whom?</li> <li>• Discuss the legal redressal machinery under Consumer protection Act 2019.</li> <li>• Examine the remedies available to the consumer under Consumer protection Act 2019.</li> <li>• Consumer awareness -Role of consumer organizations and Non-Governmental Organizations (NGOs) in protecting</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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>consumers' interests.</p> <p><b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of consumer protection in real life with the help of case studies. Students will also learn to frame the case studies on their own.</p> <p><b>Value Based Outcome:</b> Promoting consumer awareness, fulfilling responsibilities as a consumer before exercising consumer rights. Infusing courage to raise voice against consumer exploitation</p>
July	<p><b>Chapter:4 Planning (Periods:16)</b></p> <ul style="list-style-type: none"> <li>• Concept, Importance and Limitations</li> <li>• Planning Process</li> </ul> <p>Single use and Standing Plans – Objective, Strategy, Policy, Procedure, Method, Rule, Budget</p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Types of Plans</li> <li>• A case study of Surgical trike to explain various types of Plans.</li> <li>• Video on importance of planning</li> <li>• Video on features of planning from Extra</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Economics Linked the concept with Five Years Plans. Example of the Annual Budget by the Government To explain Budget.</li> <li>• Experiential learning- Framing case studies by</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Introduced planning with the help of School Calendar.</li> <li>• Lecture/Discussion for various topics</li> <li>• Example of Class 12 targets and board result to establish relation among different types of plans.</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of planning.</li> <li>• Describe the importance of planning.</li> <li>• Understand the limitations of planning.</li> <li>• Describe the steps in the process of planning.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	and Programme	Marks <ul style="list-style-type: none"> <li>• A comparative chart on different types of plans made by me.</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	students. <ul style="list-style-type: none"> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>• Flip Teaching</li> </ul> (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)			<ul style="list-style-type: none"> <li>• Develop an understanding of single use and standing plans</li> <li>• Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of Planning in real life with the help of case studies especially the case study of surgical strike. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b>  To develop values of decision making, critical thinking, time management and farsightedness.</li> </ul>
<b>August (20)</b>	<b>Chapter: 5 Organising</b>	<ul style="list-style-type: none"> <li>• PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages:</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced organizing with</li> </ul>	After going through this unit, the students would

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>(Periods: 15)</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance</li> <li>• Organising Process</li> <li>• Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept</li> <li>• Delegation- Concept Element and Importance</li> </ul> <p>Decentralisation – Concept and Importance</p>	<ul style="list-style-type: none"> <li>• Video: On Formal and Informal Organisation</li> <li>• Video on functional and divisional structure from Extra Marks</li> <li>• Explanation of the organization structure of the school</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<p>Sociology: To explain the importance of informal organization in the formal structure</p> <ul style="list-style-type: none"> <li>• Experiential learning- Framing case studies by students.</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>• Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>	<ul style="list-style-type: none"> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<p>the help of an activity – Everyone in the class will organize the classroom, desks, surroundings, teachers' area, cupboards, lockers etc.</p> <ul style="list-style-type: none"> <li>• Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> <li>➤ Organising Process</li> <li>➤ Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept</li> </ul> </li> <li>• Delegation- Concept Element and Importance</li> <li>• Decentralisation –</li> </ul>	<p>be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept and importance of organizing.</li> <li>• Understand the concept of organizing as a structure and as a process.</li> <li>• Describe the steps in the process of organizing.</li> <li>• Structure of organisation- functional and divisional concept.</li> <li>• Explain the advantages, disadvantages and suitability of functional and divisional structure.</li> <li>• Understand the concept of formal and informal organization.</li> <li>• Discuss the advantages, disadvantages of formal and informal organization.</li> <li>• Understand the concept of delegation.</li> <li>• Describe the elements of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Concept and Importance	<p>delegation.</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of Delegation.</li> <li>• Understand the concept of decentralisation.</li> <li>• Explain the importance of decentralisation.</li> <li>• Differentiate between delegation and decentralisation.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of Organising in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b>  To develop sense of responsibility, accountability, Judicious use of authority and harmony.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching 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	<p><b>Chapter: 6 Staffing (Periods:16)</b></p> <ul style="list-style-type: none"> <li>• Concept and Importance of Staffing</li> <li>• Staffing as a part of Human Resource Management – Concept</li> <li>• Staffing Process</li> <li>• Recruitment Process</li> <li>• Selection Process Training and Development – Concept and importance; Method of Training; on the job and off the job- Vestibule training, Apprenticeship training and Internship training</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: Staffing Process Selection Process</li> <li>• Video on Recruiting Car</li> <li>• Video on psychometric tests and personality tests</li> <li>• Mind Maps and Mnemonics at the end of the chapter.</li> <li>• Charts</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Psychology To explain different types of selection tests</li> <li>• Experiential learning- Framing case studies by students.</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>• Case Study of Taj Attack. (Role of Staffing)</li> <li>• Debate – External source of recruitment is better than Internal source of recruitment.</li> <li>• Flip Teaching</li> </ul> <p>(Three children will</p>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Introduced staffing by asking random questions on previous knowledge regarding the staff members of the school.</li> <li>• Also caught their attention by discussing the fields of MBA</li> <li>• Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> <li>• Concept and Importance of Staffing</li> <li>• Staffing as a part of Human Resource Management – Concept</li> <li>• Staffing Process</li> <li>• Recruitment Process</li> <li>• Selection Process</li> </ul> </li> <li>• Training and Development – Concept and</li> </ul>	<ul style="list-style-type: none"> <li>• After going through this unit, the students would be able to: <ul style="list-style-type: none"> <li>• Understand the concept of staffing.</li> <li>• Explain the importance of staffing as a part of Human Resource Management concept</li> <li>• Understand the specialized duties and activities performed by Human Resource Management Staffing process</li> <li>• Describe the steps in the process of staffing Recruitment process.</li> <li>• Understand the meaning of recruitment.</li> <li>• Discuss the sources of recruitment.</li> <li>• Explain the merits and demerits of internal and external sources of recruitment.</li> <li>• Understand the meaning of selection.</li> <li>• Describe the steps</li> </ul> </li> </ul>

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						of gratitude, loyalty, dedication and commitment.
September (16)	<b>Chapter: 7 Directing (No of Periods: 15)</b> <ul style="list-style-type: none"> <li>• Concept and Importance</li> <li>• Elements of Directing.</li> <li>• Supervision: Concept, Functions of a Supervisor</li> <li>• Motivation: Concept, Maslow's hierarchy of needs; Financial and Non-Financial Incentives</li> <li>• Leadership: Concept; Styles- authoritative, democratic and laissez-faire</li> </ul> <p>Communication: Concept, Formal and Informal Communication;</p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video on Maslow's Hierarchy Theory explained through scenes of movie 'Bhag Milkha Bhag'</li> <li>• Video: On formal and informal communication and Barriers to Communication</li> <li>• Video: on various types of leadership from Extra Marks</li> <li>• Video Who is leader</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages:</li> </ul> <p>Psychology To explain the theory of Maslow's Hierarchy of needs.</p> <ul style="list-style-type: none"> <li>• Experiential learning- Framing case studies by students</li> <li>• A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>• Activity Chinese Whisper Game to explain grapevine.</li> <li>• Flip Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> <li>• Case studies based written assignment.</li> <li>• Weekly conceptual test (MCQ based)</li> <li>• Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>• Explained and discussed the concept, importance and elements of directing with the help of examples.</li> <li>• Taught with charts and diagrams.</li> <li>• Discussed with the help of real-life examples like leadership was explained through responsibilities fulfilled by prefects.</li> <li>• <a href="https://www.youtube.com/watch?v=tghjgOv4mKc&amp;t=66s">https://www.youtube.com/watch?v=tghjgOv4mKc&amp;t=66s</a></li> <li>• Students were made to do a role play on leadership.</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Describe the concept of directing.</li> <li>• Discuss the importance of directing.</li> <li>• Describe the various elements of directing.</li> <li>• Understand the concept of motivation.</li> <li>• Develop an understanding of Maslow's Hierarchy of needs.</li> <li>• Discuss the various financial and non-financial incentives.</li> <li>• Understand the concept of leadership.</li> <li>• Understand the various styles of leadership.</li> <li>• Understand the concept of communication.</li> <li>• Understand the</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Barriers of Effective Communication, how to overcome the barriers		(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)		<ul style="list-style-type: none"> <li>• Role plays on communication barriers were done.</li> </ul>	<p>elements of the communication process.</p> <ul style="list-style-type: none"> <li>• Discuss the concept of formal and informal communication.</li> <li>• Discuss the various barriers to effective communication.</li> <li>• Suggest measures to overcome barriers to communication.</li> <li>• <b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of Directing in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li>• <b>Value Based Outcome:</b> To develop qualities of leadership, motivation, spontaneity and communication skills.</li> </ul>
September	<b>Chapter: 8 Controlling (Periods: 12)</b> <ul style="list-style-type: none"> <li>• Concept and Importance</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Video: On Controlling Process</li> </ul>	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages: Mathematics To explain critical</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ (daily)</li> <li>• Oral discussions on HOTS and case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced the chapter with discussion on evaluation/examination.</li> </ul>	<p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Relationship between Planning and Controlling</li> </ul> <p>Steps in Controlling Process</p>	<ul style="list-style-type: none"> <li>Video of relationship between planning and controlling from Extra Marks.</li> <li>Mind Maps and Mnemonics at the end of the chapter</li> <li>Charts</li> <li>Chalk and Board</li> </ul>	<p>point control and management by exception</p> <ul style="list-style-type: none"> <li>Experiential learning- Framing case studies by students</li> <li>A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.)</li> <li>Flip Teaching</li> </ul> <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p>	<ul style="list-style-type: none"> <li>Case studies based written assignment.</li> <li>Weekly conceptual test (MCQ based)</li> <li>Pen paper test</li> </ul> <p>Notebook Evaluation</p>	<ul style="list-style-type: none"> <li>Discussed various other real-life examples of control systems (connected the example of the targets given to everyone by the school management)</li> <li>Lecture/Discussion on various topics with examples</li> </ul>	<p>controlling.</p> <ul style="list-style-type: none"> <li>Explain the importance of controlling.</li> <li>Describe the relationship between planning and controlling.</li> <li>Discuss the steps in the process of controlling.</li> </ul> <ul style="list-style-type: none"> <li><b>Practical Outcome:</b> Besides that, the students will be able to apply the knowledge of controlling in real life with the help of case studies. Students will also learn to frame the case studies on their own.</li> <li><b>Value Based Outcome:</b></li> </ul> <p>To understand the value of order and discipline; Critically analyzing and setting priorities for accomplishment of goals.</p>
September	Revisions, Exams, and assessment.	–	–	–	–	–

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
October (21)	Project Work (Periods: 20)	<ul style="list-style-type: none"> <li>• PPT</li> </ul> Sample Project File	<ul style="list-style-type: none"> <li>• Inter disciplinary Linkages:</li> <li>• Arts</li> </ul> Designing logo, label, packaging cover, decorating file to make it an art integrated project  Experiential Learning	Physically verifying each project and suggesting amendments if required.	<ul style="list-style-type: none"> <li>• Students will market various things like product, services, experience, idea, place, person etc. and present it in the form of a file.</li> </ul>	Students will get firsthand experience of marketing of the product/ functioning of Stock Exchange/ application of various principles of management. <ul style="list-style-type: none"> <li>• <b>Value Based Outcome:</b></li> </ul> To develop sense of self accomplishment confidence, creativity, and conviction.
November/ December	Revisions, Exams and assessment	–	–	–	–	–

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Accountancy (055)**  
**Class: XII COM**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb/Mar (31)  (26+5)	<b>PART (A) PARTNERSHIP ACCOUNTING (A) <u>Fundamentals of partnership</u></b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Accounts of some local partnership firms will be given to students for analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>Discuss by Lecture Method:</b></p> <ul style="list-style-type: none"> <li>• Partnership features, Partnership deed</li> <li>• Provisions of the Indian Partnership Act 1932 in the absence of partnership deed.</li> <li>• Fixed v/s fluctuating capital accounts.</li> </ul> <p><b>By Using Self Numerical Examples:</b></p> <ul style="list-style-type: none"> <li>• Preparation of Profit and Loss Appropriation account</li> <li>• Past adjustments relating to interest on capital, interest on drawings, salary and profit-sharing ratio</li> <li>• Guarantee of profits</li> </ul>	<ul style="list-style-type: none"> <li>• <b>After doing this unit</b> the students will be able to understand the meaning of partnership, partnership firm and partnership deed, characteristics and content of partnership deed.</li> <li>• Significance of provisions of partnership act in the absence of partnership deed</li> <li>• Differentiate between fixed and fluctuating capital, skill to prepare profit and Loss Appropriation account</li> <li>• Understand and develop the skill of making past adjustments and guarantee of profits.</li> </ul>

	<p><b>(B) <u>Reconstitution of Partnership firms</u></b></p> <ul style="list-style-type: none"> <li>• <b>Valuation of Goodwill</b></li> <li>• <b>Change in the profit sharing ratio</b></li> </ul>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul> <ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• Goodwill of some local firms will be valued with the help of their accounting records</li> <li>• Create an artificial firm by taking students as partners</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul> <ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p><b>By taking Examples of Local Firms and Self numerical examples:</b></p> <ul style="list-style-type: none"> <li>• Goodwill: nature, factors affecting and methods of valuation- average profit, super profit and capitalization</li> </ul> <p><b>Creating an artificial firm by taking students as partners:</b></p> <ul style="list-style-type: none"> <li>• Sacrificing ratio</li> <li>• gaining ratio</li> <li>• Accounting for revaluation of assets and liabilities</li> <li>• Treatment of reserves and accumulated profits</li> <li>• Goodwill to be adjusted through partners' capital/current account or by raising and writing off goodwill</li> <li>• Preparation of revaluation and balance sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning, nature and factors affecting goodwill</li> <li>• Understanding the skill of valuation of goodwill using different methods.</li> <li>• Meaning of sacrificing ratio, gaining ratio and the change the profit sharing</li> <li>• Understanding the accounting treatment of revaluation assets and liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet.</li> <li>• Effect of change in profit sharing ratio on admission of a new partner.</li> <li>• Treatment of goodwill revaluation of assets liabilities and preparation of balance sheet of the new firm</li> </ul>
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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
April (25)	<b>PART A</b> <u><b>Reconstitution of Partnership firms</b></u> • <b>Admission of a partner</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral and</li> <li>• Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>Effect of admission of a partner:</b> <ul style="list-style-type: none"> <li>• on change in the profit-sharing ratio</li> <li>• Treatment of goodwill</li> <li>• Treatment for revaluation of assets and liabilities</li> <li>• Treatment of reserves and accumulated profits</li> <li>• Adjustment of capital accounts</li> <li>• Preparation of balance sheet of new firm.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and skill of calculation of New profits sharing ratio</li> <li>• Treatment of goodwill as per AS 26</li> <li>• Treatment of revaluation of assets and re-assessment of liabilities</li> <li>• Treatment of reserves and accumulated profits</li> <li>• Adjustments of capital accounts</li> <li>• Preparation of balance sheet of the new firm.</li> </ul>
May 26	<b>PART A</b> <u><b>(B)Reconstitution of Partnership firms</b></u> • <b>Retirement and death of a partner:</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>Effect of retirement/death of a partner:</b> <ul style="list-style-type: none"> <li>• On change in profit sharing ratio</li> <li>• Treatment of goodwill</li> <li>• Treatment for revaluation of assets and liabilities.</li> <li>• Adjustment of accumulated profits and reserves</li> <li>• Adjustment of capital account</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of retirement /death of a partner on change in profit sharing ratio.</li> <li>• Understand the accounting treatment of goodwill, revaluation of assets and liabilities and accumulated profits and reserves on retirement / death of a partner and capital adjustments</li> </ul>

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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>July (23)</b>	<b>PART A:- Unit 3 <u>Accounting for Companies</u></b>  <b>• Accounting for share capital</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Share and share capital:</b> nature and type.</li> <li>• Accounting for share capital: issue and allotment of equity and preference shares. Public subscription of shares- Over subscription and under subscription of shares. issued at par and at premium, calls in advance and arrears issue of shares for consideration other than cash.</li> <li>• Concept of Private Placement and Employee Stock Option Plan (ESOP)</li> <li>• Accounting Treatment of forfeiture and reissue of shares.</li> <li>• Disclosure of share capital in the Balance Sheet of a company</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning of shares and share capital and differentiate between equity shares and preference shares and different types of share capital.</li> <li>• Understand the meaning of private placement of shares and ESOP.</li> <li>• Explain the accounting treatment of shares capital transactions regarding issue of shares.</li> <li>• Develop the understanding of accounting treatment of forfeiture and reissue of forfeiture shares.</li> <li>• Describe the presentation of share capital in the balance sheet as per schedule III part I of companies Act 2013.</li> </ul>
<b>August 22 days</b>	<b>• Issue of Debentures</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> </ul>	<b>Made a list of all Viva Questions</b> from this unit topic wise.	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> </ul>	<b>Issue of Debentures</b>	<b>Equality pro-rata allotment to all</b>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August	<ul style="list-style-type: none"> <li>• Redemption of debentures</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p>Hypothetical situations taken and created for fun activity.</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• At par</li> <li>• At a premium</li> <li>• At a discount.</li> <li>• For consideration other than cash</li> <li>• In terms of redemption</li> <li>• As collateral security</li> <li>• Interest on debentures.</li> <li>• Writing of discount /loss on issue of debentures</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the accounting treatment of different situations of transactions related to issue of debentures.</li> <li>• Develop the understanding and skill of writing of discount/ loss on issue of debentures</li> <li>• Understand the concept of collateral security and its presentation in balance sheet.</li> <li>• Develop the skill of calculating interest on debentures</li> </ul>
	<p>Part A Unit 1</p>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Lump sum method,</li> <li>• Draw of lots</li> <li>• Creation of Debentures redemption Reserve</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning of redemption of debentures.</li> <li>• Understand the process of redemption (a) Out of Capital (b) Out of profits</li> <li>• Guidelines of SEBI for creation of DRR</li> </ul>
		<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> </ul>	<p>A lecture of Head of the finance of same School will be</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> </ul>	<p>By taking examples of Local</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
	<b>Accounts of Not for Profit Organizations</b>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>organized.</b>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>NPO</b> <ul style="list-style-type: none"> <li>• concept</li> <li>• Receipt and payment Account: features and preparations.</li> <li>• Income and expenditure account: features Preparation of income and expenditure account and balance sheet with additional information</li> </ul>	<ul style="list-style-type: none"> <li>• State the meaning of a Not for profit organization.</li> <li>• State the meaning of receipt and payment account and features.</li> <li>• Preparation of receipt and payment account.</li> <li>• Meaning and preparation income and expenditure account and balance sheet.</li> </ul> <b>Responsibility towards society</b>
September	<b>Revision, Exam and Assessment</b>	-	-	-	-	-
October (21)	<b><u>PART B</u></b> <b>FINANCIAL STATEMENT ANALYSIS</b> <b>(A)<u>Financial statements of Company:</u></b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>A lecture of CHARTED ACCOUNTANT will be organized.</b>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<b>By showing copies of Financial statements of Some popular companies</b> <ul style="list-style-type: none"> <li>• Statements of Profit and loss and Balance Sheet in prescribed form with major headings and subheadings(as per Schedule III to the Companies Act,2013)</li> <li>• Financial Statements</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the understanding of major headings and subheadings (as per schedule III to the Companies act 2013)</li> <li>• Discuss the meaning of different tools of financial statements analysis</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>PART B: -</b> <b>(B) Tools for Financial Statement Analysis</b> <b>(a) Tools</b></p> <p><b>(b)Accounting Ratios</b></p>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p> <p><b>Made a list of all Viva Questions</b> from this unit topic wise. Hypothetical situations taken and <b>created for fun activity.</b></p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>Analysis: Objectives importance and limitations.</p> <p><b>With the help of Financial statements of Real Companies.</b></p> <ul style="list-style-type: none"> <li>• Comparative statements</li> <li>• Common size statements</li> <li>• Cash flow analysis</li> <li>• Ratio analysis</li> </ul> <p><b>With the help of Financial statements of Real Companies.</b></p> <ul style="list-style-type: none"> <li>• Meaning, objectives, classification, and computation.</li> <li>• <b>Liquidity ratios</b> Current ratio and quick ratio</li> <li>• <b>Solvency ratios</b> Debt to Equity Ratio, Total Assets</li> </ul>	<p>Develop the Skill of preparation of comparative and common size financial statements Adherence to Accounting concerns, Transparency, Responsibility towards other stakeholders suggest the most suitable way for com. To deal with situation.</p> <ul style="list-style-type: none"> <li>• Meaning, objectives, and significance of different types of ratios</li> <li>• Computation of current ratio, quick ratio</li> <li>• Develop the skill of computation of debt equity ratio, total assets to debt ratio, proprietary ratio, and interest coverage</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<p><b>PART B:- UNIT 4 CASH FLOW STATEMENTS</b></p>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<p><b>Use of flow chart</b> Hypothetical situations taken and created for fun activity.</p>	<ul style="list-style-type: none"> <li>• Oral and Written Test</li> <li>• Assignment</li> <li>• Quizzes</li> <li>• Work Sheets</li> </ul>	<p>to Debt ratio, proprietary Ratio, and interest coverage ratio.</p> <ul style="list-style-type: none"> <li>• <b>Activity ratios:</b> Inventory turnover ratio, Trade receivable Turnover ratio, trade payable turnover ratio and Working capital turnover ratio.</li> <li>• <b>Profitability ratios:</b> Gross profit ratio, Operating ratio, Operating profit ratio, Net profit ratio and Return on investment.</li> </ul> <p><b>With the help of Financial statements of Real Companies.</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Objectives</li> <li>• Preparation (indirect Method)</li> <li>• Adjustments relating to depreciation and amortization, profit, or loss on</li> </ul>	<p>ratio.</p> <ul style="list-style-type: none"> <li>• Activity ratios and profitability ratios</li> </ul> <ul style="list-style-type: none"> <li>• State the meaning and objectives of cash flow statement.</li> <li>• Develop the understanding of preparation of cash Flow using indirect method as per AS 3 with given adjustments</li> </ul>

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					sale of assets dividend both final and interim and tax <b>Bank</b> overdraft and cash credit to be treated as short term borrowings	<b>Actual presentation of data</b>  .
<b>November (16)</b>	<b>Project Work</b>	<ul style="list-style-type: none"> <li>• E. Book</li> <li>• PPT'S</li> <li>• Videos</li> <li>• Smart Classes</li> <li>• Chalk and Board</li> </ul>	<b>Visit of any company</b> To show the financial reports	Physically verifying each project and suggesting amendments if required.	<ul style="list-style-type: none"> <li>• Analysis of Accounting process by: <b>Comprehensive Project</b></li> <li>• Analysis of financial statements with the help of: <b>Segment Report</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop the skill to understand the corporate sector through Annual Reports by making project file, use of different tools like comparative statements, common size statements, calculations of ratios and cash flow statements.</li> </ul>
<b>December</b>	<b>Pre-Board Examination</b>	-	-	-	-	-

**PINEGROVE SCHOOL**

Kuthar Road, Subathu

Affiliation No. 630065; School Code: 43054

Annual Pedagogy Plan

**Session 2023-24****Subject: English Core****Subject Code: 301**

S. No.	Month/ No Of Periods/Unit/ Sub-Unit	Teaching Learning Activities			Evaluation oral/written work/Test/ Assignment	Co-Curricular Activities	Learning Outcome
		Learning Objectives	Methods/Audio Visual Inputs/Innovative Methods	Concepts maps / Diagrams / Flowchart/Inter disciplinary linkage/Art Integration/Practical's			
1.	<i>February/ No. of Periods: 06/ The Last Lesson (Flamingo)</i>	<ul style="list-style-type: none"> <li>To make the students identify the genre to which the story belongs.</li> <li>To understand the techniques used by the author-to enhance vocabulary</li> <li>To enable them to comprehend the cultural background of the story.</li> <li>To enable them to realize the importance of a teacher in the life of a student.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interaction on homework –and the way you treat it. (Student-Teacher Interaction)</li> <li>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. D</li> <li>Difficult words and terms would be discussed.</li> <li>The prose will be explained. All possible questions and answers would be discussed and</li> </ul>	<ul style="list-style-type: none"> <li>PPT Handout Source: <a href="http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG">http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG</a></li> <li>Alsace &amp; Lorraine During World War I</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion on „Political enslavement is a curse on any Nation as it deprives it of its identity. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<ul style="list-style-type: none"> <li>They would develop their optimistic attitude towards life amidst many struggles.</li> <li>They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France.</li> <li>They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</li> </ul>

			assigned.				
2.	<b>March/ No. of Periods: 03/ My Mother at sixty-six (Flamingo)</b>	<ul style="list-style-type: none"> <li>To encourage the students to appreciate poetry and read aloud with proper intonation</li> <li>To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li> <li>To read and recognize the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences</li> <li>To build up didactics, empathy and sympathy with the loss of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student-teacher interaction)</li> <li>They would compare the poem with the poem A Photograph. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</li> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms.</li> <li>The figures of speech and rhyme scheme would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Audio-Visual (visual representation of the poem)</li> <li>Notes</li> </ul>	<p>Assignment on the poem</p> <ul style="list-style-type: none"> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>A comparative study of the poems „A Photograph“ and „My Mother At Sixty-six“.</li> <li>The learners would discuss in their groups and draw a comparative analysis and present the synopsis of the discussion in the class.</li> <li>Group Activity For all range of learners comprising three students in one team C2-C1-1 student B2-B1-1 student A2-A1-1 student</li> </ul>	<ul style="list-style-type: none"> <li>The students would be able to grasp the theme and meaning of the poem.</li> <li>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> </ul>
3.	<b>March/ No. of Periods: 06/ Topic:</b>	<ul style="list-style-type: none"> <li>To make the students identify the genre to</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an</li> </ul>	<ul style="list-style-type: none"> <li>PPT Source:</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation on</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to</li> </ul>

