

ANNUAL PEDAGOGICAL PLAN SESSION 2019-20



NEERJA MODI SCHOOL

A Global Institute

General School Information

Principal : Mrs. Indu Dubey

Email: nmsjaipur@yahoo.com

Website: www.theneerjamodischool.com

Address: Neerja Modi School, Shipra Path, Mansarovar, Jaipur, Rajasthan 302020 India

Telephone No: +91-141-2785484 / 85 / 87

SCHOOL HOURS

Summer : 7:30 a.m. to 2:00 p.m.
9:00 a.m. to 01:00 p.m. (on Saturday)
Winter : 8:00 a.m. to 2:30 p.m.
9:00 a.m. to 01:00 p.m. (on Saturday)

MORNING GAMES SCHEDULE

Summer : 6:20 a.m. to 7:20 a.m.
Winter : 6:50 a.m. to 7:50 a.m.

EVENING GAMES SCHEDULE

Summer : 5:00 p.m. to 6:00 p.m.
Winter : 4:30 p.m. to 5:30 p.m.

ENROLMENT 2019 - 20

Total (Grade I to XII)	4138
High School (Grade IX to XII)	1305
Graduating Class	316
Science 89 / Commerce 152 / Humanities 75	

ABOUT NMS

Neerja Modi School is a co-educational, non-sectarian day school serving Grades 1 to 12th. Through a unique learning experience which will enrich the child both academically and personally, we strive to cultivate the leaders of tomorrow, today.

The School is located centrally in the sprawling city of Jaipur. The student community largely drawn from Jaipur belongs to diverse socio-economic backgrounds. The larger community in the city provides various avenues for the students to gain access for various academic and co-curricular support. The extra-curricular and co-curricular opportunities for our students are expansive. Students have the chance to participate in competitive sports and athletics, academic Olympiads, science research programs, national chess championship, extensive debates and start-ups competitions. We uphold a robust leadership structure within our student community.

VISION STATEMENT

Knowledge, Truth, Wisdom nurtured by Values.

MISSION

We are dedicated to academic excellence and to the development of self-confident individuals of good character who are prepared to accept responsibilities inherent in the personal freedom. The school aims to create a learning environment that is challenging, diverse, and supportive, where talented, dedicated faculty and students are encouraged to interact in an atmosphere of mutual respect and trust. At NMS many paths exist in partnership; students are guided and encouraged to find paths that are most effective for them.

OUR FOCUS

NMS seeks to discover and nurture the special gifts each student possesses; to deepen each student's understanding of the complexities of the world; and to inspire each to his or her full potential. With a clear recognition of the needs and the capabilities of students of differing ages and experiences, the school implements its philosophy:

- By gradually guiding a student from dependent to independent learning.
- By stressing high academic standards through a strong commitment to the
- By creating an environment for learning which is stimulating, innovative, tolerant, and enjoyable and which encourages intellectual inquiry and curiosity.
- By stressing the fundamental value of integrity and trust. Athletic and extracurricular activities combine with academic life to provide opportunities for personal growth, and prepare students to take their place as global citizens.

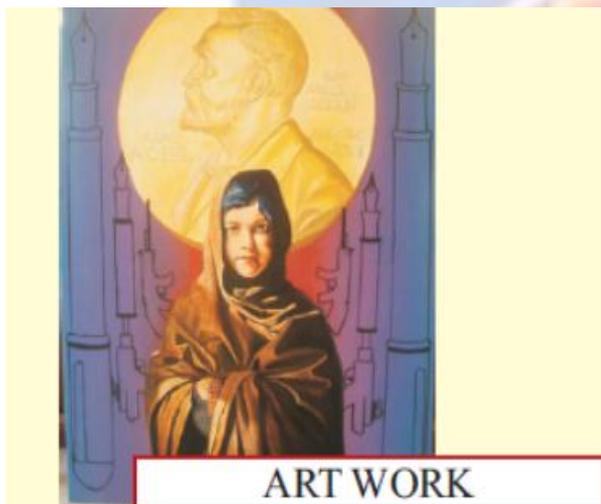


STUDENT LIFE @ NMS

NMS offers state of the art Sporting Facilities for students. The school vast fields with 400 meter athletic track, courts for Tennis, Basket Ball, Volleyball, Archery, Table Tennis, Football field, nets for Cricket and a swimming. All sports activities are conducted under the supervision of qualified coaches of National and International repute. The school children regularly participate in national and international events and are winning laurels for the school.