	<p><b>The Third Level (Vistas)</b></p>	<p>which the story belongs.</p> <ul style="list-style-type: none"> <li>To understand the techniques used by the author-to enhance vocabulary</li> <li>To enable them to comprehend the Sci-Fi themes and Time travel.</li> </ul>	<p>interaction on homework –and the way you treat it. (Student-Teacher Interaction)</p> <ul style="list-style-type: none"> <li>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given.</li> <li>The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>Difficult words and terms would be discussed.</li> <li>The prose will be explained. All possible questions and answers would be discussed and assigned.</li> </ul>	<p><a href="https://en.wikipedia.org/wiki/Time_travel_in_fiction">https://en.wikipedia.org/wiki/Time_travel_in_fiction</a></p>	<ul style="list-style-type: none"> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<p>„If I could go back in time and change one incident“. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</p>	<p>comprehend the Sci-Fi themes and Time travel.</p> <ul style="list-style-type: none"> <li>The students would be able to grasp the theme and meaning of the chapter.</li> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> </ul>
4.	<p><b>March/ No. of Periods: 03/ Writing Skills: Notice Writing</b></p>	<ul style="list-style-type: none"> <li>To enable the students to apply the correct format while writing a notice.</li> <li>To make the students comprehend why a notice is written and the style and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up session:</li> <li>Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction)</li> <li>The Learners would be asked to speak about a notice they received and they remember still.</li> <li>The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range</li> </ul>	<ul style="list-style-type: none"> <li>PPT (format and the objectives of notice different types and different fields through Visual Representation)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Notice</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity: Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given. C2-C1-2 students B2-B1-2students A2-A1-2students</li> <li>Notice writing exercises: Different topics on different fields of notice for all range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted.</li> <li>They will be able to frame notice about any event.</li> <li>They will be able to identify important information in any given notice.</li> <li>Students will</li> </ul>

			<p>of themes and objectives covered by notice would be discussed with examples</p> <ul style="list-style-type: none"> <li>• Special note on-5 Ws What, Where, When, Who, Whom.</li> </ul>				<p>be able to use appropriate style and format to write a NOTICE effectively.</p>
5	<p><b>March/ No. of Periods: 03/ Writing Skills :Invitation Writing/ Replies</b></p>	<ul style="list-style-type: none"> <li>• To enable the learners to express their ideas cohesively without any difficulty.</li> <li>• To enable them to comprehend different written texts for personal/public information, their formats and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the format in sequence or discourse/spoken with reference to the educational, personal domains.</li> <li>• The teacher would discuss with examples all kinds of invitations and the method of framing replies.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Invitation</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Framing and preparing invitation cards for different purposes.</li> <li>• Group Activity for all range of learners in a group of three comprising- C2-C1-1 student B2-B1-1 student A2-A1- 1 student Framing replies in pairs of- C2-C1- 1 student B2-B1-1 student and A2-A1-1 student</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to express their ideas cohesively, completely, fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event.</li> </ul>
6	<p><b>March/ No. of Periods: 03/ Writing Skills: Note Making &amp; Summarizing</b></p>	<ul style="list-style-type: none"> <li>• To summarize information from different written text, reconstructing arguments and accounts in a coherent presentation.</li> <li>• To express spontaneously, concisely and precisely, differentiating finer shades of significance even in the most complex situations</li> <li>• To express ideas with extra information and</li> </ul>	<ul style="list-style-type: none"> <li>• In the beginning of the session, a text would be provided to the students to read and involve in note making to test previous knowledge.</li> <li>• The facilitator would train the students to read a text minutely, or listen carefully to select, analyze and summarize the main points.</li> <li>• Ways of making notes would be discussed:</li> <li>• Annotation, outline</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the technique and art of note making.</li> <li>• Notemaking explained through notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Notemaking</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group comprehension comprising all range of learners(3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1student</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text.</li> <li>• They would be able to use the note taking suggestions to develop good notes based on classroom</li> </ul>

		complexity, fluently and without difficulty in sentence construction.	notes, column notes, mind maps and summary notes.				discussions
7.	<b>March/ No. of Periods: 06/ Lost Spring (Flamingo)</b>	<ul style="list-style-type: none"> <li>To sensitize the students to the problem of child labour.</li> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> <li>To enhance the integrated skills of the learners.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an audio – video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</li> <li>The background of the author would be given. The theme and story line would be explained.</li> <li>The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/global and personal domains.</li> </ul>	<ul style="list-style-type: none"> <li>Audio-visual documentary on Child labour.</li> <li>PPT</li> <li>Notes</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Lost Spring</li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>E-Project on Child Labour : Shape Our Future Bright</li> <li>Group activity for all range of learners in a group of six comprising- C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students</li> <li>After viewing the e-project given above Shape Our Future Bright and the documentary on child labour, write a report on the Problem of Child Labour in India for your school magazine.</li> <li>Being the head boy/girl of your school, write a notice informing students about the „Anti-Child-Labour“ day going to be observed in your school.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to sensitize the learners to the problem of child labour.</li> <li>They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution.</li> <li>They would enhance their analytical skills.</li> <li>They would be able to uncover the motives of the poor parents/police men/ Industrialists/m iddlemen.</li> <li>They would be able to absorb didactics and inspiration.</li> <li>They would strengthen their integrated skills.</li> </ul>
8.	<b>April/ No. of Periods: 06/Tiger King (Vistas)</b>	<ul style="list-style-type: none"> <li>To enhance familiarizing with specific background information of author</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with a short video on save tiger. The learners would interpret the title</li> </ul>	<ul style="list-style-type: none"> <li>Video on Save Tiger</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on The Tiger King</li> <li>Discussion of Scoring Points/</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on Treatment to Wild Life through Power</li> </ul>	<ul style="list-style-type: none"> <li>The Learners will be able to uncover motives, absorb</li> </ul>

		<p>/ book excerpt / history</p> <ul style="list-style-type: none"> <li>To raise an awareness to conserve Wild Life.</li> <li>To enable them to understand the importance to sustaining ecological balance.</li> </ul>	<p>of the story and relate it to the video shown.</p> <ul style="list-style-type: none"> <li>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</li> <li>A comparative study between Mrs Packletide's Tiger and the lesson.</li> <li>Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>		<p>Marking Scheme/Sample Questions</p>	<p>Point Presentation.</p> <ul style="list-style-type: none"> <li>For all range of learners in a group of six comprising- C2-C1- 2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<p>didactics.</p> <ul style="list-style-type: none"> <li>They would be able to familiarize with specific Royal Indian background information of the author/ history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</li> <li>They would understand the importance of becoming sincere and trustworthy in thought and action.</li> <li>They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship.</li> </ul>
9.	<p><i>April/ No. of Periods: 04/ An Elementary School Classroom in a Slum (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>To guide the students to relate the characteristics of literature to larger cultural and human values.</li> <li>To sensitize the students to the problem of child labour.</li> <li>To guide the students to become a social human and erase the prevalent inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas.</li> <li>The title of the prose would be open for class interpretation.</li> <li>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the</li> </ul>	<ul style="list-style-type: none"> <li>PPT providing the synopsis.</li> <li>Documentary on slum children.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on An Elementary School Classroom in Slum</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT.</li> <li>Group activity for all range of learners in a group of three comprising:</li> </ul>	<ul style="list-style-type: none"> <li>The learners would familiarize themselves with specific background information of social inequalities.</li> <li>They would recognize the purpose of theme and the hidden pathos</li> </ul>

		of the society	ethical/global, public and personal domains of social and personal life.			(C2-C1)- 1 student (B2-B1)- 1 student (A2-A1)- 1 student	and nuances of the lines, correlating them with indigenous/ personal experiences. • They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.
10.	<b>April/ No. of Periods: 07/ Deep Water (Flamingo)</b>	<ul style="list-style-type: none"> <li>• To enable the students to enhance their understanding skills and create an interest on the topic to be studied.</li> <li>• To make the students enrich their vocabulary and strengthen their understanding skills.</li> <li>• To prepare the learners for digital learning.</li> <li>• To enhance the learners' listening skill.</li> <li>• To enable them to strengthen their logical and critical thinking skills.</li> <li>• To develop their creative writing skill.</li> <li>• To prepare them for Crisis Management.</li> <li>• To inculcate the values of hard work</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Point Presentation.</li> <li>• The students would be grouped into six for the varied activities, discussions and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis</li> <li>• A Snippet</li> <li>• PPT on Water Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Deep Water</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Assessment</li> <li>• A Snippet (song delivering courage of Amelia Earhart)</li> <li>• Worksheets on Listening task, Crisis Management, Creative writing to unfold logical thinking skills.</li> <li>• (Individual Activity-worksheet including questions for all range of learners.)</li> <li>• Students would be divided into groups of six comprising all range of learners for presentation and discussion on Water Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their</li> </ul>

		and determination.				C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students	decision making skills.
11.	<i>April/ No. of Periods: 03/ Keeping Quiet (Flamingo)</i>	<ul style="list-style-type: none"> <li>To read and recognize the purpose of economy of words and the hidden feelings and nuances of the lines, correlating them with author's background and personal experiences- -to build up didactics, empathy and sympathy with the speaker</li> <li>To enable them to realize the need of the hour and establish peace.</li> <li>-To inculcate the values of introspection, retrospection, peace, sensitivity to the environment, universal brotherhood, empathy and self awareness.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute.</li> <li>The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem.</li> <li>The background of the author would be given. The poem would be read aloud and discussed.</li> <li>Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Correlated works of Neruda.</li> <li>PPT demonstrating the scenes of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Keeping Quiet</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Role Play on establishing Peace and Unity.</li> <li>Write a script on Peace and Unity and act on it.</li> <li>Group activity for all range of learners in a group of six comprising- C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</li> <li>They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)</li> </ul>
12.	<i>April-May/ No. of Periods: 06/Writing Skills: Article and Report Writing</i>	<ul style="list-style-type: none"> <li>To enhance familiarizing with specific background information of author / book excerpt / history</li> <li>To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with a pre-writing activity to create an interest towards writing.</li> <li>The teacher would define what an article is and discuss the purpose of article writing.</li> <li>The different styles, subjects, purpose of article writing would be discussed.</li> <li>The teacher would explain the technique</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper articles</li> <li>Magazine articles</li> <li>Written pieces on various subjects</li> <li>Displaying blogs of various writers.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Articles &amp; Reports</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>(C2-C1)</li> <li>Article and Report Writing on facts (based on research)</li> <li>(B2-B1)</li> <li>Article and Report Writing deriving ideas from interviews.</li> <li>(A2-A1)</li> <li>Article and Report Writing based on Bravery and Will Power</li> </ul>	<ul style="list-style-type: none"> <li>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced.</li> <li>They would be able to research on any subject and derive information from facts and</li> </ul>

			<p>of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing.</p> <ul style="list-style-type: none"> <li>• They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focused.</li> </ul>			<p>(hints would be given).</p> <ul style="list-style-type: none"> <li>• Write a Report on the sites visited by you during the school trips.</li> <li>• Write a Report on a recent disaster with complimentary newspaper clip.</li> <li>• Individual activity to note progress.</li> </ul>	<p>present him in the form of a written piece. Their creative writing would be analysed.</p> <ul style="list-style-type: none"> <li>• The interpreting and evaluative skills would be strengthened.</li> </ul>
13.	<p><b>May/ No. of Periods:5/ Journey to the end of the Earth(Vistas)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about the journeys they have undertaken so far as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Geological History of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Journey to the end of the Earth</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<p>Places described to be marked on the map and difficulties in treading those areas to be explored from the net.</p>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their decision making skills.</li> </ul>

14.	<b>May/ No. of Periods:</b> <b>05/ The Rattrap</b> <b>(Flamingo)</b>	<ul style="list-style-type: none"> <li>To guide the students to relate the characteristics of literature to larger cultural and human values.</li> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story.</li> <li>The title of the lesson would be opened to the class for interpretation.</li> <li>The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presenting the synopsis of the story</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on The Rattrap</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Debate on „The whole World is nothing but a great Rattrap“</li> <li>Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>The students would be able to effectively provide a synopsis of the story.</li> <li>They will be able to analyze the values and thought process of the story.</li> <li>They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</li> <li>Their vocabulary would be enriched.</li> </ul>
15.	<b>May/ No. of Periods:</b> <b>02/ Writing Skills:</b> <b>Letter to the Editor</b>	<ul style="list-style-type: none"> <li>To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The format, rules, technique would be discussed with examples. The usage of language would be taught and students would be assigned written tasks.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Selecting and discussing Newspaper reports/ editorial.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Notice &amp; Advertisement</li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper clip.</li> <li>For all range of learners to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to organise their thoughts and express freely. They would develop an interest towards writing thus enhancing their Writing Skills.</li> <li>Their thinking skills would be enhanced.</li> </ul>
16.	<b>May/ No. of Periods:</b> <b>6/ The Enemy</b> <b>(Vistas)</b>	<ul style="list-style-type: none"> <li>To make the students realize the essential worth of human</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with an interactive session on the services of a doctor. The title of</li> </ul>	<ul style="list-style-type: none"> <li>Documentary on the services of Doctors and Nurses during War times.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on: The Enemy</li> <li>Discussion of Scoring</li> </ul>	<ul style="list-style-type: none"> <li>Study on War Stories and present it through a Power</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to familiarize themselves</li> </ul>

		<p>life and universal brotherhood.</p> <ul style="list-style-type: none"> <li>To help them think beyond countries and continents and races and wars.</li> </ul>	<p>the lesson would be open for class interpretation.</p> <ul style="list-style-type: none"> <li>The background of the author would be given.</li> <li>The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</li> <li>Difficult words would be listed out and discussed.</li> </ul>		Points/Marking Scheme/Sample Questions	<p>Point Presentation.</p> <ul style="list-style-type: none"> <li>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>with specific background of political enmity.</p> <ul style="list-style-type: none"> <li>They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> </ul>
17.	<p><b>May-June/ No. of Periods: 06/Writing Skills:</b></p> <p><b>Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters.</b></p>	<ul style="list-style-type: none"> <li>To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>The lesson consists of three stages that are outlined below:</li> <li>An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Green Board.</li> <li>Find the deliberate mistakes for pair work: To vary the forms of interaction, this time</li> </ul>	<ul style="list-style-type: none"> <li>Sample Letters PPT</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on: Letter Writing</li> <li>Discussion of Scoring points/Marking Scheme/Sample Questions.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments on writing and replying to letters.</li> <li>Individual Activity to note progress.</li> <li>Warm –up Activity in group as mentioned in the methodology.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to express ideas fluently and chronologically , concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.</li> <li>They will be able to express request/complai nt/reminder/ca</li> </ul>

			<p>the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <ul style="list-style-type: none"> <li>• A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</li> <li>• The format, usage, purpose and style would be demonstrated with examples.</li> </ul>				<p>ncellation, fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary.</p>
18.	<p><b>June/ No. of Periods:</b> <b>03/A Thing of Beauty(Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• Poetic Appreciation</li> <li>• Rhyme Scheme</li> <li>• Poetic Devices</li> <li>• Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of John Keats.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio Visual rendition with explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: the poem</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<p>Group Activity: Explore your surroundings for various things of beauty which provide you joy in one form or another.</p>	<ul style="list-style-type: none"> <li>• The learner learns to appreciate different forms. Worldly attachment &amp; its consequences.</li> <li>• They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

19.	<p><b>July/ No. of Periods:</b> <b>07/Indigo (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• Short review/ dramatization of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary on Leadership and Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: the chapter</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on Gandhi Ji's role in the Indian Freedom Struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background of political enmity.</li> <li>• They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>• They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> </ul>
20.	<p><b>July/ No. of Periods:</b> <b>06/Should Wizard Hit Mommy (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To enable the students to respect the generation gap.</li> <li>• To strengthen family bonds enabling them to handle personal choices and happiness</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on Are nursery rhymes and fairy tales a reflection of reality?</li> <li>• The title of the lesson would be open for interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presenting the synopsis.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Should Wizard Hit Mommy</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on Should Parents always decide what is best for their children?</li> <li>• Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness.</li> <li>• They would be able to make</li> </ul>

			words would be listed out and discussed.			<ul style="list-style-type: none"> <li>students (A2-A1)- 2student</li> </ul>	<p>connections between similar situations in personal experiences.</p> <ul style="list-style-type: none"> <li>They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</li> </ul>
21.	<p><b>July/ No. of Periods:</b> <b>05/Writing Skills:</b> <b>Letter of Job Application</b></p>	<ul style="list-style-type: none"> <li>To enable the learners to express their ideas fluently, chronologically and concisely.</li> <li>To express request fluently and orderly with proper tone and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Samples from Internet</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Job Application Letter</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Select a job advert from the Times Classified (would be provided) and write an appropriate letter of application.</li> <li>Exchange letters with a partner and use the checklist to see how well your partner has completed the letter.</li> <li>Feed back your thoughts to your partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?)</li> <li>Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to understand the nature and purpose of a letter of application.</li> <li>They will be able to examine a variety of letters to determine best layout, content and style.</li> <li>They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.</li> </ul>

22.	<b>July/ No. of Periods: 06/Poets &amp; Pancakes (Flamingo)</b>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation &amp; Discussion</li> <li>• Critical evaluation of the plot, storyline and characters</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary on Gemini Studios</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Poets &amp; Pancakes</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Discussion on „Evolution of Movie Industry“</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>
23.	<b>August/ No. of Periods: 07/ On The Face Of It (Vistas)</b>	<ul style="list-style-type: none"> <li>• To enable the learners to view others by removing the glasses of prejudice, hatred, and dislike.</li> <li>• To adapt reality of life bravely</li> <li>• To build inner strength and look at the brighter sides of life.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</li> <li>• It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presenting the synopsis</li> <li>• Documentary on the success stories of physically challenged people</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on „On the Face of It“</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on “It’s got nothing to do with my face and what I look like”</li> <li>• Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to fight out their loneliness, depression and disappointment</li> <li>• They would accept the physically challenged people positively in their life and expand their social interaction.</li> <li>• They would be able to build up optimism and self confidence.</li> </ul>
24.	<b>August/ No. of Periods: 04/Writing Skills: Poster Making</b>	<ul style="list-style-type: none"> <li>• To express ideas aesthetically and relevantly with definition in purpose, expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs,</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on „On the Face of It“</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Poster Making for all range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend an effective Poster making as a tool of Visual Communication.</li> <li>• Focus on the message to be delivered.</li> <li>• Keep the</li> </ul>

			<p>Billboard pictures Full-page newspaper ads Learners will brainstorm the purpose of posters.</p> <ul style="list-style-type: none"> <li>• (Student- Teacher Interaction)</li> <li>• Some responses may include: To get people"s attention To get people to do something To give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.</li> </ul>				<p>sequence well ordered.</p> <ul style="list-style-type: none"> <li>• Use graphs and images effectively.</li> <li>• Plan and organize a poster presentation.</li> <li>• Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.</li> </ul>
25.	<p><i>August/ No. of Periods: 03/A Roadside Stand (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• Poetic Appreciation</li> <li>• Rhyme Scheme</li> <li>• Poetic Devices</li> <li>• Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of the poet.</li> </ul>	<ul style="list-style-type: none"> <li>• AV rendition of the poem</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the poem</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity to develop appreciation of poetic devices and rhyme in students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the poem.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>
26.	<p><i>August/ No. of Periods: 06/The Interview (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• Short review/ dramatization of the story</li> </ul>	<ul style="list-style-type: none"> <li>• AV Class on Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on The Interview</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group and pair activities like group discussion etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The students should be able to gauge the central idea of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

27.	<p><i>August / No. of Periods: 04/WRITING SKILLS: Advertisement (commercial/ classified)</i></p>	<ul style="list-style-type: none"> <li>To culminate in the production of an advertisement in one of several various forms of media, intended for a specific demographic.</li> <li>To enhance their creativity of ideas.</li> <li>To improve their critical media literacy.</li> <li>To construct own messages to convey the meanings they intend and to evoke the responses they desire.</li> </ul>	<ul style="list-style-type: none"> <li>A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</li> <li>The concept, format, style and purpose would be explained with examples.</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Newspaper search</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Advertisement</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Creating Commercial advertisement in pairs.</li> <li>Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character.</li> <li>They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising.</li> <li>Students will also explore the concepts of demographics and marketing for a specific audience.</li> </ul>
28.	<p><i>September/ No. of Periods: 06/Evans Tries An O' Level (Vistas)</i></p>	<ul style="list-style-type: none"> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> <li>To help learners distinguish different perspectives; analyzing them; drawing conclusion/s -to encourage the uncovering of motives; absorbing didactics.</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with an interaction on Would Education in the jails help in refining prisoners.</li> <li>The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT demonstrating the synopsis</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on „Evans Tries an O Level“</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss in your group analysing the story and justify the title „Evans Tries an O-Level“.</li> <li>Discuss and suggest another title for the story.</li> <li>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</li> <li>They will be able to identify and make connections between similar</li> </ul>

						(B2-B1)- 2 students (A2-A1)- 2 student	situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.
29.	<i>September / No. of Periods: 03/Aunt Jennifer's Tigers (Flamingo)</i>	<ul style="list-style-type: none"> <li>To enable the learners to appreciate poetry</li> <li>To infer the deeper meaning/message</li> <li>To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li> <li>To develop the ability of appreciation of ideas and criticizing the thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</li> <li>The learners would make an interpretation of the title as it indicates the subject and theme.</li> <li>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</li> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Audio-Visual demonstration of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Aunt Jennifer's Tigers</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Critical appreciation of the poem (Creative Writing Task)</li> <li>Individual Activity to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to facilitate making connections between similar situations in different storylines/life experiences.</li> <li>They will be able to empathize with Aunt Jennifer's problems and seek resolution.</li> <li>They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</li> <li>They would discern prevailing inequalities in various guises.</li> </ul>

30.	<p><b>September / No. of Periods: 08/Going Places (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To facilitate making connections between similar situations in different storylines/life experiences</li> <li>• To make them accept the reality of life and shed away stubbornness.</li> <li>• To be able to accept responsibility and devote their attention in their expected duties.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interaction on Fantasy and Reality. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Going Places</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on „Hero-worship is the most favourite pastime of most Indians.“</li> <li>• For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing.</li> <li>• They would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</li> </ul>
31	<p><b>September / No. of Periods:08/ Memories Of Childhood (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To enable the learners to develop comprehension.</li> <li>• To guide them to have a broader outlook.</li> <li>• To understand the problems related to casteism and racial discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Documentary on the great personalities who fought against Social injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Posters for Cultural equality.</li> <li>• Individual activity to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to sensitize themselves to the issues of estranged cultural ties.</li> <li>• They will be able to make connections between similar situations in different storylines/life experiences.</li> <li>• They will be able to initiate the role of an</li> </ul>

							<p>ambassador in the world ridden with racial and class differences.</p> <ul style="list-style-type: none"> <li>• They would be able to recognize the universal/global theme of inequality.</li> </ul>
32.	<p><b>October/ No. of Periods: 06/Writing Skills: Speech, Debate</b></p>	<ul style="list-style-type: none"> <li>• Brainstorm Ideas</li> <li>• Preparing the first draft</li> <li>• Mark the transition</li> <li>• Bring the speech/debate to a logical close</li> </ul>	<p>Session will focus on three vital parts of speech/debate:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Body</li> <li>• The Conclusion</li> </ul>	<p>Audio-Visual Class on great speeches</p> <p>Oxford Debates to be shown</p>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions.</li> </ul>	<p>Group and pair activities like Declamation and Debates etc.</p>	<ul style="list-style-type: none"> <li>• The learner should be able to express opinions, facts, arguments in the form a speech or debates.</li> </ul>
33.	<p><b>October and November: Recapitulation and Preparation For Final Assessment/ Pre Board Examinations</b></p>						

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: POLITICAL SCIENCE**  
**Class: XII**  
**Session 2023-24**

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb- March	L1(Bk2) - Challenges of nation building <b>Sub-topics</b> (a) Establishing Democracy (b) Accommodation of diversity (c) Development and well being of the entire society (d) Sardar Patel and integration of States (e) Political conflicts over language and linguistic organization of states.	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era e.g. 'Garam Hawa'.	Political Science needs a firm understanding of history. Since politics is about the interactions of the people, it's important to understand the society and the psychological state of the people at the time. Poster making and skit presentation.	Written tests, MCQs, debates and discussions. Dance-Drama and skit presentation.	Lectures, flip teaching, skit presentation, class debates, research and analysis. Visual expression through poster making.	Students will be able to understand the difficult times India faced at the time of independence. They will be able to understand that how the joy of independence was accompanied by the challenges of poverty, agricultural backwardness, illiteracy, communalism, casteism, technological backwardness etc.
March	L1(Bk1) – The Cold War Era <b>Sub-topics</b> (a) The emergence of two power blocs (b) The Cold War (c) Challenge to bipolarity (c ) New International Economic Order (d) India and the Cold War	Power points, videos, text book, maps, chalk and blackboard, charts and globe.	Background history of the second world war. Understanding of the economic concepts of capitalism and communism. The human psychology and the race for arms and ammunition.	Marking countries of the two power blocs on the world map. Debates and discussions on the cold war-whether it helped in preserving the world peace or created an atmosphere of terror and suspicion.	Using Entry and Exit cards, identifying the countries on the globe, quizzes in groups.	Students will be able to identify the two power blocs and differentiate between the communist and capitalist ideologies. They will be able to explain the factors that led to the emergence of the Cold War.
Mar- April	L2 (Bk 2) – Era of One-Party Dominance <b>Sub-topics</b> (a) Challenge of	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era.	Identifying important leaders of the time. Role play and making	Group collaboration and discussion. Questionnaires and Quizzes. Entry and exit cards. P.K. Testing.	Interviewing the people who have first hand experience of that	Students will be able to understand that why and how could one party dominate the Indian

	<p>building democracy</p> <p>(b) Congress dominance in the first three general elections</p> <p>(c) Nature of Congress dominance</p> <p>(d) Emergence of opposition parties</p>		<p>cartoons. Reading newspapers and comparing with the past.</p>		<p>era. Role plays and recreating history.</p>	<p>politics for so long and why it is important to have a strong opposition in democracy.</p>
April	<p>L2 (Bk1) – The End of Bipolarity</p> <p><b>Sub-topics</b></p> <p>(a) Disintegration of USSR</p> <p>(b) Consequences of disintegration</p> <p>(c) India and post-communist countries</p>	<p>Power points, videos, text book, maps, chalk and blackboard, maps and globe.</p>	<p>Making power points on bipolarity and disintegration of USSR. Finding out the economic factors that along with the political and social factors led to the disintegration of USSR.</p>	<p>Student self-assessment, peer assessment, practical work, project work, concept maps,examinations, aptitude tests, class participation. Entry and exit cards.</p>	<p>Effective communication, curiosity development, locating the countries on the map. Group discussions on unipolarity, bipolarity and multipolarity.</p>	<p>Students will be able to understand the factors that led to the disintegration of USSR and fall of communism in several countries of eastern Europe.</p>
April-May	<p>L3 (Bk 2) – Politics of Planned Development</p> <p>(a) Ideas of Development</p> <p>(b) Planning</p> <p>(c) Key Controversies</p> <p>(d) Major outcomes</p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p>Experiential learning, planning at individual level and co-relating it to planning at national level.</p>	<p>Worksheets, peer assessment, group or paired work</p>	<p>collaboration, critical thinking, debates and discussions.</p>	<p>Students will be able to understand the importance of planning for the country’s growth and development.</p>
May	<p>L3 (Bk1) – US Hegemony in World Politics</p> <p><b>Sub-topics</b></p> <p>(a) Beginning of the Post-Cold War Era</p> <p>(b) 9/11 and the ‘Global War on Terror’</p> <p>(c) Iraq and the US</p> <p>(d) Hegemony as hard power</p> <p>(e) Hegemony as structural power</p> <p>(c) Hegemony as soft power</p> <p>(d) Constraints on American Power</p>	<p>Power points, videos, text book, maps, chalk and blackboard.</p>	<p>Power points on the post-cold war era, videos on the US Hegemony, making cartoons on the US dominance.</p>	<p>Interview, Questionnaires, Quizzes, Role plays, Analysis of a given text/newspaper,</p>	<p>Using Entry and Exit cards, identifying the countries on the globe, quizzes in groups. Debates and group discussions.</p>	<p>Students will be able to understand the American dominance on world economy and the international politics. They will be able to apply the acquired knowledge to new situations.</p>

	(e) India's Relationship with the US					
July	L4 (Bk 2) – India's External Relations <b>Sub-topics</b> (a) The Policy of Non-Alignment (b) Sino-Indian War, 1962 (c) Wars with Pakistan (d) India's Nuclear Policy	Power points, videos, text book, maps, chalk and blackboard, watching movies based on the concerned topics e.g. 'Haqiqat', LOC, Uri-The Surgical Strike.	Skit in groups, poster making and visits to cantonment areas and the museums there.	Interview, Questionnaires, Quizzes, Role plays, Analysis of a given text/newspaper/movie.	Interviewing the Armed Forces personnel who have first hand experience of safeguarding our borders. Role plays and recreating history.	Students will be able to identify the location of our neighbours and their policies towards us. They should also become aware of India's policy towards them.
July	L4 (Bk1) – Alternative Centres of Power <b>Sub-topics</b> (a) European Union (b) Association of South East Asian Nations (c) The rise of the Chinese economy (d) India-China relations	Power points, videos, text book, maps, chalk and blackboard.	Dividing students into different groups representing the different power centres. Exchanging information through the oratory skills.	Peer assessment, Quizzes, Debates and Examination.	Entry and Exit cards. Worksheets and explanation.	Students will be able to understand the causes that led to the formation of the European Union and the ASEAN. They will also be able to understand the importance of such regional groupings.
July	L5 (Bk 2) – Challenges to and restoration of the Congress system <b>Sub-topics</b> (a) Challenge of political succession (b) Split in the Congress (c) Non- Congressism (d) Restoration of Congress	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era e.g. Tashkent Files.	Skit, role play, poster making and slogan writing.	Interview, Questionnaires, Quizzes, Analysis of a given text/newspaper/movie.	Interviewing the elderly people and getting first hand information about the Indian political scene in the 1960s and 70s. Discussions and debates.	Students will be able to understand the Indian political developments during the 1960s and 70s.
July-Aug	L5 (Bk 1) – Contemporary South Asia <b>Sub-topics</b> (a) Countries included in South Asia (b) India and its	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era	Power point on South Asia, making posters highlighting India's role in maintaining peace and cooperation in this	Student self-assessment, peer assessment, tests examinations and group discussions.	Explanation and discussion with the help of maps. Collection and exchange of information by the students.	Students will be able to identify the countries situated in South Asia. They will be able to apply their understanding of the region to the

	neighbours (c) Peace and cooperation		region.			contemporary situation.
Aug	L6 (Bk 2) – The Crisis of Democratic Order <b>Sub-topics</b> (a) Background to Emergency (b) Declaration of Emergency (c) Controversies regarding Emergency	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era. Cartoons by R K Laxman.	Study of the contemporary Indian History, interviewing the elderly people who have actually seen the phase of Emergency. Expression through cartoons and slogans.	Written Tests, MCQs, Debates and Discussions.	Lectures, skit presentation, class debates, research and analysis. Visual expression through poster making.	Students will be able to understand the factors that led to the imposition of Emergency and the political scene at the time.
Aug	L6 (Bk 1) – International Organisations <b>Sub-topics</b> (a) Evolution of the UN (b) Reform of the UN after the Cold War (c) Jurisdiction of the UN (d) India and the UN Reforms (e) The UN in a unipolar world	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era	Understanding history of the Second World War and the Cold War. Research on the role of the UN during and after the Cold War.	Student self-assessment, peer assessment, tests examinations and group discussions.	Lectures and videos. Debates on the utility of the UN	Students will be able to understand the factors that led to the emergence of the UN and its role in the contemporary world.
Aug	L7 (Bk 2) – Rise of Popular Movements <b>Sub-topics</b> (a) Nature of Popular Movements (b) Dalit Panthers (c) Bharatiya Kisan Union (d) Narmada Bachao Andolan (e) Lessons from popular movements	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era	Understanding the causes from the sociological and anthropological angle. Expression through dance-drama.	Student self-assessment, peer assessment, tests examinations and group discussions.	Explanation and discussion with the help of pictures and role play. Collection and exchange of information by the students.	Students will be able to analyse the various causes and nature of popular movements,

Sept	<p>L7 (Bk 1) – Security in the contemporary world</p> <p><b>Sub-topics</b></p> <p>(a) What is security? Traditional and Non-Traditional notions.</p> <p>(b) New sources of threats</p> <p>(c) India’s security strategy</p>	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era	Linking with the sociological and psychological aspects of mankind. Understanding security in the historical perspective.	Examinations, Questionnaires and Quizzes. Analysis of a given text/newspaper/movie	Use of Entry and Exit cards. Identifying the hot spots (Security Threats) on the world map. Debates and Discussions.	Students will be able to identify the sources of threat in the contemporary world. They will be able to suggest some strategies for maintaining security and preserving peace and harmony in the world.
Sept	<p>L8 (Bk 2) – Regional Aspirations</p> <p><b>Sub-topics</b></p> <p>(a) Region and the Nation</p> <p>(b) Areas of tension</p> <ul style="list-style-type: none"> <li>- Jammu &amp; Jashmir</li> <li>- Punjab</li> <li>- The North-East</li> </ul> <p>(c) Accommodation and National Integration</p>	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era	Linking with the geographical location and topography of the place. Expression of national integration through work of art and dance-drama.	Student self-assessment, peer assessment, tests, examinations and group discussions.	Explanation through lectures, maps and power point.	Students will be able to identify tensions arising out of regional aspirations and the steps that can be taken to promote national integration.
Oct	<p>L8 (Bk 1) – Environment and natural resources</p> <p><b>Sub-topics</b></p> <p>(a) Environmental concerns in global politics</p> <p>(b) The protection of global commons</p> <p>(c) India’s stand on</p>	Power points, videos, text book, maps, chalk and blackboard, watching movies based on that era	Linking the topic with Science, Geography and Sociology in order to have a holistic understanding of the topic.	Examinations, Questionnaires and Quizzes. Analysis of a given text/newspaper/movie	Explanation and discussion with the help of pictures and role play. Collection and exchange of information by the students.	Students will be able to understand the common global environmental concerns.

	environmental issues (d) The indigenous people and their rights					
Oct	L9 (Bk 2) – Recent Developments in Indian Politics <b>Sub-topics</b> (a) Era of Coalitions (b) Political rise of other backward classes (c) Communalism, Secularism, Democracy (d) Emergence of a new consensus	Power points, videos, text book, maps, chalk and blackboard, newspapers and magazines.	Linking it with Economics. Psychology and Art skills	Tests, Questionnaires and analysis of reports published in newspapers and magazines.	Lectures, debates, group discussions and role play.	Students will be able to understand the political rise of other backward classes, the issue of communalism and the era of coalition politics.
Oct	L9 (Bk 1) – Globalisation <b>Sub-topics</b> (a) The concept of globalization (b) Causes of globalization (c) Political, economic and cultural consequences (d) India and globalization (e) Resistance to globalisation	Power points, videos, text book, maps, chalk and blackboard. Newspapers and magazines.	Linking the topic with history, economics, art and culture	Student self-assessment, peer assessment, tests, examinations and group discussions.	Lectures, debates and discussions. Reading and analysis of reports related to the topic.	Students will be able to understand the concept of globalization and its political, economic and cultural consequences.
Nov	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION
Dec	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS

**PINEGROVE SCHOOL, SUBATHU**  
 Affiliation No. 630065; School Code: 43054  
**Annual Pedagogy Plan: Hindustani Music Vocal (Code-034)**  
**Class: XII**  
**Session 2023-24**

<b>Month/ No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
Feb Working Days- 6	Introduction with the syllabus	Board, Chalk, Syllabus on A4 Size Sheets, Harmonium			Discussed the Syllabus with the students, & Vocal training	Students will be able to know about the New Syllabus under their curriculum.
March Working Days-20	Definitions.  Sub-Topic:- Two Vilambit Khayal	Green Board, Chalk, Harmonium, Tanpura	Experiential Learning	Written And Oral Test	Vocal training and live demonstration with singing.	Students Will be able to know basic fundamentals in Vocal Music, can sing compositions
April Working Days-26	Classification of Raaga.  Sub-Topic:- Drut Khayal with Taan of Each Raag Prescribed in the Syllabus	Green Board, Chalk, Microsoft Teams Application, Harmonium	Experiential learning	Oral Test	Dictation given to the students from Text Book. Live Singing of Raaga with the students	Students will be able to classified Raaga; also they will get to know the history behind how Raaga has come to its present stage. They will be able to sing Fast gat of each Raaga
May Working Days-26	Sangeet Ratnakar.  Sangeet Parijat.  Sub-Topic:- Taal Elaborations and Playing Techniques	Smart White board, Microsoft Teams application, Tabla,Virtual Piano	Make a Project on the Authors of the particular Granth	Oral Test,MCQs	Briefly discussed the topic with the students. Live practice of Hands gestures to elaborate the Taal	Students will be able to recognize different beats Matra wise, also will learn some information about the the old Granth written by Music Scholars i.e. Pt. Sharang Dev & Pt. Ahobal

July Working Days-23	Life sketch and Contribution of Bade Ghulam Ali Khan, Krishan Rao Shankar Pandit, Faiyaz Khan, Abdul Karim Khan	Text Book, Microsoft Teams Application, Tanpura, Chalk, Green Board	Experiential Learning.	Written Test	Topic discussed with the students in the class.	Students will be able to get information of Hindustani Music Scholars who contribute many things in making of Classical Music
August Working Days-26	Historical Development of Time Theory of Raaga. Sub-Topic:- Tarana, Dhamar, Sadra or Dadra,	Text Book, Microsoft Teams Application, Live Vocals, Videos Chalk, Green Board	Project:- Prepare a Tarana of your own from anyone of the Raaga in your syllabus.	Oral Test	Topic discussed in the class. Live demonstration of Dhamar, Sadra and Dadra Gayan shally.	In this chapter students will be able to understand Cycle of time and its importance while singing any Raaga.
Sep Working Days-20	Raaga Practice, Folk Song	Harmonium Virtual Piano Tanpura Microsoft Teams	Art Integration Experiential Learning.	Oral Test	One folk song with the help of Tanpura sung in the class. Harmonium also used for the same.	Students will be able to work in their vocal quality such as dynamic, intonation, pitching, volume throw, etc.
Oct Working Days- 26	Knowledge & structure of Tanpura Sub-Topic:- Tuning of Tanpura	Text Book, Microsoft Teams Application, Tanpura, Chalk, Green Board	Art Integration Experiential Learning.	Oral Test MCQ's	Pics & Videos showed in the class to get the knowledge about Tanpura. Live tuning during Class.	Students will be able to learn that how to tune a Tanpura, its strings name, its sitting posture while playing, its history, parts distribution, and how to sing with it.
Nov	Revision					


**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065 School Code: 43054

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

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 12	<p><b>UNIT -1</b> <b>The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>A. TheRajasthani School of miniature painting <u>discussion on</u></b></p> <ul style="list-style-type: none"> <li>• Introduction, origin, and development</li> <li>• Characteristics</li> <li>• What is miniature Painting.</li> <li>• Rajasthani miniature painting.</li> <li>• Study of the following paintings</li> <li>• Maru Ragini A and B</li> <li>• Raja Aniruddha Singh Hera</li> <li>• Chaugan Players</li> <li>• Krishna on swing</li> <li>• Radha, Bani Thani</li> <li>• Bharat meets Rama at ChitraKuta</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Miniature painting Project given on Covid-19,</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral test</li> <li>• Homework</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a video on miniature painting. <a href="https://youtu.be/JzTbYkp_FRg">https://youtu.be/JzTbYkp_FRg</a> <a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></li> <li>• A detail discussion will be taking place on how miniature paintings were done in medieval India.</li> <li>• Video will be shown on the techniques of miniature paintings. <a href="http://youtu.be/RCFrjEayIY">http://youtu.be/RCFrjEayIY</a></li> <li>• The learners will make to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>• The learners Identify the styles of Rajasthan miniature painting.</li> <li>• The learners learn about the characteristics of Rajasthani miniature painting.</li> <li>• The learners would be able to understand the core values of an art piece.</li> <li>• The history would be reconstructed in students mind through paintings.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 12	<p><b>Practical's: Unit 1: Nature and Object study</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits, and flowers, etc., are to be used.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders, and spheres should be used.</li> </ul>	<ul style="list-style-type: none"> <li>Images of paintings</li> <li>Book</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown as an ice braking session. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery.</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression, and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learner's experiment with a range of media and techniques</li> </ul>
April 09	<p><b>UNIT -1</b> <b>The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>B. Pahari school of miniature paintings. discussion on</b></p> <ul style="list-style-type: none"> <li>Introduction, origin, and development</li> <li>Characteristics</li> <li>Study of the following paintings</li> <li>Krishna with Gopi's</li> </ul>	<ul style="list-style-type: none"> <li>Textbook.</li> <li>Images of various paintings</li> <li>Wikipedia</li> <li>Pinterest app</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history.</li> <li>Miniature painting Project given on Covid-19(hope vs. hopelessness)</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class will be introduced with a story of a great artist of Jasrota, Artist Nainsukh who was one of the most famous artist Pahari miniature school. <a href="https://www.pinterest.com">https://www.pinterest.com</a></li> <li>Few paintings will be shown and discussed about the subject matters and common features.</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>The learners Would be able to</li> </ul>

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

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
May 12	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>Composition on daily life</li> <li>Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>The learners will practice on daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> </ul>
June	<b>Revision, Exams and Assessment</b>	–	–	–	–	–
July 09	<b>UNIT – 3 The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)</b> <ul style="list-style-type: none"> <li><b>Indian National Flag</b></li> </ul>	<ul style="list-style-type: none"> <li>Images of different designs of the national flag.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining freedom movement and contributions of artists in freedom</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on how national flag was designed and how</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will come to know about many aspects of Indian art movement.</li> <li>The learners Will be able to</li> </ul>

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 12	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>Black board</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Class will be introduced with a video of great artist Rembrandt <a href="https://youtu.be/AWtX-gf1Xg">https://youtu.be/AWtX-gf1Xg</a></li> <li>Demonstration will be given on how to draw a portrait.</li> <li>Children were taken outside for nature study.</li> <li>Daily practice.</li> <li>Demonstration on how to make landscape paintings.</li> <li>Daily practice.</li> </ul> <p>You tube Video will be shown. <a href="https://youtu.be/Hf14dJUEQGK">https://youtu.be/Hf14dJUEQGK</a></p>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones, and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b> <b>A. PAINTING</b> Introduction, subject matters, characteristics and discussions on Major artists and contributions.</p> <ul style="list-style-type: none"> <li>• Study of the following paintings</li> <li>• Rama vanquishing the pride of the Ocean.</li> <li>• Magician</li> <li>• Mother and Child</li> <li>• Three Girls</li> <li>• Mother Teresa</li> <li>• Gossip</li> <li>• Untitled</li> <li>• Words and symbols</li> </ul> <p>The vulture.</p>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Wikipedia</li> <li>• You tube video</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>• Portfolio making on modern Indian art movement as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Assignments</li> <li>• Oral test</li> </ul>	<p>Visit to e- museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></p> <ul style="list-style-type: none"> <li>• A painter of our time <b>Hussain</b> <a href="https://youtu.be/L)GhddiOe/sl">https://youtu.be/L)GhddiOe/sl</a></li> <li>• The learners will be given a task to make a project on paintings modern art.</li> <li>• The learners will involve in a demonstration class on how to make abstract painting.</li> <li>• The learners Made to read the textbook thoroughly and discuss the doubts.</li> <li>• Group discussion will be conducted on what you consider as modern art and why?</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> <li>• The learners Will understand or reconstruct the history of premodern era in their mind.</li> <li>• The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people.</li> <li>• The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> </ul>
August 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b> <b>B. PRINTS</b> <u>Study of the following Prints</u></p> <ul style="list-style-type: none"> <li>• Introduction, print culture in India</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history by explaining how modern art movement started in India and contributions of artists in building</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Oral test</li> <li>• Quizzes</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on student's prior</li> </ul>	<ul style="list-style-type: none"> <li>• The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Whirlpool</li> <li>Of Walls</li> <li>Children</li> <li>Devi</li> <li>Man, woman, and Tree.</li> </ul>		<p>A new nation.</p> <ul style="list-style-type: none"> <li>Portfolio making on modern Indian print makers as form of Project.</li> </ul>		<p>knowledge.</p> <ul style="list-style-type: none"> <li>Video will be shown on print culture and modern world. <a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a></li> <li>The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>The learners told to make Portfolio on modern Indian print makers as form of Project.</li> </ul>	<p>People.</p> <ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world.</li> </ul>
September 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b></p> <p><b><u>C. SCULPTURES</u></b></p> <ul style="list-style-type: none"> <li><u>Introduction of the sculpture practiced in India.</u></li> <li><u>Study of the following Sculpture</u></li> <li>Triumph of labour</li> <li>Santhal Family</li> <li>Cries Unheard</li> <li>Ganesha</li> <li>Chaturmukhi</li> <li>Vanshri</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>Portfolio making on the favorite modern Indian sculptors as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The learners Introduced with an image of a sculpture of the great artist Ram Kinkar Bajj and his life.</li> <li>Images of great modern sculptures will be shown and how we see a modern art that perspective is discussed.</li> <li>The learners will visit the Chandigarh art college for a firsthand knowledge of how art is being practiced in modern India.</li> <li>The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>Visit to e- museum. <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the sculpture practice and will also understand the modern Indian sculpture practice and connection to the traditional temple architecture or sculpture practice in India and in the world.</li> <li>The learners Will understand or reconstruct the history modern India in their mind.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	<b>Revision, Exams, and assessment</b>	–	–	–	–	–
October 10	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>They will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones, and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>
October 15	<b>Practical's: Unit 3: Portfolio assessment</b> <ul style="list-style-type: none"> <li><b>Record of the entire year's</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	performance from Sketch to finished product.				portfolio. <ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	work or sample of Works which would be self-explanatory of their creative skills. <ul style="list-style-type: none"> <li>Making a portfolio will give them a hand on experience for their future.</li> </ul>
November 12	<b>Practical's: Unit 3:</b> <b>Portfolio assessment</b> <b>b) Five selected nature and object study exercises in any media done during the session, including minimum of two still life exercises.</b> <b>(c) Two selected works of paintings done by the candidate during the year</b> <ul style="list-style-type: none"> <li><b>Board practical examination</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</li> </ul>
December	Pre-Board Exams	-	-	-	-	-

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065; School Code: 43054

**Annual Pedagogy Plan: \_\_\_\_\_SOCIOLOGY\_\_\_\_\_Ms. Shifa Sikri\_\_\_\_\_**

**Class: \_\_\_\_\_XII HUM\_\_\_\_\_**

**Session 2023-24**

<b>Month/ No of working days</b>	<b>Topic/Sub-topic</b>	<b>Teaching Aids</b>	<b>Projects/Experientia l/Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments</b>	<b>Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)</b>	<b>Pedagogical Processes</b>	<b>Learning Outcomes</b>
	Book-Indian Society  Chapter 1- Introducing Indian society	Blackboard explanation Ncert book		Children will not be assessed based on this chapter	Lecture method Discussion Concept Formation	The students will able to get a preview of the book 'Indian society'.
February (6 days)- March  27 days	Chapter-2 The Demographic structure of the Indian society	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4.Blogs 5.Online Research paper pdf 6.Reference links:- <a href="http://populationcommission.nic.in/facts 1.htm">http://populationcommission.nic.in/facts 1.htm</a> <a href="http://censusindia.gov.in">http://censusindia.gov.in</a> 7. Reference book- a) Demography and Population Studies Paperback – by O S Shrivastava	<b>Inter disciplinary Linkages:</b> Population growth, state-wise birth rates, mortality rates, child-sex ratio, age-sex pyramid and its impact on economy and correlation with psychological factors.  <b>Art Integration cum Activity:-</b> Children will make bar graphs of the latest data and pictorial representation of the same through flowcharts and study the age structure of Indian society	The L.O. will be assessed with MCQ, oral and written test	Students attended webinar of Panel discussion on topic 'Harnessing the Demographic dividend Amidst the Covid-19 Pandemic in India conducted by Impact and Policy Research Centre Institute, New Delhi on 11 of July,2020. In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion	The students will be able to:- 1.Enumerate difference between physical and social map of Indian Society 2. Infer about Demography and its types 3. Infer about Malthusian Theory of Population Growth and Demographic Transition theory. 5. Define common concepts and indicators. 6. Delineate size and growth, age structure of Indian Population and the declining sex-ratio in India
March 27 Days	Chapter-3 Social Institutions-	1.Video : PPT (Teaching Text)	<b>Inter disciplinary Linkages:</b>	The L.O. will be assessed with MCQ, oral and written	In-text Questioning	The students will be able to:

	Continuity and Change	<p>2.Blackboard 3.NCERT book 4. Other Reference books:- a)Our Pasts-III Ncert Textbook in History for Class VIII, b)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao c)CASTES IN INDIA, by Dr. Bhimrao Ramji Ambedkar d)Tribal women in Development by Dr. Lip Mukhopadhyay e) Caste and Race in India by G.S.Ghurye 5. Videos delineating caste system traditional features and tribal communities culture and changes with advent of colonialism 6.Reference links: a) <a href="https://en.wikipedia.org/wiki/Caste_system_in_India">https://en.wikipedia.org/wiki/Caste_system_in_India</a> b) <a href="https://geographyandyou.com/vulnerable-primitive-tribal-groups-india/">https://geographyandyou.com/vulnerable-primitive-tribal-groups-india/</a> c) <a href="https://en.wikipedia.org/wiki/Adivasi">https://en.wikipedia.org/wiki/Adivasi</a></p>	<p>Discussion about the caste system, family, kinship and cultural traits prevalent in tribal communities with special reference to their historical background</p> <p><b>Experiential learning:-</b> Children will compare the changing features of family and caste system by questioning their grandparents, parents and other family members</p> <p><b>Activity-</b> All the children those who follows caste system will enquire about their caste traditional features and changes in the characteristics of their respective caste by interacting with elders or grandparents of the family.</p>	test	<p>Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion</p>	<ol style="list-style-type: none"> <li>Enumerate about the traditional features of caste system, tribal communities, family as a social institution</li> <li>Infer about the changes taking in the caste system, family and kinship and the reasons responsible for the same</li> <li>Define the various terminologies and concepts associated with the caste, family and kinship</li> <li>Delineate the plight of untouchables, disadvantaged and subordinates groups and steps taken by government to overcome this social problem of social inequality</li> </ol>
April 26 days	Chapter-4 The Market as a Social Institution	<ol style="list-style-type: none"> <li>Video : PPT (Teaching Text)</li> <li>Microsoft Whiteboard</li> <li>NCERT E-book</li> <li>Other Reference</li> </ol>	<b>Activity-</b> 4.2 and 4.3 of NCERT book.	The L.O. will be assessed with MCQ, oral and written test	<p>In-text Questioning Reflective Discussion Random</p>	<p>The students will be able to:- 1.Differentiate between economic and sociological perspective</p>

		<p>books:-</p> <p>a) Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao</p> <p>b) Unique quintessence of Sociology by J.K.Chopra</p> <p>5. Videos delineating historical background of Nattukotai Chettiars as business community, video of Pushkar camel fair, video of Marwaris business community of India</p> <p>6. Research paper referred:-</p> <p>a) An Adivasi Village Market in Bastar by Alfred Gell, 1982</p>	<p><b>Inter disciplinary Linkage:-</b></p> <p>Children were explained about the differences between stock market and other trading market from Business studies perspective</p>		<p>questioning</p> <p>Brainstorming</p> <p>Concept Formation</p> <p>Lecture</p> <p>Discussion</p>	<p>of Market</p> <p>2. Infer about the role of caste and kin networks in contributing to success of business</p> <p>3. Delineate about impact of globalization, liberalization and marketization</p> <p>4. Describe Commodification and capitalism as a social system</p> <p>5. Correlate consumption patterns with status</p>
April-May	Chapter 5- Patterns of Social Inequality and Exclusion	<p>1. Video : PPT (Teaching Text)</p> <p>2. Microsoft Whiteboard</p> <p>3. NCERT E-book</p> <p>4. Other Reference books:-</p> <p>a) Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao</p> <p>b) Unique quintessence of Sociology by J.K.Chopra</p> <p>c) CASTES IN INDIA, by Dr. Bhimrao Ramji Ambedkar</p> <p>5. PDF:-</p> <p>a) Indian forest act, 1827</p> <p>b) Anti-caste social movements</p>	<p><b>Experiential learning:-</b></p> <p>Children were shown documentaries depicting caste inequalities and exclusion in different parts of India in 21<sup>st</sup> century</p> <p><b>Activity-</b> 5.2 &amp; 5.5 from NCERT textbook</p>	The L.O. will be assessed with MCQ, oral and written test	<p>In-text</p> <p>Questioning</p> <p>Reflective</p> <p>Discussion</p> <p>Random questioning</p> <p>Brainstorming</p> <p>Concept Formation</p> <p>Lecture</p> <p>Discussion</p>	<p>The students will be able to:-</p> <ol style="list-style-type: none"> <li>1. Differentiate between social inequality and inequality</li> <li>2. Infer about social stratification, social inequality and exclusion</li> <li>3. Delineate the plight of untouchables, disadvantaged and subordinates groups like women, Adivasi, disabled and steps initiated by state and non-</li> </ol>

		6. Research paper- Social status and role of women among the tribe of Meghalaya by Jecinthal David Koilpillai1 & Abhishek Tripathi				state to overcome this social problem of social inequality and exclusion.
May 26 days	Chapter 6- The Challenges of Cultural diversity	1.Video : PPT (Teaching Text) 2.Microsoft Whiteboard 3.NCERT E-book 4. Other Reference book: - a)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao	<b>Inter disciplinary Linkage:-</b> Concept of Regionalism, nation, nation-state, State and civil society was explained with reference to history of India and role of political institution  <b>Activity-6.4 &amp; 6.5</b> from NCERT textbook	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture Discussion	The students will be able to:- 1. Infer about the importance of community identity 2. Describe the assimilationist and integrationist policies 3. Comprehend regionalism in Indian context and religion related issues, minority rights. 4. Delineate concepts of Communalism, Secularism and the Nation-state, State and civil society
	Chapter 7- Suggestions for Project work	1.Video : PPT (Teaching Text) 2.Microsoft Whiteboard 3.NCERT E-book 4. Other Reference book: - a)Methodology and Techniques of Social research by Jaspal Singh 5. Research papers	<b>Project-</b> Children will conduct a research on decided topic	The L.O. will be assessed with Project work	Research papers were shown and discussed In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Understand the steps involved in research process 2. Enumerate different methods and tools used for data collection

July 24 days	Book-Social change and development in India  Chapter1- Structural change	1.Microsoft Whiteboard 2. .NCERT E-book 3. Other Reference books:- a)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao b) Unique quintessence of Sociology by J.K.Chopra c)Sociology by Anthony Giddens	<b>Activity:-</b> 1.2 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1.Delineate the impact of Industrialization and Urbanization on India during colonial period 2. Infer about Industrialization and urbanization in Independent India
July 24 days	Chapter-2 Cultural change	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4.Blogs 5.Online Research paper pdf 6. Other Reference books:- a)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao b) Unique quintessence of Sociology by J.K. Chopra	<b>Activity</b> 2.2 Ncert 2.8 Ncert  <b>Skill Assessment</b> Children will prepare a presentation using various resources	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Delineate the social reform movements during 19 <sup>th</sup> and 20 <sup>th</sup> century 2. Infer about various forms of social changes i.e. Sanskritization, Westernization, Modernization and Secularization
August 26 days	Chapter-4 Change and development in Rural society	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4.Blogs 5.Online Research paper pdf Other Reference books:- a)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao b) Unique quintessence	<b>Art Integration</b>  Flowchart of Impact of land reforms and other changes took place in Rural India  <b>Activity</b> 4.3 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Describe agrarian structure in rural India 2. Infer about Impact of land reforms in colonial period and Independent Rural India 3. Describe about

		of Sociology by J.K. Chopra				Green revolution and its social consequences 4. To link Globalisation, liberalization and its impact on rural society
August 26 days	Chapter-5 Change and development in Industrial society	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4.Videos on impact of Industrialization	<b>Activity</b> 5.2 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Describe the Industrialization in Indian society 2. Infer about working conditions and other issues 3. Delineate impact of liberalization on employment patterns in India
Sept 26 days	Chapter-3 The story of Indian Democracy	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4. Other Reference books:- a) Our Pasts-III Ncert Textbook in History for Class VIII, b)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao	<b>Skill assessment</b> Children will be told to collect newspaper cuttings and issues related to democratization and Inequality	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Tell the history of Constituent assembly debates 2. Describe and critically analyze the challenges of rural social transformation
Sept 26 days	Chapter- 7 Mass media and Communications	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book	<b>Activity</b> 7.1 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation	The students will be able to:- 1. Trace out the changes occurring in newspaper industry and other forms of mass

					Lecture	communication
October 26 days	Chapter-6 Globalisation and social change	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4.Blogs 5.Impact of globalization related videos	<b>Activity</b> 6.2 Ncert 6.3 Ncert 6.7 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Delineate different aspects of Globalization 2. Infer about Global communication 3. Describe impact of Globalization on labour, employment, political changes, culture.
October 26 days	Chapter-8 Social movements	1.Video : PPT (Teaching Text) 2.Blackboard 3.NCERT book 4.Blogs 5.Other Reference books: - a) Our Pasts-III Ncert Textbook in History for Class VIII, b)Principles of Sociology with an Introduction to social thought by C.N. Shankar Rao 6. Videos based on various types of social movements	<b>Activity</b> 8.6 Ncert 8.7 Ncert 8.9 Ncert	The L.O. will be assessed with MCQ, oral and written test	In-text Questioning Reflective Discussion Random questioning Brainstorming Concept Formation Lecture	The students will be able to:- 1. Infer about various types of social movement related to ecology, peasant, workers, dalits, tribals.

**PINEGROVE SCHOOL**

Kuthar Road, Subathu

Affiliation No. 630065; School Code: 43054

Annual Pedagogy Plan

**Session 2023-24****Subject: English Core****Subject Code: 301**

S. No.	Month/ No Of Periods/Unit/ Sub-Unit	Teaching Learning Activities			Evaluation oral/written work/Test/ Assignment	Co-Curricular Activities	Learning Outcome
		Learning Objectives	Methods/Audio Visual Inputs/Innovative Methods	Concepts maps / Diagrams / Flowchart/Inter disciplinary linkage/Art Integration/Practical's			
1.	<i>February/ No. of Periods: 06/ The Last Lesson (Flamingo)</i>	<ul style="list-style-type: none"> <li>To make the students identify the genre to which the story belongs.</li> <li>To understand the techniques used by the author-to enhance vocabulary</li> <li>To enable them to comprehend the cultural background of the story.</li> <li>To enable them to realize the importance of a teacher in the life of a student.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interaction on homework –and the way you treat it. (Student-Teacher Interaction)</li> <li>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. D</li> <li>Difficult words and terms would be discussed.</li> <li>The prose will be explained. All possible questions and answers would be discussed and</li> </ul>	<ul style="list-style-type: none"> <li>PPT Handout Source: <a href="http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG">http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG</a></li> <li>Alsace &amp; Lorraine During World War I</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion on „Political enslavement is a curse on any Nation as it deprives it of its identity. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<ul style="list-style-type: none"> <li>They would develop their optimistic attitude towards life amidst many struggles.</li> <li>They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France.</li> <li>They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</li> </ul>

			assigned.				
2.	<b>March/ No. of Periods: 03/ My Mother at sixty-six (Flamingo)</b>	<ul style="list-style-type: none"> <li>To encourage the students to appreciate poetry and read aloud with proper intonation</li> <li>To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li> <li>To read and recognize the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences</li> <li>To build up didactics, empathy and sympathy with the loss of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student-teacher interaction)</li> <li>They would compare the poem with the poem A Photograph. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</li> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms.</li> <li>The figures of speech and rhyme scheme would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Audio-Visual (visual representation of the poem)</li> <li>Notes</li> </ul>	<p>Assignment on the poem</p> <ul style="list-style-type: none"> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>A comparative study of the poems „A Photograph“ and „My Mother At Sixty-six“.</li> <li>The learners would discuss in their groups and draw a comparative analysis and present the synopsis of the discussion in the class.</li> <li>Group Activity For all range of learners comprising three students in one team C2-C1-1 student B2-B1-1 student A2-A1-1 student</li> </ul>	<ul style="list-style-type: none"> <li>The students would be able to grasp the theme and meaning of the poem.</li> <li>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> </ul>
3.	<b>March/ No. of Periods: 06/ Topic:</b>	<ul style="list-style-type: none"> <li>To make the students identify the genre to</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an</li> </ul>	<ul style="list-style-type: none"> <li>PPT Source:</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation on</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to</li> </ul>

	<p><b>The Third Level (Vistas)</b></p>	<p>which the story belongs.</p> <ul style="list-style-type: none"> <li>To understand the techniques used by the author-to enhance vocabulary</li> <li>To enable them to comprehend the Sci-Fi themes and Time travel.</li> </ul>	<p>interaction on homework –and the way you treat it. (Student-Teacher Interaction)</p> <ul style="list-style-type: none"> <li>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given.</li> <li>The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</li> <li>Difficult words and terms would be discussed.</li> <li>The prose will be explained. All possible questions and answers would be discussed and assigned.</li> </ul>	<p><a href="https://en.wikipedia.org/wiki/Time_travel_in_fiction">https://en.wikipedia.org/wiki/Time_travel_in_fiction</a></p>	<ul style="list-style-type: none"> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<p>„If I could go back in time and change one incident“. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students</p>	<p>comprehend the Sci-Fi themes and Time travel.</p> <ul style="list-style-type: none"> <li>The students would be able to grasp the theme and meaning of the chapter.</li> <li>Their vocabulary would be strengthened.</li> <li>Their analyzing skills would be enhanced.</li> </ul>
4.	<p><b>March/ No. of Periods: 03/ Writing Skills: Notice Writing</b></p>	<ul style="list-style-type: none"> <li>To enable the students to apply the correct format while writing a notice.</li> <li>To make the students comprehend why a notice is written and the style and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up session:</li> <li>Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction)</li> <li>The Learners would be asked to speak about a notice they received and they remember still.</li> <li>The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range</li> </ul>	<ul style="list-style-type: none"> <li>PPT (format and the objectives of notice different types and different fields through Visual Representation)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Notice</li> <li>Discussion on Value Points/ Marking Scheme/ Sample Question</li> <li>A Class Test at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity: Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given. C2-C1-2 students B2-B1-2students A2-A1-2students</li> <li>Notice writing exercises: Different topics on different fields of notice for all range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted.</li> <li>They will be able to frame notice about any event.</li> <li>They will be able to identify important information in any given notice.</li> <li>Students will</li> </ul>

			<p>of themes and objectives covered by notice would be discussed with examples</p> <ul style="list-style-type: none"> <li>• Special note on-5 Ws What, Where, When, Who, Whom.</li> </ul>				<p>be able to use appropriate style and format to write a NOTICE effectively.</p>
5	<p><b>March/ No. of Periods: 03/ Writing Skills :Invitation Writing/ Replies</b></p>	<ul style="list-style-type: none"> <li>• To enable the learners to express their ideas cohesively without any difficulty.</li> <li>• To enable them to comprehend different written texts for personal/public information, their formats and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the format in sequence or discourse/spoken with reference to the educational, personal domains.</li> <li>• The teacher would discuss with examples all kinds of invitations and the method of framing replies.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Invitation</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Framing and preparing invitation cards for different purposes.</li> <li>• Group Activity for all range of learners in a group of three comprising- C2-C1-1 student B2-B1-1 student A2-A1- 1 student Framing replies in pairs of- C2-C1- 1 student B2-B1-1 student and A2-A1-1 student</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to express their ideas cohesively, completely, fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event.</li> </ul>
6	<p><b>March/ No. of Periods: 03/ Writing Skills: Note Making &amp; Summarizing</b></p>	<ul style="list-style-type: none"> <li>• To summarize information from different written text, reconstructing arguments and accounts in a coherent presentation.</li> <li>• To express spontaneously, concisely and precisely, differentiating finer shades of significance even in the most complex situations</li> <li>• To express ideas with extra information and</li> </ul>	<ul style="list-style-type: none"> <li>• In the beginning of the session, a text would be provided to the students to read and involve in note making to test previous knowledge.</li> <li>• The facilitator would train the students to read a text minutely, or listen carefully to select, analyze and summarize the main points.</li> <li>• Ways of making notes would be discussed:</li> <li>• Annotation, outline</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the technique and art of note making.</li> <li>• Notemaking explained through notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Notemaking</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group comprehension comprising all range of learners(3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1student</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text.</li> <li>• They would be able to use the note taking suggestions to develop good notes based on classroom</li> </ul>

		complexity, fluently and without difficulty in sentence construction.	notes, column notes, mind maps and summary notes.				discussions
7.	<b>March/ No. of Periods: 06/ Lost Spring (Flamingo)</b>	<ul style="list-style-type: none"> <li>To sensitize the students to the problem of child labour.</li> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> <li>To enhance the integrated skills of the learners.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an audio – video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</li> <li>The background of the author would be given. The theme and story line would be explained.</li> <li>The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/global and personal domains.</li> </ul>	<ul style="list-style-type: none"> <li>Audio-visual documentary on Child labour.</li> <li>PPT</li> <li>Notes</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Lost Spring</li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>E-Project on Child Labour : Shape Our Future Bright</li> <li>Group activity for all range of learners in a group of six comprising- C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students</li> <li>After viewing the e-project given above Shape Our Future Bright and the documentary on child labour, write a report on the Problem of Child Labour in India for your school magazine.</li> <li>Being the head boy/girl of your school, write a notice informing students about the „Anti-Child-Labour“ day going to be observed in your school.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to sensitize the learners to the problem of child labour.</li> <li>They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution.</li> <li>They would enhance their analytical skills.</li> <li>They would be able to uncover the motives of the poor parents/police men/ Industrialists/m iddlemen.</li> <li>They would be able to absorb didactics and inspiration.</li> <li>They would strengthen their integrated skills.</li> </ul>
8.	<b>April/ No. of Periods: 06/Tiger King (Vistas)</b>	<ul style="list-style-type: none"> <li>To enhance familiarizing with specific background information of author</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with a short video on save tiger. The learners would interpret the title</li> </ul>	<ul style="list-style-type: none"> <li>Video on Save Tiger</li> <li>PPT</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on The Tiger King</li> <li>Discussion of Scoring Points/</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on Treatment to Wild Life through Power</li> </ul>	<ul style="list-style-type: none"> <li>The Learners will be able to uncover motives, absorb</li> </ul>

		<p>/ book excerpt / history</p> <ul style="list-style-type: none"> <li>To raise an awareness to conserve Wild Life.</li> <li>To enable them to understand the importance to sustaining ecological balance.</li> </ul>	<p>of the story and relate it to the video shown.</p> <ul style="list-style-type: none"> <li>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</li> <li>A comparative study between Mrs Packletide's Tiger and the lesson.</li> <li>Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>		<p>Marking Scheme/Sample Questions</p>	<p>Point Presentation.</p> <ul style="list-style-type: none"> <li>For all range of learners in a group of six comprising- C2-C1- 2 students B2-B1-2 students A2-A1-2 students</li> </ul>	<p>didactics.</p> <ul style="list-style-type: none"> <li>They would be able to familiarize with specific Royal Indian background information of the author/ history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</li> <li>They would understand the importance of becoming sincere and trustworthy in thought and action.</li> <li>They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship.</li> </ul>
9.	<p><i>April/ No. of Periods: 04/ An Elementary School Classroom in a Slum (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>To guide the students to relate the characteristics of literature to larger cultural and human values.</li> <li>To sensitize the students to the problem of child labour.</li> <li>To guide the students to become a social human and erase the prevalent inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas.</li> <li>The title of the prose would be open for class interpretation.</li> <li>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the</li> </ul>	<ul style="list-style-type: none"> <li>PPT providing the synopsis.</li> <li>Documentary on slum children.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on An Elementary School Classroom in Slum</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT.</li> <li>Group activity for all range of learners in a group of three comprising:</li> </ul>	<ul style="list-style-type: none"> <li>The learners would familiarize themselves with specific background information of social inequalities.</li> <li>They would recognize the purpose of theme and the hidden pathos</li> </ul>

		of the society	ethical/global, public and personal domains of social and personal life.			(C2-C1)- 1 student (B2-B1)- 1 student (A2-A1)- 1 student	and nuances of the lines, correlating them with indigenous/ personal experiences. • They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.
10.	<i>April/ No. of Periods: 07/ Deep Water (Flamingo)</i>	<ul style="list-style-type: none"> <li>• To enable the students to enhance their understanding skills and create an interest on the topic to be studied.</li> <li>• To make the students enrich their vocabulary and strengthen their understanding skills.</li> <li>• To prepare the learners for digital learning.</li> <li>• To enhance the learners' listening skill.</li> <li>• To enable them to strengthen their logical and critical thinking skills.</li> <li>• To develop their creative writing skill.</li> <li>• To prepare them for Crisis Management.</li> <li>• To inculcate the values of hard work</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Point Presentation.</li> <li>• The students would be grouped into six for the varied activities, discussions and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis</li> <li>• A Snippet</li> <li>• PPT on Water Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Deep Water</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Assessment</li> <li>• A Snippet (song delivering courage of Amelia Earhart)</li> <li>• Worksheets on Listening task, Crisis Management, Creative writing to unfold logical thinking skills.</li> <li>• (Individual Activity-worksheet including questions for all range of learners.)</li> <li>• Students would be divided into groups of six comprising all range of learners for presentation and discussion on Water Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their</li> </ul>

		and determination.				C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students	decision making skills.
11.	<i>April/ No. of Periods: 03/ Keeping Quiet (Flamingo)</i>	<ul style="list-style-type: none"> <li>To read and recognize the purpose of economy of words and the hidden feelings and nuances of the lines, correlating them with author's background and personal experiences- -to build up didactics, empathy and sympathy with the speaker</li> <li>To enable them to realize the need of the hour and establish peace.</li> <li>-To inculcate the values of introspection, retrospection, peace, sensitivity to the environment, universal brotherhood, empathy and self awareness.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute.</li> <li>The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem.</li> <li>The background of the author would be given. The poem would be read aloud and discussed.</li> <li>Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Correlated works of Neruda.</li> <li>PPT demonstrating the scenes of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Keeping Quiet</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Role Play on establishing Peace and Unity.</li> <li>Write a script on Peace and Unity and act on it.</li> <li>Group activity for all range of learners in a group of six comprising- C2- C1 : 2 students B2-B1: 2 students A2-A1: 2 Students</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</li> <li>They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)</li> </ul>
12.	<i>April-May/ No. of Periods: 06/Writing Skills: Article and Report Writing</i>	<ul style="list-style-type: none"> <li>To enhance familiarizing with specific background information of author / book excerpt / history</li> <li>To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with a pre-writing activity to create an interest towards writing.</li> <li>The teacher would define what an article is and discuss the purpose of article writing.</li> <li>The different styles, subjects, purpose of article writing would be discussed.</li> <li>The teacher would explain the technique</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper articles</li> <li>Magazine articles</li> <li>Written pieces on various subjects</li> <li>Displaying blogs of various writers.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Articles &amp; Reports</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>(C2-C1)</li> <li>Article and Report Writing on facts (based on research)</li> <li>(B2-B1)</li> <li>Article and Report Writing deriving ideas from interviews.</li> <li>(A2-A1)</li> <li>Article and Report Writing based on Bravery and Will Power</li> </ul>	<ul style="list-style-type: none"> <li>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced.</li> <li>They would be able to research on any subject and derive information from facts and</li> </ul>

			<p>of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing.</p> <ul style="list-style-type: none"> <li>• They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focused.</li> </ul>			<p>(hints would be given).</p> <ul style="list-style-type: none"> <li>• Write a Report on the sites visited by you during the school trips.</li> <li>• Write a Report on a recent disaster with complimentary newspaper clip.</li> <li>• Individual activity to note progress.</li> </ul>	<p>present him in the form of a written piece. Their creative writing would be analysed.</p> <ul style="list-style-type: none"> <li>• The interpreting and evaluative skills would be strengthened.</li> </ul>
13.	<p><b>May/ No. of Periods:5/ Journey to the end of the Earth(Vistas)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interactive session wherein the teacher would ask the students to discuss about the journeys they have undertaken so far as related to the theme of the lesson.</li> <li>• The prose would be read aloud. Difficult words would be discussed.</li> <li>• The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Geological History of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Journey to the end of the Earth</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<p>Places described to be marked on the map and difficulties in treading those areas to be explored from the net.</p>	<ul style="list-style-type: none"> <li>• The learners would unfold their logical thinking skills.</li> <li>• Their vocabulary will be enriched.</li> <li>• They would be able to organize their thoughts, research work, compile and present in an economic writing style.</li> <li>• The creative Writing Skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.</li> <li>• They would strengthen their decision making skills.</li> </ul>

14.	<b>May/ No. of Periods:</b> <b>05/ The Rattrap</b> <b>(Flamingo)</b>	<ul style="list-style-type: none"> <li>To guide the students to relate the characteristics of literature to larger cultural and human values.</li> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story.</li> <li>The title of the lesson would be opened to the class for interpretation.</li> <li>The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT presenting the synopsis of the story</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on The Rattrap</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Debate on „The whole World is nothing but a great Rattrap“</li> <li>Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>The students would be able to effectively provide a synopsis of the story.</li> <li>They will be able to analyze the values and thought process of the story.</li> <li>They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</li> <li>Their vocabulary would be enriched.</li> </ul>
15.	<b>May/ No. of Periods:</b> <b>02/ Writing Skills:</b> <b>Letter to the Editor</b>	<ul style="list-style-type: none"> <li>To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The format, rules, technique would be discussed with examples. The usage of language would be taught and students would be assigned written tasks.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Selecting and discussing Newspaper reports/ editorial.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Notice &amp; Advertisement</li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper clip.</li> <li>For all range of learners to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>The learners would be able to organise their thoughts and express freely. They would develop an interest towards writing thus enhancing their Writing Skills.</li> <li>Their thinking skills would be enhanced.</li> </ul>
16.	<b>May/ No. of Periods:</b> <b>6/ The Enemy</b> <b>(Vistas)</b>	<ul style="list-style-type: none"> <li>To make the students realize the essential worth of human</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with an interactive session on the services of a doctor. The title of</li> </ul>	<ul style="list-style-type: none"> <li>Documentary on the services of Doctors and Nurses during War times.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on: The Enemy</li> <li>Discussion of Scoring</li> </ul>	<ul style="list-style-type: none"> <li>Study on War Stories and present it through a Power</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to familiarize themselves</li> </ul>

		<p>life and universal brotherhood.</p> <ul style="list-style-type: none"> <li>To help them think beyond countries and continents and races and wars.</li> </ul>	<p>the lesson would be open for class interpretation.</p> <ul style="list-style-type: none"> <li>The background of the author would be given.</li> <li>The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</li> <li>Difficult words would be listed out and discussed.</li> </ul>		Points/Marking Scheme/Sample Questions	<p>Point Presentation.</p> <ul style="list-style-type: none"> <li>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<p>with specific background of political enmity.</p> <ul style="list-style-type: none"> <li>They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> </ul>
17.	<p><b>May-June/ No. of Periods: 06/Writing Skills:</b></p> <p><b>Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters.</b></p>	<ul style="list-style-type: none"> <li>To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>The lesson consists of three stages that are outlined below:</li> <li>An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Green Board.</li> <li>Find the deliberate mistakes for pair work: To vary the forms of interaction, this time</li> </ul>	<ul style="list-style-type: none"> <li>Sample Letters PPT</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on: Letter Writing</li> <li>Discussion of Scoring points/Marking Scheme/Sample Questions.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments on writing and replying to letters.</li> <li>Individual Activity to note progress.</li> <li>Warm –up Activity in group as mentioned in the methodology.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to express ideas fluently and chronologically , concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.</li> <li>They will be able to express request/complai nt/reminder/ca</li> </ul>

			<p>the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <ul style="list-style-type: none"> <li>• A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</li> <li>• The format, usage, purpose and style would be demonstrated with examples.</li> </ul>				<p>ncellation, fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary.</p>
18.	<p><b>June/ No. of Periods:</b> <b>03/A Thing of Beauty(Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• Poetic Appreciation</li> <li>• Rhyme Scheme</li> <li>• Poetic Devices</li> <li>• Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of John Keats.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio Visual rendition with explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: the poem</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<p>Group Activity: Explore your surroundings for various things of beauty which provide you joy in one form or another.</p>	<ul style="list-style-type: none"> <li>• The learner learns to appreciate different forms. Worldly attachment &amp; its consequences.</li> <li>• They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

19.	<p><b>July/ No. of Periods:</b> <b>07/Indigo (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• Short review/ dramatization of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary on Leadership and Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: the chapter</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on Gandhi Ji's role in the Indian Freedom Struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background of political enmity.</li> <li>• They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>• They will be able to understand the significance of professional ethics and social obligation in sensitive times.</li> </ul>
20.	<p><b>July/ No. of Periods:</b> <b>06/Should Wizard Hit Mommy (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To enable the students to respect the generation gap.</li> <li>• To strengthen family bonds enabling them to handle personal choices and happiness</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on Are nursery rhymes and fairy tales a reflection of reality?</li> <li>• The title of the lesson would be open for interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presenting the synopsis.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Should Wizard Hit Mommy</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on Should Parents always decide what is best for their children?</li> <li>• Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness.</li> <li>• They would be able to make</li> </ul>

			words would be listed out and discussed.			<ul style="list-style-type: none"> <li>students (A2-A1)- 2student</li> </ul>	<p>connections between similar situations in personal experiences.</p> <ul style="list-style-type: none"> <li>They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</li> </ul>
21.	<p><b>July/ No. of Periods:</b> <b>05/Writing Skills:</b> <b>Letter of Job Application</b></p>	<ul style="list-style-type: none"> <li>To enable the learners to express their ideas fluently, chronologically and concisely.</li> <li>To express request fluently and orderly with proper tone and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Samples from Internet</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Job Application Letter</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Select a job advert from the Times Classified (would be provided) and write an appropriate letter of application.</li> <li>Exchange letters with a partner and use the checklist to see how well your partner has completed the letter.</li> <li>Feed back your thoughts to your partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?)</li> <li>Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to understand the nature and purpose of a letter of application.</li> <li>They will be able to examine a variety of letters to determine best layout, content and style.</li> <li>They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.</li> </ul>

22.	<b>July/ No. of Periods: 06/Poets &amp; Pancakes (Flamingo)</b>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea</li> <li>• Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation &amp; Discussion</li> <li>• Critical evaluation of the plot, storyline and characters</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary on Gemini Studios</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Poets &amp; Pancakes</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Discussion on „Evolution of Movie Industry“</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>
23.	<b>August/ No. of Periods: 07/ On The Face Of It (Vistas)</b>	<ul style="list-style-type: none"> <li>• To enable the learners to view others by removing the glasses of prejudice, hatred, and dislike.</li> <li>• To adapt reality of life bravely</li> <li>• To build inner strength and look at the brighter sides of life.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</li> <li>• It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presenting the synopsis</li> <li>• Documentary on the success stories of physically challenged people</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on „On the Face of It“</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on “It’s got nothing to do with my face and what I look like”</li> <li>• Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to fight out their loneliness, depression and disappointment</li> <li>• They would accept the physically challenged people positively in their life and expand their social interaction.</li> <li>• They would be able to build up optimism and self confidence.</li> </ul>
24.	<b>August/ No. of Periods: 04/Writing Skills: Poster Making</b>	<ul style="list-style-type: none"> <li>• To express ideas aesthetically and relevantly with definition in purpose, expressions, grammar usage, format usage, relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs,</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on „On the Face of It“</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Poster Making for all range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend an effective Poster making as a tool of Visual Communication.</li> <li>• Focus on the message to be delivered.</li> <li>• Keep the</li> </ul>

			<p>Billboard pictures Full-page newspaper ads Learners will brainstorm the purpose of posters.</p> <ul style="list-style-type: none"> <li>• (Student- Teacher Interaction)</li> <li>• Some responses may include: To get people"s attention To get people to do something To give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.</li> </ul>				<p>sequence well ordered.</p> <ul style="list-style-type: none"> <li>• Use graphs and images effectively.</li> <li>• Plan and organize a poster presentation.</li> <li>• Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.</li> </ul>
25.	<p><i>August/ No. of Periods: 03/A Roadside Stand (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• Poetic Appreciation</li> <li>• Rhyme Scheme</li> <li>• Poetic Devices</li> <li>• Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of the poet.</li> </ul>	<ul style="list-style-type: none"> <li>• AV rendition of the poem</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on the poem</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity to develop appreciation of poetic devices and rhyme in students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students would be able to grasp the theme and meaning of the poem.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>
26.	<p><i>August/ No. of Periods: 06/The Interview (Flamingo)</i></p>	<ul style="list-style-type: none"> <li>• Understanding the Genre</li> <li>• Literary appreciation</li> <li>• Central Idea Plot, Protagonists, Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation and discussion</li> <li>• Encouraging students to role-play as various characters to interact with one another.</li> <li>• Short review/ dramatization of the story</li> </ul>	<ul style="list-style-type: none"> <li>• AV Class on Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on The Interview</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group and pair activities like group discussion etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The students should be able to gauge the central idea of the chapter.</li> <li>• Their vocabulary would be strengthened.</li> <li>• Their analyzing skills would be enhanced.</li> </ul>

27.	<p><i>August / No. of Periods: 04/WRITING SKILLS: Advertisement (commercial/ classified)</i></p>	<ul style="list-style-type: none"> <li>To culminate in the production of an advertisement in one of several various forms of media, intended for a specific demographic.</li> <li>To enhance their creativity of ideas.</li> <li>To improve their critical media literacy.</li> <li>To construct own messages to convey the meanings they intend and to evoke the responses they desire.</li> </ul>	<ul style="list-style-type: none"> <li>A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</li> <li>The concept, format, style and purpose would be explained with examples.</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Newspaper search</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Advertisement</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Creating Commercial advertisement in pairs.</li> <li>Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character.</li> <li>They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising.</li> <li>Students will also explore the concepts of demographics and marketing for a specific audience.</li> </ul>
28.	<p><i>September/ No. of Periods: 06/Evans Tries An O' Level (Vistas)</i></p>	<ul style="list-style-type: none"> <li>To facilitate making connections between similar situations in different storylines/life experiences.</li> <li>To help learners distinguish different perspectives; analyzing them; drawing conclusion/s -to encourage the uncovering of motives; absorbing didactics.</li> </ul>	<ul style="list-style-type: none"> <li>The session would start with an interaction on Would Education in the jails help in refining prisoners.</li> <li>The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT demonstrating the synopsis</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on „Evans Tries an O Level“</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss in your group analysing the story and justify the title „Evans Tries an O-Level“.</li> <li>Discuss and suggest another title for the story.</li> <li>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</li> <li>They will be able to identify and make connections between similar</li> </ul>

						(B2-B1)- 2 students (A2-A1)- 2 student	situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.
29.	<i>September / No. of Periods: 03/Aunt Jennifer's Tigers (Flamingo)</i>	<ul style="list-style-type: none"> <li>To enable the learners to appreciate poetry</li> <li>To infer the deeper meaning/message</li> <li>To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li> <li>To develop the ability of appreciation of ideas and criticizing the thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</li> <li>The learners would make an interpretation of the title as it indicates the subject and theme.</li> <li>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</li> <li>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</li> <li>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>Audio-Visual demonstration of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on Aunt Jennifer's Tigers</li> <li>Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Critical appreciation of the poem (Creative Writing Task)</li> <li>Individual Activity to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to facilitate making connections between similar situations in different storylines/life experiences.</li> <li>They will be able to empathize with Aunt Jennifer's problems and seek resolution.</li> <li>They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</li> <li>They would discern prevailing inequalities in various guises.</li> </ul>

30.	<p><b>September / No. of Periods: 08/Going Places (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To facilitate making connections between similar situations in different storylines/life experiences</li> <li>• To make them accept the reality of life and shed away stubbornness.</li> <li>• To be able to accept responsibility and devote their attention in their expected duties.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with an interaction on Fantasy and Reality. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT demonstrating the synopsis.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Going Places</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on „Hero-worship is the most favourite pastime of most Indians.“</li> <li>• For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing.</li> <li>• They would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</li> </ul>
31	<p><b>September / No. of Periods:08/ Memories Of Childhood (Flamingo)</b></p>	<ul style="list-style-type: none"> <li>• To enable the learners to develop comprehension.</li> <li>• To guide them to have a broader outlook.</li> <li>• To understand the problems related to casteism and racial discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation.</li> <li>• The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Documentary on the great personalities who fought against Social injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Posters for Cultural equality.</li> <li>• Individual activity to note progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners would be able to sensitize themselves to the issues of estranged cultural ties.</li> <li>• They will be able to make connections between similar situations in different storylines/life experiences.</li> <li>• They will be able to initiate the role of an</li> </ul>

							<p>ambassador in the world ridden with racial and class differences.</p> <ul style="list-style-type: none"> <li>• They would be able to recognize the universal/global theme of inequality.</li> </ul>
32.	<p><b>October/ No. of Periods: 06/Writing Skills: Speech, Debate</b></p>	<ul style="list-style-type: none"> <li>• Brainstorm Ideas</li> <li>• Preparing the first draft</li> <li>• Mark the transition</li> <li>• Bring the speech/debate to a logical close</li> </ul>	<p>Session will focus on three vital parts of speech/ debate:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Body</li> <li>• The Conclusion</li> </ul>	<p>Audio-Visual Class on great speeches</p> <p>Oxford Debates to be shown</p>	<ul style="list-style-type: none"> <li>• Assignment on: Memories of Childhood</li> <li>• Discussion of Scoring Points/Marking Scheme/Sample Questions.</li> </ul>	<p>Group and pair activities like Declamation and Debates etc.</p>	<ul style="list-style-type: none"> <li>• The learner should be able to express opinions, facts, arguments in the form a speech or debates.</li> </ul>
33.	<p><b>October and November: Recapitulation and Preparation For Final Assessment/ Pre Board Examinations</b></p>						

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**Annual Pedagogy Plan: Physical Education**  
**Class: XII**  
**Session 2023-24**

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

<p><b>Month:</b> <b>May</b></p> <p><b>No. of</b> <b>Periods: 12</b></p>	<p><b>Topic/Chapter: Unit III</b> <b>Yoga &amp; Lifestyle</b></p>	<p>Power Point Presentations, Extra marks , YouTube Videos</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Asanas as preventive measures</b></li> </ul> <p><b>Obesity: Procedure, Benefits &amp; contraindications for Vajrasana, Hastasana, Trikonasana, Ardh</b></p> <ul style="list-style-type: none"> <li>• <b>Matsyendrasana</b></li> </ul> <p><b>Diabetes: Procedure, Benefits &amp; contraindications for Bhujangasana, Paschimottasana, Pavan</b></p> <ul style="list-style-type: none"> <li>• <b>Muktasana, Ardh Matsyendrasana</b></li> </ul> <p><b>Asthema: Procedure, Benefits &amp; contraindications for Sukhasana, Chakrasana, Gomukhasana,</b></p> <ul style="list-style-type: none"> <li>• <b>Parvatasana, Bhujangasana, Paschimottasana, Matsyasana</b></li> </ul> <p><b>Hypertension: Tadasana, Vajrasana, Pavan Muktasana, Ardha Chakrasana, Bhujangasana,</b></p> <ul style="list-style-type: none"> <li>• <b>Sharasana</b></li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Back Pain: Tadasana, Ardh Matsyendrasana, Vakrasana, Shalabhasana, Bhujangasana</b></li> </ul>
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<p><b>Month:</b> June</p> <p><b>No. of Periods:</b> 10</p>	<p><b>Topic/Chapter:</b> <b>Unit IV Physical Education &amp; Sports for CWSN (Children With Special Needs - Divyang)</b></p>	<p>Power Point Presentations, Extra marks YouTube Videos</p>	<p>. Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Concept of Disability &amp; Disorder</b></li> <li>• <b>Types of Disability, its causes &amp; nature (cognitive disability, intellectual disability, physical disability)</b></li> <li>• <b>Types of Disorder, its cause &amp; nature (ADHD, SPD, ASD, ODD, OCD)</b></li> <li>• <b>Disability Etiquettes</b></li> <li>• <b>Advantage of Physical Activities for children with special needs</b></li> </ul> <p>▪ <b>Strategies to make Physical Activities assessable for children with special need</b></p>
<p><b>Month:</b> July</p> <p><b>No. of Periods:</b> 12</p>	<p><b>Topic/Chapter:</b> <b>Unit V Children &amp; Women in Sports</b></p>	<p>Power Point Presentations, Extra marks , YouTube Videos</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture</p>	<p><b>At the end of the chapter, students will be able</b></p> <ul style="list-style-type: none"> <li>• <b>Motor development &amp; factors affecting it</b></li> <li>• <b>Exercise Guidelines at different stages of growth &amp; Development</b></li> </ul>

					<p>Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p><b>Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow</b></p> <ul style="list-style-type: none"> <li>• <b>Legs and Scoliosis and their corrective measures</b></li> <li>• <b>Sports participation of women in India</b></li> <li>• <b>Special consideration (Menarch &amp; Menstrual Dysfunction)</b></li> <li>▪ <b>Female Athletes Triad (Oestoperosis, Amenoria, Eating Disorders)</b></li> </ul>
<p><b>Month:</b> July</p> <p><b>No. of Periods: 12</b></p>	<p><b>Topic/Chapter: Unit VI Test &amp; Measurement in Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to explain the topics.</p>	<p><b>The students will be able to:</b></p> <p><b>Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit &amp; Reach, Partial Curl Up,</b></p> <ul style="list-style-type: none"> <li>• <b>Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle run</b></li> </ul> <p><b>General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig</b></p> <ul style="list-style-type: none"> <li>• <b>Zag Run, Medicine Ball Put – For Boys: 03 Kg &amp; For Girls: 01 Kg)</b></li> </ul>

						<b>Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -</b> <ul style="list-style-type: none"> <li>• <b>Computation of Fitness Index:</b></li> </ul> <b>Rikli &amp; Jones - Senior Citizen Fitness Test 1.</b> <ol style="list-style-type: none"> <li>1. Chair Stand Test for lower body strength</li> <li>2. Arm Curl Test for upper body strength</li> <li>3. Chair Sit &amp; Reach Test for lower body flexibility</li> <li>4. Back Scratch Test for upper body flexibility</li> <li>5. Eight Foot Up &amp; Go Test for agility</li> <li>▪ 6. Six Minute Walk Test for Aerobic Endurance</li> </ol>
<b>Month:</b> Aug  <b>No. of Periods: 11</b>	<b>Topic/Chapter: Unit VII Physiology &amp; Injuries in Sports</b>	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.  Using ppts, modules, YouTube videos to explain the topics.	The students will be able to: <ul style="list-style-type: none"> <li>• <b>Physiological factor determining component of Physical Fitness</b></li> <li>• <b>Effect of exercise on Cardio Respiratory System</b></li> <li>• <b>Effect of exercise on Muscular System</b></li> <li>• <b>Physiological changes due to ageing</b></li> <li>• <b>Sports injuries: Classification</b></li> <li>▪ <b>First Aid – Aims &amp; Objectives.</b></li> </ul>
<b>Month:</b> Sep  <b>No. of Periods: 13</b>	<b>Topic/Chapter: Unit VIII Biomechanics &amp; Sports</b>	Power Point Presentations, Extra marks Modules, YouTube Videos.	Mind maps on the topics given Practical's related to topic performed	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random Questioning Introducing the	<b>At the end of the chapter, students will be able, Meaning and Importance of</b>

					<p>topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>Biomechanics in Sports</b>  <b>Types of movements (Flexion, Extension, Abduction &amp; Adduction)</b>  <b>Newton's Law of Motion &amp; its application in sports</b>  <b>Friction &amp; Sports</b></p>
<p><b>Month: Sep</b></p> <p><b>No. of Periods: 10</b></p>	<p><b>Topic/Chapter:</b>  Topic/Chapter:    <b>Unit IX Psychology &amp; Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p>	<p><b>The students will be able to:</b>  <b>Personality; its definition &amp; types – Trait &amp; Types (Sheldon &amp; Jung Classification) &amp; Big Five Theory</b>  <b>Motivation, its type &amp; techniques</b>  <b>Exercise Adherence; Reasons to Exercise, Benefits of Exercise</b>  <b>Strategies for Enhancing Adherence to Exercise</b>  <b>Meaning, Concept &amp; Types of Aggressions in Sports</b></p>
<p><b>Month: October</b></p> <p><b>No. of Periods: 10</b></p>	<p><b>Topic/Chapter:</b>  <b>Unit X Training in Sports</b></p>	<p>Power Point Presentations, Extra marks, YouTube Videos.</p>	<p>Mind maps on the topics given Practical's related to topic performed</p>	<p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p>	<p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing</p>	<p><b>The students will be able to:</b>  <b>methods of improving Strength – Isometric, Isotonic &amp; Isokinetic</b>  <b>Endurance - Definition, types &amp; methods to develop</b>  <b>Endurance – Continuous Training, Interval</b></p>

					<p>hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos, experimental demonstration to explain the topics.</p>	<p><b>Training &amp; Fartlek Training</b></p> <p><b>Speed – Definition, types &amp; methods to develop Speed – Acceleration Run &amp; Pace Run</b></p> <p><b>Flexibility – Definition, types &amp; methods to improve flexibility</b></p> <p><b>Coordinative Abilities – Definition &amp; types</b></p> <ul style="list-style-type: none"> <li>▪ <b>Circuit Training - Introduction &amp; its importance.</b></li> </ul>
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**PINEGROVE SCHOOL, Subathu**  
**Annual Pedagogy Plan: Chemistry**  
**Class: 12 SC**  
**Session 2023-24**

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
March	<b>Unit II</b> <b>Topic- Solution</b> <b>Sub-topics</b> <ul style="list-style-type: none"> <li>• Describe the formation of different types of solutions.</li> <li>• Method to express concentration of solutions in different units.</li> <li>• State and explain Henry's law and Raoult's law.</li> <li>• Distinguish between ideal and non- ideal solutions.</li> <li>• Deviation of non-ideal solutions from Raoult's law.</li> <li>• Describe colligative properties of solutions and correlate these with molar masses of the solutes.</li> <li>• Abnormal colligative properties exhibited by some solutes in solutions and Van't Hoff</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> </ul>	<p><b>Diagram:</b></p> <ul style="list-style-type: none"> <li>• Fig 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11(NCE RT part 1)</li> </ul> <p><b>Interdisciplinary Linkage:</b> Math's, Biology</p> <p><b>Art Integration:</b> Drawing graphs on Roul't's law, deviation from Roul't's law, graphs of different Colligative properties</p> <p><b>Practical's:</b></p> <ul style="list-style-type: none"> <li>• In volumetric analysis they understood the concept well by making solutions of Mohr's salt, Potassium permanganate and oxalic acid of different concentrations.</li> <li>• Determination of concentration/ molarity of <math>KMnO_4</math> solution by titrating it</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of the chapter</li> <li>• Numerical of the topics. Method of expressing concentration, Henry Law, Rault's Law, Colligative properties and Van't Hoff factor.</li> <li>• Written and oral Test.</li> <li>• MCQ tests</li> <li>• Weekly testing</li> <li>• Weekly assignment</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Providing fundamentals to solve numerical.</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Paper Questions</li> <li>• Conceptual questions</li> </ul>	<p>After going through this unit students will be able to Understand the -</p> <ul style="list-style-type: none"> <li>• Concept of types of Solution.</li> <li>• Methods to express concentration of solution in different units.</li> <li>• Henry's law, Roul't's law and their applications. Ideal and non-ideal solutions with their graphical representation.</li> <li>• Colligative properties of solutions and determination of molar masses of the solutes.</li> </ul> <p>Understanding of abnormal molecular mass and colligative property. Van't Hoff factor relation with degree of association and dissociation.</p>

	factor.		against a standard solution of Oxalic acid and Ferrous Ammonium Sulphate.			
March	<b>UNIT-III</b> <b>Topic-Electrochemistry</b> <b>Sub- topics-</b> <ul style="list-style-type: none"> <li>Electrochemical cell and differentiate between electrolytic and galvanic cell.</li> <li>Nernst equation for calculating the emf of galvanic cell and standard potential of cell.</li> <li>Resistivity, conductivity and molar conductivity of ionic solutions.</li> <li>Differentiate between ionic and electronic conductivity.</li> <li>Method for measurement of conductivity of electrolytic solutions and calculations of their molar conductivity.</li> <li>Kohlrausch's law and its applications.</li> <li>Construction of some primary and</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<b>Interdisciplinary Linkage:</b> Math's, Physics <b>Diagrams:</b> Fig 3.1, 3.2, 3.3, 3.5, 3.6,3.7, 3.8, 3.9, 3.10,3.11, 3.12, 3.13 (NCERT part 1) <b>Art Integration:</b> Drawing graphs on variation of conductivity and molar conductivity with concentration for weak electrolyte and strong electrolyte.  <b>Project:</b> project on rusting and its factors affected.	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Numerical of the topics. Conductance and electrolytic conductance' Kohlrausch's law, Faradays law of electrolysis and Nernst equation.</li> <li>Written and oral Test.</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Providing fundamentals to solve numerical.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> <li>The L.O. will be assessed with an oral and written test.</li> </ul> <b>Videos-</b> Variation of molar conductance with concentration, fuel cells, types of batteries, corrosion.	After going through this unit students will be able to Understand the concept of- <ul style="list-style-type: none"> <li>Electrochemical cell, electrode potential, Standard Hydrogen electrode, electrochemical series, and its application.</li> <li>Electrolysis of various compounds in molten and aqueous solution.</li> <li>Faradays law of electrolysis and its numerical.</li> <li>Difference between electrolytic and galvanic cell.</li> <li>Nernst equation and its numerical.</li> <li>Concept of conductance, resistance, conductivity and resistivity. Molar conductance and equivalent conductance and their numerical.</li> <li>Kohlrausch's law and its application.</li> <li>Construction of some primary and secondary batteries and fuel cells.</li> </ul>

	secondary batteries and fuel cells. <ul style="list-style-type: none"> <li>Corrosion as an electrochemical process.</li> </ul>					<ul style="list-style-type: none"> <li>Corrosion and its mechanism by forming electrochemical cell. Method to prevent corrosion.</li> </ul>
April/may	<b>UNIT- IV</b> <b>Topic-</b> Chemical Kinetics <b>Sub- topics-</b> <ul style="list-style-type: none"> <li>Difference between ionic and electronic conductivity.</li> <li>Difference between molecularity and order of a reaction.</li> <li>Rate constant.</li> <li>Dependence of rate of a reaction on concentration, temperature and catalyst.</li> <li>Integrated rate equations for zero and first order reactions.</li> <li>Determine the rate constants for zero and first order reactions.</li> <li>Collision theory.</li> <li>Activation energy</li> <li>Arrhenius equation</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes</li> </ul>	<b>Interdisciplinary Linkage:</b> Math's <b>Diagrams:</b> Fig4.1,4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 (NCERT part 1) <b>Art Integration:</b> Drawing graphs on instantaneous and average rate of a reaction. Activation energy graph for exothermic and endothermic reactions, catalyst and temperature effect on rate of reaction.	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>Assignment on types of rate, order of reaction, integrated rate equations, arrhenius equation</li> <li>MCQ</li> <li>Weekly testing</li> </ul>	<b>Developing knowledge of concept by:</b> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Providing fundamentals to solve numerical.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>Videos of all the topics of the chapters.</p>	Students will be able to understand the concept of- <ul style="list-style-type: none"> <li>Rate of a reaction (Average and instantaneous).</li> <li>Factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction.</li> <li>Rate law and specific rate constant.</li> <li>Integrated rate equations and half-life (only for zero and first order reactions).</li> <li>Concept of collision theory (elementary idea, no mathematical treatment).</li> </ul> Activation energy, Arrhenius equation.

<p>May</p>	<p>Unit -5 Surface chemistry Students will be able to</p> <ul style="list-style-type: none"> <li>Describe interfacial phenomenon and its significance.</li> <li>Define adsorption and classify it into physical and chemical adsorption.</li> <li>Explain mechanism of adsorption.</li> <li>Explain the factors controlling adsorption from gases and solutions on solids.</li> <li>Explain adsorption results on the basis of Freundlich adsorption isotherms.</li> <li>Appreciate the role of catalysts in industry.</li> <li>Enumerate the nature of colloidal state.</li> <li>Describe preparation, properties and purification of colloids.</li> <li>Classify emulsions and describe their preparation and properties.</li> <li>Describe the phenomenon of gel formation.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>Tyndall effect, Brownian movement, Homogeneous and heterogeneous catalysis, enzyme catalysis, electro osmosis ,electrophoresis, dialysis, electro dialysis, double layer theory</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Physical science. <b>Diagrams:</b> Fig 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15.(NCERT part <i>Art</i>) <b>Integration:</b> Drawing graph on Adsorption isotherm and Freundlich Adsorption isotherm. <b>Practical:</b> Preparation of one Lyophobic and one Lyophobic sol -starch, egg albumin and gum Lyophobic sol - aluminum hydroxide, ferric hydroxide, arsenous sulphide. <b>Investigatory project:</b> Project on the foaming capacity of soaps and its comparison. <b>Art Integration:</b> drawing the diagrams for enzyme catalysis, electro osmosis ,electrophoresis, dialysis, electro dialysis, double layer theory and the graph for Freundlich adsorption isotherm.</p>	<ul style="list-style-type: none"> <li>Notes of the chapter</li> <li>MCQ</li> <li>Weekly assignment</li> <li>Weekly testing</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> <li>The L.O. will be assessed with an oral and written test.</li> </ul> <p>Videos of all the topics of the chapters.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li><b>Adsorption</b> - physisorption and chemisorptions.</li> <li>Factors affecting adsorption of gases on solids.</li> <li>Catalysis, homogenous and heterogenous. Activity and selectivity; enzyme catalysis.</li> <li>colloidal state, distinction between true solutions, colloids and suspension; lyophilic, lyophobic multi-molecular and macro-molecular colloids;</li> <li>Properties of colloids; Tyndall effect, Brownian movement, electrophoresis, coagulation.</li> <li>Emulsion -types of emulsions.</li> </ul>
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	<ul style="list-style-type: none"> <li>List the uses of colloids</li> </ul>					
June	<p>Unit -15 Polymers</p> <p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Explain the terms - monomer, polymer and polymerization and appreciate their importance.</li> <li>Distinguish between various classes of polymers and different types of polymerization processes.</li> <li>Appreciate the formation of polymers from mono- and bi-functional monomer molecules.</li> <li>Describe the preparation of some important synthetic polymers and their properties.</li> <li>Appreciate the importance of polymer in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> <li>Chemistry notes charts.</li> </ul> <p><i>Videos –</i></p> <ul style="list-style-type: none"> <li>Classification of polymers, free radical</li> <li>Mechanism of ethene to form polythene, vulcanization of rubber.</li> </ul>	<p><b>Art Integration:</b></p> <p>Drawing structures of different monomers which form polymers.</p> <p>Practical applications of all the topics in daily life.</p>	<ul style="list-style-type: none"> <li>.. Notes of the chapter</li> <li>MCQ</li> <li>Weekly assignment</li> <li>Weekly testing</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> <li>The L.O. will be assessed with an oral and written test.</li> </ul>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Polymer, Copolymerization, Addition polymerization.</li> <li>Classification of polymers and some important polymers: natural and synthetic like polythene, PVC, Teflon, nylon-6, nylon66, polyesters, Bakelite.</li> <li>Rubber.</li> <li>Biodegradable and non -biodegradable polymers.</li> </ul>

July	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>• Appreciate general trends in the chemistry of elements of groups 15, 16, 17 and 18.</li> <li>• Describe the preparation, properties and uses of dioxygen and ozone and chemistry of some simple oxides.</li> <li>• Know allotropic forms of sulphur, chemistry of its important compounds and the structures of its oxoacids.</li> <li>• Describe the preparation, properties and uses of chlorine and hydrochloric acid.</li> <li>• Know the chemistry of interhalogens and structures of oxoacids of halogens.</li> <li>• Enumerate the uses of noble gases.</li> <li>• Appreciate the importance of these elements and their compound in our day to day life.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> </ul> <p>Chemistry notes</p>	<p><b>Diagrams:</b> Fig 7.5, 7.6, 7.7, 7.8, 7.9(NCERT part 1)</p> <p><b>Art Integration:</b> Drawing structures of oxoacids, interhalogen compounds and compounds of noble gases. Contact process.</p> <p>Drawing the geometries of compounds of group 18 elements.</p>	<ul style="list-style-type: none"> <li>• . . Notes of the chapter</li> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <p><b>Group 15 Elements:</b> General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties</p> <ul style="list-style-type: none"> <li>• <b>Group 16 Elements:</b> General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties, dioxygen: Preparation, Properties and uses, classification of Oxides, Ozone, Sulphur - allotropic forms; compounds of Sulphur: Preparation Properties and uses of Sulphur-dioxide, Sulphuric Acid: industrial process of manufacture, properties and uses; Oxoacids of Sulphur (Structures only).</li> </ul>
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						<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>• <b>Group 16 Elements:</b> General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties, dioxygen: Preparation, Properties and uses, classification of Oxides, Ozone, Sulphur -allotropic forms; compounds of Sulphur: Preparation Properties and uses of Sulphur-dioxide, Sulphuric Acid: industrial process of manufacture, properties and uses; Oxoacids of Sulphur (Structures only).</li> <li>• <b>Group 17 Elements:</b> General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties; compounds of halogens. Preparation, properties and uses of Chlorine and Hydrochloric acid, interhalogen compounds, Oxoacids of halogens (structures only).</li> <li>• <b>Group 18 Elements:</b> General introduction, electronic configuration, occurrence, trends in physical and chemical properties, uses.</li> </ul>
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July	<p>Unit -1 solid State After studying this Unit, students will be able to</p> <ul style="list-style-type: none"> <li>• describe general characteristics of solid state;</li> <li>• distinguish between amorphous and crystalline solids;</li> <li>• classify crystalline solids on the basis of the nature of binding forces;</li> <li>• define crystal lattice and unit cell;</li> <li>• explain close packing of particles;</li> <li>• describe different types of voids and close packed structures;</li> <li>• calculate the packing efficiency of different types of cubic unit cells;</li> <li>• correlate the density of a substance with its unit cell properties;</li> <li>• describe the imperfections in solids and their effect on properties;</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> <li>• Chemistry notes</li> </ul> <p>Videos: On all the topics of the chapter</p>	<p>Diagrams: 1.1.1.2.1.5,1.8,1.9,1.10,1.11.1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21,1.22,1.24,1.25,1.26,1.27,1.28,1.29,1.30,1.31,1.32</p> <p>Art integration:: Drawing the diagrams of different types of unit cells and its types, packing in all three dimensions, defects in crystals</p>	<ul style="list-style-type: none"> <li>• . . Notes of the chapter</li> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>After studying this Unit, students will be able to explain</p> <ul style="list-style-type: none"> <li>• general characteristics of solid state;</li> <li>• amorphous and crystalline solids;</li> <li>• classify crystalline solids on the basis of the nature of binding forces;</li> <li>• crystal lattice and unit cell;</li> <li>• close packing of particles;</li> <li>• different types of voids and close packed structures;</li> <li>• packing efficiency of different types of cubic unit cells;</li> <li>• correlate the density of a substance with its unit cell properties;</li> <li>• imperfections in solids and their effect on properties;</li> <li>N and p type semiconductors</li> <li>Band theory</li> </ul>
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August	<p>Unit 8 d and f block elements</p> <p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Learn the positions of the d- and f-block elements in the periodic table.</li> <li>Know the electronic configurations of the transition (d-block) and the inner transition (f-block) elements.</li> <li>Appreciate the relative stability of various oxidation states in terms of electrode potential values.</li> <li>Understand the general characteristics of the d- and f-block elements and the general horizontal and group trends in them.</li> <li>Describe the properties of the f-block elements and give a comparative account of the lanthanoids and actinoids with respect to their electronic configurations, oxidation states and chemical behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p>Chemistry notes</p> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>Structures of <math>MnO_4^-</math>, <math>MnO_4^{2-}</math>, <math>Cr_2O_7^{2-}</math>, lanthanoids and actinoids contraction.</li> </ul>	<p><b>Diagrams/ Graphs:</b> Fig 8.1, 8.2, 8.3, 8.4, 8.6, 8.7(NCERT part 1)</p> <p><b>Art Integration:</b>, graph on different properties like atomic radii, melting points etc.</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>MCQ</li> <li>Weekly assignment</li> <li>Weekly testing</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>General introduction, electronic configuration, occurrence and characteristics of transition metals.</li> <li>General trends in properties of the first-row transition metals - metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation.</li> <li><b>Lanthanoids</b> - Electronic configuration, oxidation states, chemical reactivity and lanthanoid contraction and its consequences.</li> <li><b>Actinoids</b> -Electronic configuration, oxidation states and comparison with lanthanoids.</li> </ul>
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August	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Appreciate the postulates of Werner’s theory of coordination compounds.</li> <li>• Know the meaning of the terms: Coordination entity, central atom/ion, ligand, coordination number, coordination sphere, coordination polyhedron, oxidation number, homoleptic and heteroleptic.</li> <li>• Learn the rules of nomenclature of coordination compounds.</li> <li>• Write the formulas and names of mononuclear coordination compounds.</li> <li>• Understand the nature of bonding in coordination compounds in terms of the Valence Bond and Crystal Field theories.</li> <li>• Learn the stability of coordination compounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> </ul> <p>Chemistry notes</p> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>• VBT and CFT, splitting of orbitals.</li> <li>• Isomerism</li> </ul>	<p><b>Diagrams:</b> Fig 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.13, 9.14(NCERT part 1)</p> <p><b>Art Integration:</b> Drawing structures of metal carbonyls, d orbital’s splits in octahedral and tetrahedral crystal field.</p> <p><b>Practical:</b> Preparation of inorganic compounds; Preparation of double salt of Ferrous Ammonium Sulphate and Potash Alum.</p> <p><b>Project:</b> a detailed projects on collecting the information about the importance of coordination compounds in daily life.</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>• Coordination compounds and double salts-Introduction, ligands, coordination number, colour, magnetic properties and shapes.</li> <li>• IUPAC nomenclature of mononuclear coordination compounds.</li> <li>• Isomerism in coordination compounds</li> <li>• Bonding, Werner's theory, VBT, and CFT.</li> <li>• Importance of coordination compounds (in qualitative inclusion, extraction of metals and biological system).</li> </ul>
September	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>• Name haloalkanes and haloarenes according to the IUPAC system of nomenclature from their given structures.</li> <li>• Describe the reactions involved</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> </ul>	<p><b>Diagrams:</b> Fig 10.2, 10.3, 10.4, 10.5(NCERT part 2)</p> <p><b>Art Integration:</b> Drawing structures to show retention, inversion and racemic mixtures.</p> <p><b>Project</b> on the use of Chloro fluoro carbons</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/</li> </ul>	<p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> <li>• Haloalkanes and haloarenes introduction.</li> <li>• Classification of haloalkanes and haloarenes</li> </ul>

	<p>in the preparation of haloalkanes and haloarenes and understand various reactions that they undergo.</p> <ul style="list-style-type: none"> <li>Correlate the structures of haloalkanes and haloarenes with various types of reactions.</li> <li>Use stereochemistry as a tool for understanding the reaction mechanism.</li> <li>Appreciate the applications of organo-metallic compounds.</li> </ul>	<ul style="list-style-type: none"> <li>Concept Maps</li> </ul> <p>Chemistry notes <i>Videos</i> –</p> <ul style="list-style-type: none"> <li>On topics retention, inversion and racemic mixtures.</li> </ul>	and its harmful effects		<p>Marking Scheme/ Sample Questions.</p> <p>The L.O. will be assessed with an oral and written test.</p>	<ul style="list-style-type: none"> <li>Method of preparations of haloalkanes and haloarenes.</li> <li>Physical properties of haloalkanes and haloarenes.</li> <li>Chemical properties of haloalkanes and haloarenes.</li> <li>Concept of nucleophilic substitution reaction of first order and second order.</li> <li>Stereochemical aspects of <math>S_N1</math> and <math>S_N2</math> reaction.</li> <li>.Polyhalogen compound and their effect on environment.</li> </ul>
September	<p>Unit 11 Alcohol, Phenol and Ethers</p> <p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Name alcohols, phenols and ethers according to the IUPAC system of nomenclature.</li> <li>Discuss the reactions involved in the preparation of alcohols from (i) alkenes (ii) aldehydes, ketones and carboxylic acids.</li> <li>Discuss the reactions involved in the preparation of phenols from (i) haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv)</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p>Chemistry notes <i>Videos</i> –</p> <ul style="list-style-type: none"> <li>Mechanism on topics of acidic hydration of alkene to form alcohol, dehydration of alcohol to alkene</li> </ul>	<p><b>Art Integration:</b></p> <p>Drawing different resonating structures to explain the structure of phenol and aryl ether.</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>MCQ</li> <li>Weekly assignment</li> <li>Weekly testing</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li><b>Alcohols:</b> Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to methanol and ethanol.</li> <li><b>Phenols:</b> Nomenclature, methods of preparation, physical</li> </ul>

	<p>cumene.</p> <ul style="list-style-type: none"> <li>• Discuss the reactions for preparation of ethers from (i) alcohols and (ii) alkyl halides and sodium alkoxides /aryl oxides</li> <li>• Correlate physical properties of alcohols, phenols and ethers with their structures.</li> </ul>	and ether.				<p>and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.</p> <ul style="list-style-type: none"> <li>• <b>Ethers:</b> Nomenclature, methods of preparation, physical and chemical properties, uses.</li> </ul>
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October	<p>Unit12 Aldehyde, Ketones and carboxylic acids Students will be able to –</p> <ul style="list-style-type: none"> <li>• Write the common and IUPAC names of aldehydes, ketones and carboxylic acids.</li> <li>• Write the structures of the compounds containing functional groups namely carbonyl and carboxyl groups.</li> <li>• Describe the important methods of preparation and reactions of these classes of compounds.</li> <li>• Correlate physical properties and chemical reactions of aldehydes, ketones and carboxylic acids, with their structures.</li> <li>• Understand various factors affecting the acidity of carboxylic acids and their reactions.</li> <li>• Describe the uses of aldehydes, ketones and carboxylic acids.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> </ul> <p>Chemistry notes</p> <p><i>Videos –</i></p> <ul style="list-style-type: none"> <li>• Acidic character of carboxylic acid, mechanism of Esterification reaction.</li> </ul>	<p><b>Art Integration:</b> Resonating structure of carboxylic acid, mechanism of different reactions by showing arrows for transfer of electrons.</p> <p><b>Practical:</b> Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups.</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>• <b>Aldehydes and Ketones:</b> Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, Mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes, uses.</li> <li>• <b>Carboxylic Acids:</b> Nomenclature, acidic nature, methods of preparation, physical and chemical properties; uses.</li> </ul>
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October	<p>Unit 13 Amines: Students will be able to –</p> <ul style="list-style-type: none"> <li>Describe amines as derivatives of ammonia having a pyramidal structure.</li> <li>Classify amines as primary, secondary and tertiary.</li> <li>Name amines by common names and IUPAC system.</li> <li>Describe some of the important methods of preparation of amines.</li> <li>Explain the properties of amines.</li> <li>Distinguish between primary, secondary and tertiary amines.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p>Chemistry notes</p>	<p><b>Art Integration:</b> Drawing structure of amines, resonating structures of amines to explain the basic character of amines.</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>MCQ</li> <li>Weekly assignment</li> <li>Weekly testing</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li><b>Amines:</b> Nomenclature and classification.</li> <li>Structure.</li> <li>Methods of preparations</li> <li>Physical and chemical properties.</li> <li>Uses.</li> <li>Identification of primary, secondary and tertiary amines.</li> <li>Preparation, chemical reactions and importance in synthetic organic chemistry.</li> </ul>
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Novemb er	<p>Unit14 Biomolecules Students will be able to –</p> <ul style="list-style-type: none"> <li>• Explain the characteristics of Biomolecules like carbohydrates, proteins and nucleic acids and hormones.</li> <li>• Classify carbohydrates, proteins, nucleic acids and vitamins on the basis of their structures.</li> <li>• Explain the difference between DNA and RNA.</li> <li>• Describe the role of Biomolecules in biosystem.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> </ul> <p>Chemistry notes <i>Videos</i> –</p> <ul style="list-style-type: none"> <li>• Structure of carbohydrate, proteins and nucleic acids.</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Biology <b>Art Integration:</b> Drawing structures of carbohydrate, proteins and nucleic acids. <b>Practical:</b> Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given food stuffs. <b>PROJECT : on the types of vitamins and the deficiency diseases caused.</b></p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>• <b>Carbohydrates</b> - Classification</li> <li>• <b>Proteins</b> -Elementary idea of -amino acids, peptide bond, polypeptides, proteins, structure of proteins - primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes.</li> <li>• <b>Hormones</b> - Elementary idea excluding structure.</li> <li>• <b>Vitamins</b> -types</li> <li>• <b>Nucleic Acids:</b> DNA and RNA.</li> </ul>
Novemb er	<p>Unit 6 principle and processes of extraction of elements Students will be able to –</p> <ul style="list-style-type: none"> <li>• Explain the terms minerals, ores, concentration, benefaction, calcinations, roasting, refining, etc.</li> <li>• Understand the principles of oxidation and</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Chalk</li> <li>• Duster</li> <li>• Textbook</li> <li>• Video</li> <li>• PPT</li> <li>• Modules on Extra marks</li> <li>• Flow charts</li> <li>• Concept Maps</li> </ul>	<p><b>Interdisciplinary Linkage:</b> Inorganic science. <b>Diagrams:</b> Fig 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, (NCERT part 1) <b>Practical:</b> <b>Chromatography:</b> Separation of pigments from extracts of leaves</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Weekly assignment</li> <li>• Weekly testing</li> <li>• Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>• Pre knowledge testing</li> <li>• Brainstorming</li> <li>• Lecture Discussion.</li> <li>• Discussion of Scoring Points/ Marking</li> </ul>	<p>Students will be able to understand the concept of- Principles and methods of extraction -concentration, oxidation, reduction - electrolytic method and refining; occurrence and principles of extraction of aluminum, copper, zinc and iron.</p>

	<p>reduction as applied to the extraction procedures.</p> <ul style="list-style-type: none"> <li>Apply the thermodynamic concepts like that of Gibbs energy and entropy to the principles of extraction of Al, Cu, Zn and Fe.</li> <li>Explain why reduction of certain oxides like <math>\text{Cu}_2\text{O}</math> is much easier than that of <math>\text{Fe}_2\text{O}_3</math>.</li> <li>Explain why CO is a favorable reducing agent at certain temperatures while coke is better in some other cases.</li> </ul>	<p>Chemistry notes</p> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>Extraction of Aluminum and Iron.</li> <li>Ellingham diagram</li> <li>Blast furnace</li> </ul>	<p>and flowers by paper chromatography and determination of <math>R_f</math> values. Separation of constituents present in an inorganic mixture containing two cations only (constituents having large difference in <math>R_f</math> values to be provided).</p>		<p>Scheme/ Sample Questions.</p> <p>The L.O. will be assessed with an oral and written test.</p>	
November	<p>Unit 16 chemistry in everyday life</p> <p>Students will be able to –</p> <ul style="list-style-type: none"> <li>Visualize the importance of Chemistry in daily life.</li> <li>Explain the term ‘chemotherapy’.</li> <li>Describe the basis of classification of drugs.</li> <li>Explain drug-target interaction of enzymes and receptors.</li> <li>Explain how various types’ of drugs function in the body.</li> <li>Know about artificial sweetening agents</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Chalk</li> <li>Duster</li> <li>Textbook</li> <li>Video</li> <li>PPT</li> <li>Modules on Extra marks</li> <li>Flow charts</li> <li>Concept Maps</li> </ul> <p>Chemistry notes</p> <p><b>Videos-</b></p> <ul style="list-style-type: none"> <li>Enzymes as targets, cleansing action of soap.</li> </ul>	<p><b>Art Integration:</b></p> <p>Drawing lock and key mechanism of enzyme and substrate, cleansing action of soap.</p> <p><b>Practical:</b> Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Cation -<math>\text{Pb}^{2+}</math>, <math>\text{Cu}^{2+}</math>, <math>\text{Al}^{3+}</math>, <math>\text{Fe}^{3+}</math>, <math>\text{Mn}^{2+}</math>, <math>\text{Zn}^{2+}</math>, <math>\text{Cu}^{2+}</math>, <math>\text{Co}^{2+}</math>, <math>\text{Ni}^{2+}</math>, <math>\text{Ca}^{2+}</math>, <math>\text{Sr}^{2+}</math>, <math>\text{Ba}^{2+}</math>, <math>\text{Mg}^{2+}</math>, <math>[\text{NH}_4]^+</math></p> <p>Anions -<math>[\text{CO}_3]^{2-}</math>, <math>\text{S}^{2-}</math>, <math>[\text{SO}_3]^{2-}</math>, <math>[\text{SO}_4]^{2-}</math>, <math>[\text{NO}_2]^-</math>, <math>\text{Cl}^-</math>, <math>\text{Br}^-</math>, <math>\text{I}^-</math>, <math>[\text{PO}_4]^{3-}</math>, <math>[\text{C}_2\text{O}_4]^{2-}</math>, <math>\text{CH}_3\text{COO}^-</math> (Note: Insoluble salts excluded)</p>	<p>Notes of the chapter</p> <ul style="list-style-type: none"> <li>MCQ</li> <li>Weekly assignment</li> <li>Weekly testing</li> <li>Random oral testing daily</li> </ul>	<p><b>Developing knowledge of concept by:</b></p> <ul style="list-style-type: none"> <li>Pre knowledge testing</li> <li>Brainstorming</li> <li>Lecture Discussion.</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions.</li> </ul> <p>The L.O. will be assessed with an oral and written test.</p>	<p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> <li>Classification of drugs, enzymes drug interaction.</li> <li><b>Chemicals in medicines</b> -analgesics, tranquilizers antiseptics, disinfectants, antimicrobials, ant fertility drugs, antibiotics, antacids, antihistamines.</li> <li><b>Chemicals in food</b> -preservatives, artificial sweetening agents, elementary idea of antioxidants.</li> <li><b>Cleansing agents</b>-soaps and detergents, cleansing action.</li> </ul>

	and food preservatives. <ul style="list-style-type: none"><li>• Discuss the chemistry of cleansing agents.</li></ul>					

**PINEGROVE SCHOOL, SUBATHU**

Affiliation No. 630065 School Code: 43054

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

**Class: XII**

**Session 2023-24**

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
April 12	<p><b>UNIT -1</b> <b>The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>A. TheRajasthani School of miniature painting <u>discussion on</u></b></p> <ul style="list-style-type: none"> <li>• Introduction, origin, and development</li> <li>• Characteristics</li> <li>• What is miniature Painting.</li> <li>• Rajasthani miniature painting.</li> <li>• Study of the following paintings</li> <li>• Maru Ragini A and B</li> <li>• Raja Aniruddha Singh Hera</li> <li>• Chaugan Players</li> <li>• Krishna on swing</li> <li>• Radha, Bani Thani</li> <li>• Bharat meets Rama at ChitraKuta</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook.</li> <li>• Images of various paintings</li> <li>• Wikipedia</li> <li>• You tube videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated with history.</li> <li>• Miniature painting Project given on Covid-19,</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral test</li> <li>• Homework</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The class will start with a video on miniature painting. <a href="https://youtu.be/JzTbYkp_FRg">https://youtu.be/JzTbYkp_FRg</a> <a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></li> <li>• A detail discussion will be taking place on how miniature paintings were done in medieval India.</li> <li>• Video will be shown on the techniques of miniature paintings. <a href="http://youtu.be/RCFrjEayIY">http://youtu.be/RCFrjEayIY</a></li> <li>• The learners will make to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>• The learners Identify the styles of Rajasthan miniature painting.</li> <li>• The learners learn about the characteristics of Rajasthani miniature painting.</li> <li>• The learners would be able to understand the core values of an art piece.</li> <li>• The history would be reconstructed in students mind through paintings.</li> </ul>

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April 12	<p><b>Practical's: Unit 1: Nature and Object study</b></p> <ul style="list-style-type: none"> <li>Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits, and flowers, etc., are to be used.</li> <li>Geometrical forms of objects like cubes, cones, prisms, cylinders, and spheres should be used.</li> </ul>	<ul style="list-style-type: none"> <li>Images of paintings</li> <li>Book</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical: object study.</li> <li>Practical: Nature study</li> <li>Skill assessments with the techniques of pencil shading and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Paintings of Jaun van der Harmen will be shown as an ice braking session. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Objects will be arranged with drapery.</li> <li>Still life done with Pencil and watercolor will be shown.</li> <li><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></li> <li><a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Daily practice and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The learners discover their potential for creativity, self-expression, and visual awareness through painting.</li> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learner's experiment with a range of media and techniques</li> </ul>
April 09	<p><b>UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</b></p> <p><b>B. Pahari school of miniature paintings. discussion on</b></p> <ul style="list-style-type: none"> <li>Introduction, origin, and development</li> <li>Characteristics</li> <li>Study of the following paintings</li> <li>Krishna with Gopi's</li> </ul>	<ul style="list-style-type: none"> <li>Textbook.</li> <li>Images of various paintings</li> <li>Wikipedia</li> <li>Pinterest app</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history.</li> <li>Miniature painting Project given on Covid-19(hope vs. hopelessness)</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The class will be introduced with a story of a great artist of Jasrota, Artist Nainsukh who was one of the most famous artist Pahari miniature school. <a href="https://www.pinterest.com">https://www.pinterest.com</a></li> <li>Few paintings will be shown and discussed about the subject matters and common features.</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and select subject matters and ideas for his /her work.</li> <li>The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> <li>The learners Would be able to</li> </ul>

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	<ul style="list-style-type: none"> <li>BharatWorshipping the charan padukas of Rama</li> <li>Cosmic Dance of Lord Shiva</li> <li>Nand, Yashoda and Krishna with kinsmen going to Vrindavan</li> <li>Krishna and Radha looking into mirror.</li> </ul>				<a href="https://artsndculture.google.com">https://artsndculture.google.com</a> <ul style="list-style-type: none"> <li>Discussion on paintings which is given in the CBSE syllabus.</li> <li>The learners Made to read the textbook thoroughly and discuss the doubts.</li> </ul>	<ul style="list-style-type: none"> <li>understand the core values of an art piece.</li> <li>The history would be reconstructed in students mind through paintings.</li> </ul>
April 12	<p><b>Practical's: Unit 1: Nature and Object study</b></p> <p><b>Topic</b></p> <ul style="list-style-type: none"> <li>Still life study.</li> </ul> <p><b>Sub- topic:</b> Use Line, tone, Space division, texture, and color application.</p>	<ul style="list-style-type: none"> <li>References</li> <li>Demonstration on paper</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with history of the techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will visit to web site to experience the Paintings of Jaun van der Harmen will be shown. <a href="https://www.saatchiart.com">https://www.saatchiart.com</a></li> <li>Still life done with Pencil and watercolor will be shown. <a href="https://www.pinterest.com">https://www.pinterest.com</a></li> <li>Daily practice and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Apply elements of art in painting to effectively communicate his/her ideas.</li> <li>Doing it practically the learners will improve skills on use of line, color scheme and tones.</li> <li>The learners would be able to understand the core values of an art piece.</li> <li>The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> </ul>

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

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May 12	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values.</li> <li>Composition on daily life</li> <li>Sub- topic: Drawings of human and animal figures, perspective learning and color application.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists are shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> <li>Children will be involved in a demonstration class on how to make abstract painting.</li> <li>The learners will practice on daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art.</li> <li>Doing it practically they will improve skills on use of line, color scheme and tones.</li> <li>The learners Would be able to understand the core values of an art piece.</li> <li>Understand the basic principles of colour.</li> <li>The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> </ul>
June	<b>Revision, Exams and Assessment</b>	–	–	–	–	–
July 09	<b>UNIT – 3 The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)</b> <ul style="list-style-type: none"> <li><b>Indian National Flag</b></li> </ul>	<ul style="list-style-type: none"> <li>Images of different designs of the national flag.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining freedom movement and contributions of artists in freedom</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>Visit to e-museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> <li>Discussion on how national flag was designed and how</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will come to know about many aspects of Indian art movement.</li> <li>The learners Will be able to</li> </ul>

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

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July 12	<p><b>Practical's: Unit 2: Painting Composition</b></p> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>Black board</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Class will be introduced with a video of great artist Rembrandt <a href="https://youtu.be/AWtX-gf1Xg">https://youtu.be/AWtX-gf1Xg</a></li> <li>Demonstration will be given on how to draw a portrait.</li> <li>Children were taken outside for nature study.</li> <li>Daily practice.</li> <li>Demonstration on how to make landscape paintings.</li> <li>Daily practice.</li> </ul> <p>You tube Video will beshown. <a href="https://youtu.be/Hf14dJUEQGK">https://youtu.be/Hf14dJUEQGK</a></p>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones, and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b> <b>A. PAINTING</b> Introduction, subject matters, characteristics and discussions on Major artists and contributions.</p> <ul style="list-style-type: none"> <li>Study of the following paintings</li> <li>Rama vanquishing the pride of the Ocean.</li> <li>Magician</li> <li>Mother and Child</li> <li>Three Girls</li> <li>Mother Teresa</li> <li>Gossip</li> <li>Untitled</li> <li>Words and symbols</li> </ul> <p>The vulture.</p>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>You tube video</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>Portfolio making on modern Indian art movement as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<p>Visit to e- museum <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></p> <ul style="list-style-type: none"> <li>A painter of our time <b>Hussain</b> <a href="https://youtu.be/L)GhddiOe/sl">https://youtu.be/L)GhddiOe/sl</a></li> <li>The learners will be given a task to make a project on paintings modern art.</li> <li>The learners will involve in a demonstration class on how to make abstract painting.</li> <li>The learners Made to read the textbook thoroughly and discuss the doubts.</li> <li>Group discussion will be conducted on what you consider as modern art and why?</li> </ul>	<ul style="list-style-type: none"> <li>The learners Discover their potential for creativity, self-expression, and visual awareness through painting.</li> <li>The learners Will understand or reconstruct the history of premodern era in their mind.</li> <li>The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people.</li> <li>The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture.</li> </ul>
August 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b> <b>B. PRINTS</b> <u>Study of the following Prints</u></p> <ul style="list-style-type: none"> <li>Introduction, print culture in India</li> </ul>	<ul style="list-style-type: none"> <li>Textbook.</li> <li>Images of various paintings</li> <li>Wikipedia</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining how modern art movement started in India and contributions of artists in building</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Oral test</li> <li>Quizzes</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on student's prior</li> </ul>	<ul style="list-style-type: none"> <li>The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> <li>Whirlpool</li> <li>Of Walls</li> <li>Children</li> <li>Devi</li> <li>Man, woman, and Tree.</li> </ul>		<p>A new nation.</p> <ul style="list-style-type: none"> <li>Portfolio making on modern Indian print makers as form of Project.</li> </ul>		<p>knowledge.</p> <ul style="list-style-type: none"> <li>Video will be shown on print culture and modern world. <a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a></li> <li>The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>The learners told to make Portfolio on modern Indian print makers as form of Project.</li> </ul>	<p>People.</p> <ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world.</li> </ul>
September 09	<p><b>UNIT -4</b> <b>The modern trends in Indian art</b></p> <p><b><u>C. SCULPTURES</u></b></p> <ul style="list-style-type: none"> <li><u>Introduction of the sculpture practiced in India.</u></li> <li><u>Study of the following Sculpture</u></li> <li>Triumph of labour</li> <li>Santhal Family</li> <li>Cries Unheard</li> <li>Ganesha</li> <li>Chaturmukhi</li> <li>Vanshri</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Wikipedia</li> <li>You tube video.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation.</li> <li>Portfolio making on the favorite modern Indian sculptors as form of Project.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Assignments</li> <li>Oral test</li> </ul>	<ul style="list-style-type: none"> <li>The learners Introduced with an image of a sculpture of the great artist Ram Kinkar Bajj and his life.</li> <li>Images of great modern sculptures will be shown and how we see a modern art that perspective is discussed.</li> <li>The learners will visit the Chandigarh art college for a firsthand knowledge of how art is being practiced in modern India.</li> <li>The learners made to read the textbook thoroughly and discuss the doubts.</li> <li>Visit to e- museum. <a href="http://www.nationalmuseumindia.gov.in/collection.asp">http://www.nationalmuseumindia.gov.in/collection.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners Will be able to talk, discuss or appreciate the sculpture practice and will also understand the modern Indian sculpture practice and connection to the traditional temple architecture or sculpture practice in India and in the world.</li> <li>The learners Will understand or reconstruct the history modern India in their mind.</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
September	<b>Revision, Exams, and assessment</b>	–	–	–	–	–
October 10	<b>Practical's: Unit 2: Painting Composition</b> <ul style="list-style-type: none"> <li>Portrait Study and landscape study.</li> <li>Sketches from life and nature.</li> <li>Painting Composition Imaginative painting based on subjects from Life and Nature.</li> </ul>	<ul style="list-style-type: none"> <li>Image references.</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Practical assignments</li> <li>Integrated with techniques of watercolor, pencil shading and oil pastel.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of practical work.</li> <li>Portfolio assessment.</li> </ul>	<ul style="list-style-type: none"> <li>They will start with a discussion on what we do on daily basis and what can be good composition in a painting practice.</li> <li>Paintings of great Indian artists will be shown. <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a> <a href="https://www.mojarto.com">https://www.mojarto.com</a></li> </ul>	<ul style="list-style-type: none"> <li>The learners feel confident with the chosen medium as a means of communicating and generating ideas.</li> <li>The learners develop observation, recording, manipulation, and application skills.</li> <li>The learners relate their work to other artists work and understand the historical context of this work.</li> <li>Doing it practically they will improve skills on use of line, color scheme, tones, and Tactile quality.</li> <li>The learners would be able to understand the modulation of tones and colors while doing the practical work.</li> </ul>
October 15	<b>Practical's: Unit 3: Portfolio assessment</b> <ul style="list-style-type: none"> <li>Record of the entire year's</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their</li> </ul>

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	performance from Sketch to finished product.				portfolio. <ul style="list-style-type: none"> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	work or sample of Works which would be self-explanatory of their creative skills. <ul style="list-style-type: none"> <li>Making a portfolio will give them a hand on experience for their future.</li> </ul>
November 12	<b>Practical's: Unit 3:</b> <b>Portfolio assessment</b> <b>b) Five selected nature and object study exercises in any media done during the session, including minimum of two still life exercises.</b> <b>(c) Two selected works of paintings done by the candidate during the year</b> <ul style="list-style-type: none"> <li><b>Board practical examination</b></li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio design as a project.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>The learners will see few examples of previously made portfolio.</li> <li>The learners will be involved in making a portfolio in a form of a project.</li> </ul>	<ul style="list-style-type: none"> <li>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</li> </ul>
December	Pre-Board Exams	-	-	-	-	-

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

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

					<p><b>Matrices, its types and Identification of Matrices from a set of Matrices, Transpose of matrix, Symmetric and skew symmetric matrices, invertible matrices etc.</b></p> <ul style="list-style-type: none"> <li><b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li><b>Application of Elementary Row and Column Operations on matrices.</b></li> <li><b>Analyze the existence of inverse of a matrix.</b></li> </ul>
<b>MARCH (12 days)</b>	<b><i>DETERMINANTS</i></b>	<ul style="list-style-type: none"> <li><b>Audio- visual from Extra Marks: (Adjoint and Inverse of matrix using Determinants, Properties of Determinants, Applications of Determinants)</b></li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> </ul>	<p><b>Revision Map</b> of Determinants in the form of Flowchart</p> <p><b>Project:</b> Students in groups will prepare presentations on different properties of determinants</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li><b>Testing with MCQ on daily bases</b></li> <li><b>Testing on completion of the chapter</b></li> <li><b>Assignments (few questions given based on chapter)</b></li> <li><b>Solution of NCERT</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge by Random Questioning on the topics of matrices and pair of linear equations</b></li> <li><b>Introducing the topic to be taught after getting the expected response</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li><b>Understand the concept of determinant</b></li> <li><b>Comprehend Minors, Cofactors, forming equations of line and area of triangle</b></li> <li><b>Analyze Adjoint</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>		<p>problems with examples</p>	<p>from the students.</p> <ul style="list-style-type: none"> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on concept of determinants , properties, minors, cofactors, adjoint, inverse, consistent and inconsistent linear equations etc</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<p>and inverse of a matrix</p> <ul style="list-style-type: none"> <li>• Application of determinants in finding the Solution of consistent and inconsistent linear equations.</li> </ul>
<p><b>MARCH</b> (8 days)</p>	<p><i><b>INVERSE TRIGONOMETRIC FUNCTIONS</b></i></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Graphs of sine, cosine and tangent functions and their Principal value, Domain and Range)</li> <li>• Power Point</li> </ul>	<p><b>Revision Map</b> of Formulae and concept of Inverse trigonometric functions in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b></p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few questions</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning related to trigonometry of Class X, XI</li> <li>• Introducing the topic to</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• Understand the concept of Inverse functions and their principal values.</li> <li>• Differentiate</li> </ul>

		<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<p>To explore the Principal value of the function <math>\sin^{-1}x</math>, using a unit circle.</p> <p><b>Project:</b> Students will prepare a presentation on formulae of ITF</p>	<p><b>given based on chapter)</b></p> <ul style="list-style-type: none"> <li>• Solution of NCERT problems with examples</li> </ul>	<p><b>be taught after getting the expected response from the students.</b></p> <ul style="list-style-type: none"> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on basic concepts of inverse functions, domain, range of functions, properties of ITF functions in detail.</li> <li>• Extended Learning ncert.nic.in cbsemathematics.com</li> </ul>	<p><b>between the function and its inverse</b></p> <ul style="list-style-type: none"> <li>• Understand Domain and range of inverse trigonometric functions</li> <li>• Comprehend the graphs of these functions</li> </ul>
<p><b>MARCH-APRIL (18 days)</b></p>	<p><b><i>CONTINUITY AND DIFFERENTIABILITY</i></b></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Continuous functions, Differentiable functions, Rolle's and LMV Theorem,</li> </ul>	<p><b>Revision Map of</b> Formulae and concept of Continuity and Differentiation in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning related to the topics of trigonometry , Inverse</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• Use different forms of mathematical representation (formulae,</li> </ul>

		<p><b>Successive differentiation.)</b></p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Experiential Learning:</b> To find analytically the limit of a function <math>f(x)</math> at <math>x = c</math> and also check the continuity of the function at that point.</p> <p>To establish a relationship between common algorithm (base 10) and natural logarithm (base <math>e</math>) of the number <math>x</math>.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work</p> <p><b>Project:</b> Students will prepare a presentation on formulae of Derivatives</p>	<ul style="list-style-type: none"> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>trigonometric functions and limits and continuity.</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on Limits &amp; Continuity, Differentiation of composite, implicit, exponential, logarithmic parametric functions, Second order derivatives, Rolle's and Lagrange's Mean Value Theorem etc.</b></li> <li>• <b>Extended</b></li> </ul>	<p><b>diagrams, tables, charts, graphs and models)</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of Continuity</b></li> <li>• <b>Analyze the functions as continuous or derivable.</b></li> <li>• <b>Differentiate between Rolle's and LMV Theorem</b></li> <li>• <b>Understand Successive differentiation Logarithmic and exponential functions.</b></li> <li>• <b>Comprehend parametric equations.</b></li> </ul>
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					<b>Learning</b> ncert.nic.in cbsemathematics.com	
<b>APRIL - MAY</b> <b>(23 days)</b>	<b><i>APPLICATION OF DERIVATIVES</i></b>	<ul style="list-style-type: none"> <li>• Explained with the help of examples from day-to-day life</li> <li>• Power Point Presentation</li> <li>• Videos from Extra marks: (Application of Derivatives in Rate of change of different quantities, Maximum and Minimum functions, Increasing &amp; Decreasing functions)</li> <li>• Chalk</li> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<b>Revision Map of</b> Formulae and concept of derivatives and conditions for increasing, decreasing, maximum and minimum functions. in the form of Flowchart  <b>Art Integration:</b> Creativity during activity work under experiential learning  <b>Experiential Learning:</b> To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.  To find the time when the area of a rectangle of given dimensions become maximum, if the length is decreasing and the breadth is increasing at given rates.  <b>Inter Disciplinary Linkage:</b> Engineering, Science Social Science, Team work, Research work	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few questions given based on chapter)</li> <li>• Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometric functions and formulae of derivatives.</li> <li>• Introducing the topic to be taught after getting the expected response from the students.</li> <li>• Developing hypothesis by Brainstorming</li> <li>• Discussion on rate of change of bodies and application in word problems, increasing</li> </ul>	After completion of the chapter the students will <ul style="list-style-type: none"> <li>• Understand the method of solution of changing quantities</li> <li>• Comprehend the concept of Tangent and Normals</li> <li>• Analyze Increasing and Decreasing functions.</li> <li>• Find the maximum and minimum value of the function in the given interval.</li> <li>• Relate the real life problem and analyze them with the help of the concepts of derivatives</li> </ul>

			<p><b>Project:</b> Students will prepare presentations in groups on different topics like rate of change of bodies, increasing &amp; decreasing functions, maximum and minimum functions etc</p>		<p><b>&amp;decreasing functions, equation of tangent and normal, method of approximation, maximum and minimum functions, implementation of maxima and minima in daily life problems.</b></p> <ul style="list-style-type: none"> <li><b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	
JUNE	Revision, Exam and Assessment	-	-	-	-	-
JULY (25 days)	<b>INTEGRALS</b>	<ul style="list-style-type: none"> <li><b>Audio- visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals)</b></li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> </ul>	<p><b>Revision Map</b> of Integrals in the form of Flowchart.</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p>Chart to be displayed in the class showing both Differentiation and Integration together.</p> <p><b>Experiential Learning:</b> To evaluate the definite integral as the limit of</p>	<ul style="list-style-type: none"> <li><b>Testing with MCQ on daily bases</b></li> <li><b>Testing on completion of the chapter</b></li> <li><b>Quiz to be conducted on formulae of both differentiation and</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometry and formulae of derivatives.</b></li> <li><b>Introducing the topic to be taught</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li><b>Select and apply general rules correctly to solve problems including those in real-life contexts.</b></li> <li><b>Understand the concept of inverse differentiation</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Duster</li> <li>• NCERT Textbook</li> </ul>	<p>sum and verify it by actual integration.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work, Research work</p> <p><b>Project:</b> Students will prepare presentations in groups on formulae of Indefinite integrals and definite integrals</p>	<p><b>integration.</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Based on Different types of integrals.</li> </ul> <p>Based on Formulae and rules of Integration</p> <ul style="list-style-type: none"> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p>after getting the expected response from the students.</p> <ul style="list-style-type: none"> <li>• <b>Developing Brainstorming</b></li> <li>• <b>Discussion on concept of Inverse differentiation. Various methods to solve integrals like Substitution, Partial fraction, product rule, Definite integrals etc.</b></li> <li>• <b>Extended Learning</b> ncert.nic.in cbsemathematics.com</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehend Indefinite and Definite Integrals</b></li> <li>• <b>Remember Fundamental Theorem of Calculus</b></li> <li>• <b>Understand basic properties of Definite integrals and their application</b></li> </ul>
<b>AUGUST (10 days)</b>	<b><i>APPLICATION OF INTEGRALS</i></b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals.</b></li> </ul>	<p><b>Revision map</b> of concept of integrals and basics of plotting the conics.</p> <p><b>Figure:</b> Plotting of Circle, Parabola, Hyperbola, Straight lines, Ellipse</p> <p><b>Art Integration:</b></p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on the topics of Trigonometry, ITF and</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of finding area under the curves.</b></li> </ul>

		<p><b>Relating Integrals to an area bounded by the curves) The curves)</b></p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p>Creativity during plotting of graphs</p> <p><b>Project:</b> Students will prepare presentations in groups on the method of finding the area between any of the two curves</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Based on Different types of integrals. Based on Formulae and rules of integration</li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>formulae of Integration.</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion on concept of integrals. Recapitulation of rules to solve different types of Integrals.</b></li> <li>• <b>After previous knowledge testing the concept of Area under the curve will be introduced.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	<ul style="list-style-type: none"> <li>• <b>Comprehend areas under the curves like lines, circles, parabolas and ellipses</b></li> <li>• <b>Remember formulae of integrals.</b></li> <li>• <b>Plot the graphs of different curves and find the required area under the curve</b></li> </ul>
<b>AUGUST (12 days)</b>	<b><i>DIFFERENTIAL EQUATIONS</i></b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: Order and degree, Differential equation and</b></li> </ul>	<p><b>Revision Map</b> of concept of Differentiation and Integration.</p> <p><b>Project:</b> Students will prepare a presentation on basic</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the formation of</b></li> </ul>

		<p><b>different methods of solving Differential equations</b></p> <ul style="list-style-type: none"> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p>concepts and different methods of solving</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<p><b>of the chapter</b></p> <ul style="list-style-type: none"> <li>• <b>Assignments (few questions given based on chapter)</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<p><b>Trigonometry, ITF, Differentiation and Integration</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on Order, degree, general solution, particular solution of differential equations. Also Discuss to solve differential equations in three ways.</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	<p><b>Differential equations</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehend the general and particular solution of the differential equation.</b></li> <li>• <b>Analyze different types of differential equations and find their solution using suitable methods accordingly</b></li> <li>• <b>Differentiate between Derivates and integrals.</b></li> <li>• <b>Solve homogenous differential equation.</b></li> </ul>
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<p><b>SEPTEMBER</b> (10 days)</p>	<p><i><b>VECTORS</b></i></p>	<ul style="list-style-type: none"> <li>• Audio- visual from Extra Marks: (Vectors, Types, Direction cosines and ratios, Projection of vector, Scalar Triple Product)</li> <li>• Power Point Presentation</li> <li>• Chalk</li> <li>• Duster</li> </ul> <p>NCERT Textbook</p>	<p><b>Revision Map</b> of Vectors in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To verify that the angle in a semicircle is a right angle using vector method.</p> <p><b>Inter Disciplinary Linkage:</b> Physics, Team work, Research work</p> <p><b>Project:</b> Students will prepare a presentation on Scalar, Cross product and Scalar triple product of vectors and their applications in different problems</p>	<ul style="list-style-type: none"> <li>• Testing with MCQ on daily bases</li> <li>• Testing on completion of the chapter</li> <li>• Assignments (few extra questions given based on chapter)</li> <li>• Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to the quantities around us and start differentiating the quantities whether they have magnitude, direction or both</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on types of vectors, Triangular law and parallelogram law of vector addition, Multiplication of vectors, Product of vectors, Direction</b></li> </ul>	<p><b>After completion of the chapter the students will</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of vectors and its types.</b></li> <li>• <b>Comprehend Direction cosines and ratios</b></li> <li>• <b>Understand Position vector and components of a vector</b></li> <li>• <b>Usage of addition and multiplication of vectors</b></li> <li>• <b>Analyze Dot and Cross product of Vectors</b></li> <li>• <b>Apply Section formula, mid point formula, projection formula in different problems.</b></li> </ul>
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					<p>cosines and ratios of vectors, Scalar Triple product etc.</p> <ul style="list-style-type: none"> <li>Extended Learning ncert.nic.in</li> <li>cbsemathematics.com</li> </ul>	
SEPTEMBER	Revision, Exam and Assessment	-	-	-	-	-
OCTOBER (13 days)	<b>3-DIMENSIONAL GEOMETRY</b>	<ul style="list-style-type: none"> <li>Audio- visual from Extra Marks: (Octants, parallel, Intersecting and Skew Lines in space, Plane in space.)</li> <li>Power Point Presentation</li> <li>Chalk</li> <li>Duster</li> <li>NCERT Textbook</li> </ul>	<p><b>Revision Map</b> of 3D formulae and concepts in the form of Flowchart</p> <p><b>Figures:</b> Pencil sketch of Objects in space</p> <p><b>Art Integration:</b> Visualizing the objects in space and plotting them in the notebook.</p> <p><b>Project:</b> Students will prepare presentations on different equations of line and plane in vector and cartesian form.</p> <p><b>Inter Disciplinary Linkage:</b></p>	<ul style="list-style-type: none"> <li>Testing with MCQ on daily bases</li> <li>Testing on completion of the chapter</li> <li>Assignments (few questions given based on chapter)</li> <li>Solution of NCERT problems with examples</li> </ul>	<ul style="list-style-type: none"> <li>Activating Prior Knowledge by Random Questioning related to scalar and vector quantities, scalar and vector product, Scalar triple product</li> <li>Introducing the topic to be taught after getting the expected response from the</li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>Understand the location of object in space.</li> <li>Differentiate between Cartesian and Vector equation</li> <li>Analyze parallel, intersecting and skew lines</li> <li>Understand Line and Plane, Angles between lines, line and plane.</li> </ul>

			Physics, Team work, Research work		<p><b>students.</b></p> <ul style="list-style-type: none"> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on concept of 3-Dimensional figures, application of formulae in 3-D objects in real life situations, skew and coplanar lines, Vector and Cartesian form of different forms of lines and planes, Angle between lines and planes etc.</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	<p><b>Find</b> distance of a point from a line, shortest distance between two lines, distance of line from plane.</p>
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<p><b>OCTOBER</b> (12 days)</p>	<p><b>PROBABILITY</b></p>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: (Concept of Probability, Conditional probability, etc)</b></li> <li>• <b>Explanation through Mind Map</b></li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of Probability in the form of Flowchart</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To explain the computation of conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.</p> <p><b>Indoor game:</b> Tossing of coin Rolling of Dice Playing Cards</p> <p><b>Project:</b> Students will prepare presentation on basic concepts of probability</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignment Based on Baye’s Theorem and Probability Distribution</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning on sample space, experimental and theoretical probability</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on concept of Probability, usage and application of Probability in real life situations.</b></li> <li>• <b>Extended Learning</b></li> </ul> <p>ncert.nic.in</p>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Develop mathematical curiosity and use inductive and deductive reasoning when solving problems</b></li> <li>• <b>Understand the concept of Conditional Probability, Multiplication theorem on probability, Total Probability.</b></li> <li>• <b>Analyze Baye’s Theorem, Probability distribution</b></li> <li>• <b>Calculate Mean and Variance of the probability distribution.</b></li> </ul>
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<b>NOVEMBER (8 days)</b>	<b><i>RELATION AND FUNCTIONS</i></b>	<ul style="list-style-type: none"> <li>• <b>Audio- visual from Extra Marks: (Types of Relations reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, Inverse of a function)</b></li> <li>• <b>Power Point Presentation</b></li> <li>• <b>Chalk</b></li> <li>• <b>Duster</b></li> <li>• <b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of concept of Relations and functions.</p> <p><b>Art Integration:</b> Creativity during activity work under experiential learning</p> <p><b>Experiential Learning:</b> To demonstrate a function which is not one-one but is onto</p> <p>To demonstrate a function which is one-one but not onto</p> <p><b>Project:</b> Students will prepare presentations in groups on different topics like Types of relations and their domain and range, Different types of functions and method of finding their inverse.</p> <p><b>Inter Disciplinary Linkage:</b> Team work, Research work</p>	<ul style="list-style-type: none"> <li>• <b>Testing with MCQ on daily bases</b></li> <li>• <b>Testing on completion of the chapter</b></li> <li>• <b>Assignments Based on question paper pattern of previous years board examination Based on few questions given in the chapter</b></li> <li>• <b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge by Random Questioning related to the set theory, Cartesian product of sets, Domain, Range of functions.</b></li> <li>• <b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li>• <b>Developing hypothesis by Brainstorming</b></li> <li>• <b>Discussion on different types of relations, Definitions of one-one, many-one, onto, bijective</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li>• <b>Understand the concept of relations and functions</b></li> <li>• <b>Differentiate between types of relation eg: equivalence relation</b></li> <li>• <b>Differentiate between types of functions</b></li> <li>• <b>Comprehend the concept of Inverse of a function</b></li> </ul>

					<p><b>functions and their diagrams, Composition of functions, invertible functions.</b></p> <ul style="list-style-type: none"> <li><b>Extended Learning</b></li> </ul> <p>ncert.nic.in cbsemathematics.com</p>	
<p><b>NOVEMBER (6 days)</b></p>	<p><b><i>LINEAR PROGRAMMING</i></b></p>	<ul style="list-style-type: none"> <li><b>Audio- visual from Extra Marks: (Graphs of linear equations in two variable, inequalities, Formulation of LPP)</b></li> <li><b>Power Point Presentation</b></li> <li><b>Chalk</b></li> <li><b>Duster</b></li> <li><b>NCERT Textbook</b></li> </ul>	<p><b>Revision Map</b> of concept of inequalities and basics of plotting the graphs.</p> <p><b>Figure:</b> Plotting of graphs of straight lines to find the bounded and unbounded region.</p> <p><b>Art Integration:</b> Creativity, Symmetry, Neatness while plotting the graphs.</p> <p><b>Inter Disciplinary Linkage:</b> Sports, Team work, Research work</p> <p><b>Experiential Learning:</b> Taking students to the field and getting the markings done for the Athletic Meet.</p> <p><b>Project:</b> Students will prepare a</p>	<ul style="list-style-type: none"> <li><b>Testing with MCQ on daily bases</b></li> <li><b>Testing on completion of the chapter</b></li> <li><b>Assignments (Based on Diet, Manufacturing problems etc)</b></li> <li><b>Solution of NCERT problems with examples</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Activating Prior knowledge by random questioning related to Cartesian coordinate system, linear inequalities.</b></li> <li><b>Introducing the topic to be taught after getting the expected response from the students.</b></li> <li><b>Developing hypothesis by Brainstorming</b></li> <li><b>Discussion on</b></li> </ul>	<p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> <li><b>Apply appropriate inquiry and mathematical problem-solving techniques</b></li> <li><b>Understand the concept of Linear Programming problem.</b></li> <li><b>Comprehend the bounded feasible region and unbounded non feasible region.</b></li> <li><b>Analyze Diet problems, Manufacturing</b></li> </ul>

			presentation or model on Linear Programming Problems		<p>various terms related to LPP i.e. Constraints, Objective function, feasible region, Mathematical formulation of LPP, Corner Point method of solving LPP</p> <p>• <b>Extended Learning</b></p> <p>ncert.nic.in cbsemathematics.com</p>	<p><b>problems.</b></p> <ul style="list-style-type: none"> <li>• <b>Understand how to form LPP with given constraints.</b></li> <li>• <b>Plot the graph of the required data and hence learn to find the final LPP.</b></li> </ul>
<b>DECEMBER</b>	<b>Exam and Assessment</b>	-	-	-	-	-

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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments ( Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
<b>Feb/March/12</b>	<p><u>TOPIC:</u> Electric Field and charges</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> <li>• Electric Charges</li> <li>• Conservation of charge,</li> <li>• Coulomb's law-force between two-point charges,</li> <li>• forces between multiple charges;</li> <li>• superposition principle</li> <li>• continuous charge distribution</li> <li>• Electric field, electric field due to a point charge</li> <li>• electric field lines</li> <li>• electric dipole</li> <li>• electric field due to a dipole</li> <li>• torque on a dipole in</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models(electroscope)</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules.</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Animation on torque acting on a dipole.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagrams of electric field at axial and equatorial point and applications of Gauss law Vector form of Coulombs law</li> <li>• Electric field lines for different charge distributions</li> <li>• Electric field and torque due to a dipole</li> <li>• Applications of Gauss law. <b>Graph</b></li> <li>• Variation of Electric field with distance.</li> </ul> <p><b><u>Practical/Activities: -</u></b></p> <ul style="list-style-type: none"> <li>• How charges are induced Induction using electroscope. Induction of charges on rubbing and positive and negative charges.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Experiences with Frictional electricity</li> <li>• Comparison of this in</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given on Electric field and charges</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes(MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of static electricity.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of charges and field will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>• Understand the concept of Electric Charges</li> <li>• Conservation of charge</li> <li>• Know Coulomb's law-force between two-point charges</li> </ul>

	<p>uniform electric field.</p> <ul style="list-style-type: none"> <li>• Electric flux</li> <li>• statement of Gauss's theorem</li> <li>• its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet</li> <li>• Uniformly charged thin spherical shell (field inside and outside).</li> </ul>		<p>different weather</p> <ul style="list-style-type: none"> <li>• Electroscope (nature of charges)</li> <li>• Electrostatic shielding</li> </ul>		<p>hypothesis by: Brainstorming, demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>and Superposition principle</p> <ul style="list-style-type: none"> <li>• Know different Continuous charge distribution.</li> <li>• be able to visualize Electric field</li> <li>• Calculate Electric field due to a point charge</li> <li>• Comprehend Electric field lines and understand their importance.</li> <li>• Know what an electric dipole is (with examples)</li> <li>• Calculate electric field due to a dipole</li> <li>• Calculate Torque on a dipole in uniform electric field.</li> <li>• Understand Electric flux</li> <li>• Statement of Gauss's theorem and its applications</li> <li>• Know how to interpret a graph.</li> </ul>
<p><b>March/April/16</b></p>	<p><b><u>TOPIC:</u></b> <b>Electrostatics /Electrostatic Potential and Capacitance</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Electrostatic Potential and Capacitance</li> <li>• Electric potential,</li> <li>• potential difference,</li> <li>• electric potential due to a point charge,</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects (capacitors),</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Equipotential surfaces, capacitor with dielectrics and conductor.</li> </ul> <p><b><u>Graph</u></b></p> <ul style="list-style-type: none"> <li>• Variation of Electric Potential with distance.</li> </ul> <p><b><u>Experiential learning</u></b></p>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Potential.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of Capacitors and potential will be explained with</li> </ul>	<p>After going through this unit students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> </ul>

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

	<ul style="list-style-type: none"> <li>emf of a cell, combination of cells in series and in parallel,</li> <li>Kirchhoff's laws and simple applications</li> <li>Wheatstone bridge</li> <li>metre bridge(qualitative ideas only)</li> <li>Potentiometer - principle and its applications to measure potential difference and for comparing EMF of two cells; measurement of internal resistance of a cell(qualitative ideas only)</li> <li>Carbon resistors</li> <li>colour code for carbon resistor</li> <li>series and parallel combinations of resistors;</li> </ul>		<p><b><u>Practicals: -</u></b></p> <ul style="list-style-type: none"> <li>To find resistance of a given wire using metre bridge and hence determine the resistivity (specific resistance) of its material.</li> <li>To verify the laws of combination (series/parallel) of resistances using a metre bridge.</li> <li>To compare the EMF of two given primary cells using potentiometer.</li> <li>To determine the internal resistance of given primary cell using potentiometer</li> <li>To verify the Ohms law</li> </ul>		<p>demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Draw V-I characteristics (linear and non-linear)</li> <li>Define Electrical energy and power</li> <li>Differentiate between electrical resistivity and conductivity</li> <li>Learn Carbon resistors, colour code for carbon resistors</li> <li>Understand and apply the concept of series and parallel combinations of resistors</li> <li>Know about the temperature dependence of resistance Know about internal resistance of a cell, potential difference and emf of a cell</li> <li>Describe combination of cells in series and in parallel</li> <li>Apply Kirchhoff's laws to simple applications, Wheatstone bridge, metre bridge.</li> <li>Understand the working of Potentiometer -principle</li> <li>Apply it to measure potential difference and for comparing EMF of two cells and measurement of internal resistance of a cell and its advantages over voltmeter.</li> </ul>
May/21	<p><b><u>TOPIC:</u></b> <b>Moving Charges and Magnetism</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Concept of magnetic field,</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further</li> </ul>

<p>electric fields</p>	<ul style="list-style-type: none"> <li>Oersted's experiment.</li> <li>Biot - Savart law and its application to current carrying circular loop.</li> <li>Ampere's law and its applications to</li> <li>Infinitely long straight wire.</li> <li>Straight</li> <li>toroidal solenoids (only qualitative treatment)</li> <li>force on a moving charge in uniform magnetic</li> <li>Force on a current-carrying conductor in a uniform magnetic field,</li> <li>force between two parallel current-carrying conductors-</li> <li>definition of ampere</li> <li>torque experienced by a current loop in uniform magnetic field</li> <li>moving coil galvanometer-</li> </ul>	<ul style="list-style-type: none"> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Cyclotron</li> <li>Moving coil galvanometer</li> </ul>	<ul style="list-style-type: none"> <li>Draw diagram of cyclotron, moving coil galvanometer and relevant diagrams for different derivations.</li> </ul> <p><b><u>Experiential learning</u></b></p> <p><b><u>Demonstration</u></b></p> <ul style="list-style-type: none"> <li>Force acting on a current carrying wire when placed in a magnetic field</li> <li>Demonstration of magnetic field by solenoid and toroid.</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>To determine resistance of a galvanometer by half-deflection method and to find its figure of merit</li> <li>To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same.</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<p>previous knowledge of Magnetism and magnets.</p> <ul style="list-style-type: none"> <li><b><u>Lecture and discussion method</u></b> How current produces magnetic field explained with the help of analogies and examples.</li> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b></li> </ul>	<p>learning in the subject.</p> <ul style="list-style-type: none"> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>Understand the concept of magnetic field</li> <li>Know about Oersted's experiment.</li> <li>State and explain Biot - Savart law and its application to current carrying circular loop.</li> <li>State and explain Ampere's law and apply it to find magnetic field due to infinitely long straight wire.</li> <li>Straight and toroidal solenoids (only qualitative</li> </ul>
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	<p>its current sensitivity</p> <ul style="list-style-type: none"> <li>• Conversion to ammeter and voltmeter.</li> <li>• Cyclotron.</li> </ul>				<p>Providing basic knowledge to solve numerical problems.</p> <ul style="list-style-type: none"> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>treatment</p> <ul style="list-style-type: none"> <li>• Calculate force on a moving charge in uniform magnetic and electric fields Explain working of a Cyclotron.</li> <li>• Calculate force on a current-carrying conductor in a uniform magnetic field and force between two parallel current-carrying conductors</li> <li>• Define one ampere,</li> <li>• Find Torque experienced by a current loop in uniform magnetic field</li> <li>• Have knowledge of moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.</li> </ul>
July/06	<p><b><u>TOPIC:</u></b> <b>Magnetism and Matter</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Current loop as a magnetic dipole and its magnetic dipole moment</li> <li>• magnetic dipole moment of a revolving electron</li> <li>• bar magnet as an equivalent solenoid</li> <li>• magnetic field lines</li> <li>• Earth's magnetic field and magnetic</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b><u>Video</u></b></p> <ul style="list-style-type: none"> <li>• Earth's magnetic field</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> <li>• Geography (longitudes latitudes, equator, poles)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Draw diagram of earth's magnetism</li> <li>• graph showing variation of B and H</li> <li>• Diagrams relevant to various derivations.</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Using a magnetic needle</li> <li>• Make a magnetic needle using a bar magnet.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of magnets.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of magnetism will be explained with the help of examples.</li> <li>• <b><u>Simple to Complex</u></b></li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative</li> </ul>

	<p>elements.</p> <ul style="list-style-type: none"> <li>• magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis</li> <li>• torque on a magnetic dipole (bar magnet) in a uniform magnetic field</li> <li>• Para-, dia- and Ferro - magnetic substances, with examples.</li> <li>• Electromagnets and factors affecting their strengths</li> <li>• Permanent magnets.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration of Curie temperature using strong magnets, pin, candle etc.</li> </ul> <p><b><u>Skill assessment</u></b></p> <ul style="list-style-type: none"> <li>• To make a table of values of angle of dip at a few different locations on the Earth.</li> </ul> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• Differentiate between para,ferro and dia magnetic substances using two strong magnets.</li> </ul>		<p>Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>thinking</p> <ul style="list-style-type: none"> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>• Describe current loop as a magnetic dipole and find its magnetic dipole moment</li> <li>• Relate it to revolving electron to find its dipole moment</li> <li>• Calculate magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis</li> <li>• Find torque on a magnetic dipole in magnetic field</li> <li>• Describe bar magnet as an equivalent solenoid, represent magnetic field lines and state their properties</li> <li>• Describe earth's magnetic field</li> <li>• Differentiate magnetic elements. Para-, dia-and Ferro - with examples.</li> <li>• Describe Electromagnets and factors affecting their strengths, permanent magnets and the criteria to choose the material for these purposes.</li> </ul>
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<p style="text-align: center;"><b>July/12</b></p>	<p><b>TOPIC:</b> <b>Electromagnetic Induction</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Electromagnetic induction;</li> <li>Faraday's laws, induced EMF and current;</li> <li>Lenz's Law,</li> <li>Eddy currents.</li> <li>Self and mutual induction.</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li>NCERT e - book</li> <li><i>Extramarks</i> modules</li> <li>Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Eddy Currents</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>Draw diagram for self-induction and mutual induction in solenoid.</li> </ul> <p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>Production of Eddy currents in Aluminum lid when magnet is set in oscillation above it.</li> <li>Application in speedometers.</li> <li>Demonstration of Lenz' law using pipes of different materials and magnet</li> <li>Demonstration of self induction using inductor , bulb etc</li> </ul> <p><b>Practical/Activity: -</b></p> <ul style="list-style-type: none"> <li>Production of Eddy currents in Aluminum lid when magnet is set in oscillation above it.</li> <li>Passing a magnet through 3 different pipes (Cu, Al and PVC) and observing EMI.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check previous knowledge from day to day experience.</li> <li><b>Lecture and discussion method</b> Meaning of induction will be explained with the help of analogies/exam ples</li> <li><b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to</li> <li>Describe Electromagnetic induction State and explain Faraday's laws, explain induced EMF and current</li> <li>Explain and apply Lenz's Law</li> <li>Describe Eddy currents.</li> </ul>
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					<ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain self and mutual induction.</li> </ul>
<p style="text-align: center;"><b>July/ August/ 12</b></p>	<p><b>TOPIC:</b> <b>Alternating Current</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Alternating currents,</li> <li>• peak and RMS value of alternating current/voltage</li> <li>• reactance and impedance</li> <li>• LC oscillations (qualitative treatment only)</li> <li>• LCR series circuit</li> <li>• Resonance</li> <li>• power in AC circuits</li> <li>• AC generator</li> <li>• Transformer</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• Chalk</li> <li>• Board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• LC Oscillations</li> <li>• Transformers</li> <li>• AC generator</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <p><b><i>Diagrams:</i></b></p> <ul style="list-style-type: none"> <li>• Draw phasor diagram of LCR circuit</li> <li>• Transformer</li> <li>• AC generator</li> <li>• Phasor diagrams for R,C,L,RC,RL,LCR circuits</li> </ul> <p><b><i>Graph</i></b></p> <ul style="list-style-type: none"> <li>• Resonant frequency,</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>• Relate topic to their daily observation,</li> <li>• ask them whether they have seen generators, transformer</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of AC and DC.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of Alternating current will be explained with the help of analogies and how it is used in homes.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> </ul>

	<ul style="list-style-type: none"> <li>power factor</li> <li>wattless current.</li> </ul>		<p>and transmission of electricity</p> <ul style="list-style-type: none"> <li>if possible, show these to them</li> <li>Collect information on how energy is generated and distributed</li> <li>To open up a charger and see a transformer</li> <li>Demonstration of Fleming right hand rule using water, cell, nail etc</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>To find the frequency of AC mains with a sonometer</li> </ul> <p><b>Skill Assessment</b></p> <ul style="list-style-type: none"> <li>To find out the frequency of AC mains in India and few other countries</li> </ul>		<ul style="list-style-type: none"> <li><b>Simple to Complex</b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b>Problem solving/ Inquiry method</b> Providing basic knowledge to solve numerical problems.</li> <li><b>Explanation</b></li> <li><b>Real life examples</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this Chapter, the students will be able to</li> <li>Explain Alternating currents</li> <li>Define peak and RMS value of alternating current/voltage</li> <li>Know what reactance and impedance is</li> <li>Describe LC oscillations</li> <li>Have knowledge of LCR series circuit</li> <li>Know the concept of Resonance</li> <li>Calculate and explain power in AC circuits</li> <li>Define power factor and wattless current.</li> <li>Describe the working of AC generator and transformer.</li> </ul>
August/04	<p><u>TOPIC:</u> <b>Electromagnetic Waves</b></p> <p><u>SUB-TOPIC</u></p>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further</li> </ul>

<ul style="list-style-type: none"> <li>• Electromagnetic waves</li> <li>• their characteristics</li> <li>• their Transverse nature (qualitative ideas only).</li> <li>• Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays)</li> <li>• Elementary facts about their uses.</li> <li>• Basic idea of displacement current</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• Electromagnetic waves and characteristics,</li> <li>• Electromagnetic spectrum.</li> </ul>	<p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• EM spectrum</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>• Application of EM waves in medicine, microwaves and other common uses.</li> <li>• Demonstration of EM wave using Induction coil</li> </ul> <p><b><u>Skill Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Suggest other possible uses</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<p>to check previous knowledge of waves used in different applications.</p> <ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of EM waves will be explained with the help of examples</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b></li> </ul>	<p>learning in the subject.</p> <ul style="list-style-type: none"> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this topic students will</p> <ul style="list-style-type: none"> <li>• Have basic idea of displacement current</li> <li>• Know what electromagnetic waves are, their characteristics, their Transverse nature</li> <li>• Know the electromagnetic spectrum including elementary facts about their uses.</li> </ul>
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					Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	
<b>August/ September/ 20</b>	<p><b>TOPIC:</b> <b>Ray Optics and Optical instruments</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Ray Optics:</li> <li>• Refraction of light</li> <li>• total internal reflection</li> <li>• its applications</li> <li>• optical fibers</li> <li>• refraction at spherical surfaces</li> <li>• lenses</li> <li>• thin lens formula</li> <li>• lens maker's formula</li> <li>• magnification</li> <li>• power of a lens</li> <li>• combination of thin lenses in contact</li> <li>• Refraction of light through a prism.</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> <li>• To be shown lenses, prism etc</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Dispersion</li> <li>• Microscope</li> <li>• Telescope.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <p><b><u>Diagrams:</u></b></p> <ul style="list-style-type: none"> <li>• Image formation</li> <li>• Refraction at curved surface</li> <li>• Lens makers formula</li> <li>• Optical instruments:</li> <li>• Microscope</li> <li>• Telescope</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>• See formation of images with different optical elements (prism, slab, lenses, mirrors) using laser.</li> <li>• Let them use a telescope and microscope.</li> <li>• See TIR in a long cylinder</li> <li>• Application of TIR in endoscope</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of lenses and prisms.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of charges and field will be explained with the help of analogies and examples.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new</li> </ul>	After studying this Unit, the students will <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process -skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics</li> </ul>

	<ul style="list-style-type: none"> <li>Optical instruments Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.</li> <li>Reflection of light,</li> <li>spherical mirrors,</li> <li>mirror formula</li> <li>Scattering of light –</li> <li>Blue colour of sky and reddish appearance of the sun at sunrise and sunset.</li> </ul>		<ul style="list-style-type: none"> <li>Application of TIR in optical fibres</li> <li>Fibres in home</li> <li>Formation of convex lens using water , transparent sheet etc</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>To find the focal length of a convex mirror using a convex lens.</li> <li>To find the refractive index of a liquid using convex lens and plane mirror</li> <li>To find the focal length of a concave lens, using a convex lens.</li> <li>To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation</li> <li>To find refractive index of a glass slab using travelling microscope.</li> </ul>		<p>concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <li><b>Interactive method/Group discussion</b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b>Problem solving/ Inquiry method</b> Providing basic knowledge to solve numerical problems.</li> <li><b>Explanation</b></li> <li><b>Real life examples</b></li> </ul>	<p>with other disciplines. After studying this chapter students will be able to</p> <ul style="list-style-type: none"> <li>Describe Reflection of light</li> <li>Know different types of spherical mirrors and their image formation</li> <li>Know the mirror formula</li> <li>Describe refraction of light</li> <li>Explain total internal reflection and its applications, optical fibers, Explain refraction at spherical surfaces</li> <li>Discuss lenses</li> <li>Derive thin lens formula and lens maker’s formula, Define magnification, power of a lens, combination of thin lenses in contact,</li> <li>Discuss refraction of light through a prism.</li> <li>Describe Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and calculate their magnifying powers.</li> </ul>
<p><b>September / October /12</b></p>	<p><b>TOPIC:</b> <b>Wave optics:</b> <b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>Wave front</li> <li>Huygens’s principle</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> </ul>	<p><b>Interdisciplinary Linkage:</b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivation and Brain storming</b> Introduction of the concept. Questions would be asked to check</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further</li> </ul>

<ul style="list-style-type: none"> <li>• reflection</li> <li>• Refraction of plane wave at a plane surface using wave fronts.</li> <li>• Proof of laws of reflection refraction using Huygens's principle.</li> <li>• Interference</li> <li>• Young's double slit experiment</li> <li>• expression for fringe width</li> <li>• coherent sources</li> <li>• sustained interference of light</li> <li>• diffraction due to a single slit, width of central maximum</li> <li>• resolving power of microscope</li> <li>• astronomical telescope</li> <li>• polarisation, plane polarised light</li> <li>• Brewster's law</li> <li>• uses of plane polarised light</li> <li>• Polaroids.</li> </ul>	<ul style="list-style-type: none"> <li>• NCERT e - book</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Wavefronts</li> <li>• Interference</li> <li>• Diffraction</li> <li>• Polarization</li> </ul>	<p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Wave fronts</li> <li>• Proof of laws of reflection and refraction</li> <li>• Youngs Double slit experiment</li> <li>• Polarisation</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Polarisation using polaroid glasses</li> <li>• Diffraction of sound</li> <li>• Bending of water from orifices</li> </ul> <p><b><u>Practical: -</u></b></p> <p><b><i>Demonstration</i></b></p> <ul style="list-style-type: none"> <li>• Diffraction at single slit</li> <li>• Diffraction through slit formed by two blades</li> <li>• Polarisation with rotating polaroids</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<p>previous knowledge of experiences with diffraction and polarization.</p> <ul style="list-style-type: none"> <li>• <b><u>Lecture and discussion method</u></b> Meaning of interference will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b></li> </ul>	<p>learning in the subject.</p> <ul style="list-style-type: none"> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Define Wave front and Huygens's principle</li> <li>• Discuss reflection and refraction of plane wave at a plane surface using wave fronts.</li> <li>• Comprehend Interference Describe Young's double slit experiment and calculate expression for fringe width,</li> <li>• Comprehend coherent sources and sustained interference of light</li> </ul>
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					Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe diffraction due to a single slit, Calculate width of central maximum</li> <li>• Define resolving power of microscope and astronomical telescope</li> <li>• Define and explain polarisation, state and prove Brewster's law</li> <li>• State Malus law</li> <li>• Learn uses of plane polarised light and Polaroids.</li> </ul>
<p>October/06</p>	<p><b>TOPIC:</b> <b>Dual Nature of Radiation and Matter</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Dual nature of radiation</li> <li>• Photoelectric effect</li> <li>• Hertz and Lenard's observations</li> <li>• Einstein's photoelectric equation</li> <li>• Particle nature of light.</li> <li>• Experimental study of photoelectric effect</li> <li>• Matter waves-wave nature of particles</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Photoelectric effect</li> <li>• Davison-Germer experiment.</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Mathematics (Numerical problems and application of concepts.)</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Photoelectric effect setup</li> <li>• Davison Germer experiment setup</li> </ul> <p><b><u>Graphs</u></b></p> <ul style="list-style-type: none"> <li>• Variation of Photoelectric current with intensity, frequency, potential</li> <li>• Variation of Stopping potential with frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Photoelectric effect.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of dual nature will be explained</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the</li> </ul>

	<ul style="list-style-type: none"> <li>de-Broglie relation</li> <li>Davisson-Germer experiment</li> </ul>				<p>introduced subsequently</p> <ul style="list-style-type: none"> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>interface of Physics with other disciplines.</p> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>Discuss dual nature of radiation</li> <li>Describe Photoelectric effect</li> <li>Explain Hertz and Lenard's observations</li> <li>Explain Einstein's photoelectric equation</li> <li>Describe particle nature of light</li> <li>Discuss Matter waves-wave nature of particles</li> <li>Learn and describe de Broglie relation</li> <li>Davisson-Germer experiment</li> </ul>
October/06	<p><b><u>TOPIC:</u></b> <b>Atoms</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>Alpha-particle scattering experiment</li> <li>Rutherford's model of atom</li> <li>Bohr model</li> <li>energy levels</li> </ul>	<ul style="list-style-type: none"> <li>Actual objects</li> <li>Models</li> <li>pictures</li> <li>chalk</li> <li>board</li> <li>PPT</li> <li><i>Extramarks</i> modules</li> <li>Active inspire,</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics (Numerical problems and application of concepts.)</li> <li>Chemistry</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>Rutherford scattering experiment</li> <li>Energy levels Spectrum</li> </ul>	<ul style="list-style-type: none"> <li>Assignment to be given</li> <li>Daily random oral testing</li> <li>Written test</li> <li>Quizzes (MCQs, one word, match, fill)</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of atoms.</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>Have been exposed to different processes used in Physics-related industrial and technological</li> </ul>

	<ul style="list-style-type: none"> <li>Hydrogen spectrum.</li> </ul>	<p>white board, open board and digitizer</p> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>Rutherford's model</li> <li>Bohr model</li> </ul>		<p>in the blanks)</p> <ul style="list-style-type: none"> <li>Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Lecture and discussion method</u></b> Meaning of energy levels will be explained.</li> <li><b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li><b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li><b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li><b><u>Explanation</u></b></li> <li><b><u>Real life examples</u></b></li> </ul>	<p>applications.</p> <ul style="list-style-type: none"> <li>Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>Develop problem solving abilities and creative thinking</li> <li>Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter, the students will be able to</p> <ul style="list-style-type: none"> <li>Understand the Alpha-particle scattering experiment</li> <li>Describe Rutherford's model of atom and understand its limitations</li> <li>Discuss and explain Bohr model and relate it to de Broglie hypothesis</li> <li>Describe energy levels</li> <li>Discuss hydrogen spectrum, different series and calculate the energy and radii of different energy levels</li> </ul>
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<p style="text-align: center;"><b>November / 06</b></p>	<p><b>TOPIC:</b> <b>Nuclei</b></p> <p><b>SUB-TOPIC</b></p> <ul style="list-style-type: none"> <li>• Composition and size of nucleus</li> <li>• Nuclear force</li> <li>• Mass-energy relation</li> <li>• mass defect</li> <li>• nuclear fission</li> <li>• Nuclear fusion.</li> <li>• Radioactivity</li> <li>• alpha, beta and gamma particles/rays</li> <li>• their properties</li> <li>• radioactive decay law</li> <li>• Half-life and mean life.</li> <li>• Mass-energy relation</li> <li>• mass defect</li> <li>• binding energy per nucleon</li> <li>• its variation with mass number</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board and digitizer</li> </ul> <p><i>Video</i> Nuclear Reactor Bomb dropped in Hiroshima</p>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Chemistry</li> </ul> <p><b><u>Art Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Binding energy per nucleon vs. mass number</li> <li>• Nuclear reactor</li> </ul> <p><b><u>Experiential learning</u></b></p> <ul style="list-style-type: none"> <li>• Various methods of energy generation (hydroelectric, thermal, nuclear) which of these have they seen,</li> <li>• If possible, arrange a visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of Nucleons and nuclear energy.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of fusion and fission will be explained with the help of analogies.</li> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming,</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative thinking</li> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Describe composition and size of nucleus,</li> <li>• Define Radioactivity alpha, beta and gamma particles/rays and their</li> </ul>

					<p>demonstration and sharing of experiences.</p> <ul style="list-style-type: none"> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>properties</p> <ul style="list-style-type: none"> <li>• State and explain radioactive decay law.</li> <li>• Know the Mass-energy relation</li> <li>• Define mass defect</li> <li>• Describe binding energy per nucleon and its variation with mass number</li> <li>• Define and explain nuclear fission, nuclear fusion.</li> </ul>
<p><b>November / 12</b></p>	<p><b><u>TOPIC:</u></b> <b>Electronic Devices</b></p> <p><b><u>SUB-TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• Semiconductor</li> <li>• Electronics</li> <li>• Materials</li> <li>• Devices and Simple Circuits</li> <li>• Energy bands in conductors</li> <li>• semiconductors and insulators (qualitative ideas only)</li> <li>• Semiconductor diode</li> <li>• I-V characteristics in forward and</li> </ul>	<ul style="list-style-type: none"> <li>• Actual objects (Students to be shown elements like diodes and transistors)</li> <li>• Models</li> <li>• pictures</li> <li>• chalk</li> <li>• board</li> <li>• PPT</li> <li>• <i>Extramarks</i> modules</li> <li>• Active inspire, white board, open board</li> </ul>	<p><b><u>Interdisciplinary Linkage:</u></b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• IP</li> </ul> <p><b><u>Art Integration:</u></b> <b><i>Diagrams</i></b></p> <ul style="list-style-type: none"> <li>• VI characteristics of PN junction diode</li> <li>• Zener diode</li> <li>• Solar cell</li> <li>• Photodiode</li> <li>• Transistor</li> </ul> <p><b><i>Diagram</i></b> Doping of semiconductors Circuit diagrams of Junction diode</p> <p><b><u>Practical: -</u></b></p> <ul style="list-style-type: none"> <li>• To draw the I-V characteristic curve of a p-n junction in forward bias and reverse bias.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment to be given</li> <li>• Daily random oral testing</li> <li>• Written test</li> <li>• Quizzes (MCQs, one word, match, fill in the blanks)</li> <li>• Notebook correction</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Motivation and Brain storming</u></b> Introduction of the concept. Questions would be asked to check previous knowledge of semiconductors in daily life.</li> <li>• <b><u>Lecture and discussion method</u></b> Meaning of diodes and semiconductors will be explained with the help real</li> </ul>	<p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> <li>• Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</li> <li>• Have been exposed to different processes used in Physics-related industrial and technological applications.</li> <li>• Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills.</li> <li>• Develop problem solving abilities and creative</li> </ul>

	<p>reverse bias</p> <ul style="list-style-type: none"> <li>• diode as a rectifier</li> <li>• Special purpose p-n junction diodes</li> <li>• LED, photodiode, solar cell.</li> <li>• Zener diode and their characteristics</li> </ul> <p>Zener diode as a voltage regulator.</p>	<p>and digitizer</p> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• LED</li> </ul> <p>Photodiode Solar cell Zener diode</p>	<ul style="list-style-type: none"> <li>• To draw the characteristic curve of a Zener diode and to determine its reverse break down voltage.</li> </ul> <p><b><u>Skill Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Make a list of basic gadgets at home which use semiconductors (diodes transistors, ICs etc)</li> </ul> <p><b><u>Experiential Learning:-</u></b></p> <ul style="list-style-type: none"> <li>• Setting up small water pump which works on solar power.</li> <li>• Variation in the colour produced in the LED on changing the amount of current.</li> </ul>		<p>objects</p> <ul style="list-style-type: none"> <li>• <b><u>Simple to Complex</u></b> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently</li> <li>• <b><u>Interactive method/Group discussion</u></b> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences.</li> <li>• <b><u>Problem solving/ Inquiry method</u></b> Providing basic knowledge to solve numerical problems.</li> <li>• <b><u>Explanation</u></b></li> <li>• <b><u>Real life examples</u></b></li> </ul>	<p>thinking</p> <ul style="list-style-type: none"> <li>• Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines.</li> </ul> <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> <li>• Describe Energy bands in conductors, semiconductors and insulators</li> <li>• Describe Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier</li> <li>• Tell uses of Special purpose p-n junction diodes:</li> <li>• LED, photodiode, solar cell and Zener diode and their characteristics,</li> <li>• Learn use of Zener diode as a voltage regulator.</li> </ul>
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