The Art programme at NMS has at its core the power of imagination and its underlying strength in the building of flexible, creative, analytical, inquisitive and humanistic minds; Visual education at NMS is based on the understanding that art is for everyone not just the "talented" few. The Performing Arts at the school operates on the premise that we are teaching and nurturing lively individual human beings who are developing as critical thinkers and artists in a dynamic and ever changing world. The several Performing opportunities provide for Self and Group Expression in many realms including the intellectual, aesthetic, emotional and social.

The process of creative expression through theatre, music - both vocal & instrumental and dance are fundamental to holistic education. We strive to provide our students with meaningful experiences which will foster skills like self discipline, voice control, confidence, body language and inter personal behavior.



The school has run an active student-led Mun (Model United Nations) for the last 10 years. As TED Talks have increasingly become a teaching and learning tool, as well as a catalyst for innovation & change, our students have taken the lead to organise TEDx Youth and Tedx Kids events. NMS student speakers who have made remarkable differences in the community are chosen to become speakers. NMS has a dynamic STEM club, which convenes weekly to contribute to the technological advancement of the school. They have introduced Robotics in the 2016-17 academic years and have how set up a Robotics Lab and Innovation Centre.



JSEF- Jaipur Students' Entrepreneurship Festival, an event organised by the members of NMS' Entrepreneurship club is an Interschool national event, which hosts multiple competitions related to current business trends. The most popular event is the start-up competition: a competition where students get the opportunity to present and pitch their start-up ideas.

The Jaipur Debate organised by the debate society of NMS has also become a popular national competition, involving the participation of schools nationwide. NMS is also a member of International Award for Young People (IAYP) which encourages over all development of young adults by challenging them in four areas- physical recreation, skills, service and expeditions.



TECHNOLOGY

With a vision to foster inventiveness, curiosity, creativity and imagination in young minds and inculcate skills such as design mindset, computational thinking, adaptive learning, physical computing etc. technology is being taught in school with equipments on science, electronics, robotics, open source microcontroller boards, sensors, 3D printers and computers.

The technology lab is a work space where young minds get a chance to work with tools and equipment to understand the concepts of STEM (Science, Technology, Engineering and Math). The school also has video conferencing facility to facilitate interaction and learning.



CLUBS

The school has many clubs like environment, debating, quizzing, literary, theater, music, dance, community service, legal literacy etc. to involve students in gainful activities which will lead to acquisition of real life knowledge. The Eco club recently ran a successful campaign to create awareness amongst students of the school and local community regarding 'No Single Use Plastic'. The Swachh Bharat Abhiyaan is another successful campaign.



Neerja Modi School

Congratulates all Top Achievers

CITY TOPPER



Commerce- 98.4%
Navya Bhandari



Humanities- 97.2%
Jhanak Setia (Hostel)



Science- 96.8%
Yashovardhan Raniwala

100% result

76 students scored above 90%

204 students scored above 75%

TOP SCORERS



Vinay Bhalla



Rishika Sablawat



Apoorv Nigam



Mahima Singh



Khushi Morani



Arihant Jain



Prakhar Bhageria



Diya Agarwal



Sanchit Agarwal



Sarthak Maheshwari



Lochan Bagri



Yash Jhanwar



Aman Gupta



Vedika Bhargava



Anushka Nadar

SUBJECT TOPPERS

Subject	Name	Marks
Business Studies	Navya Bhandari	100
	Vinay Bhalla	100
	Prakhar Bhageria	100
Commercial Arts	Vedika Bhargava	100
	Anushka Gupta	100
	Anushka Nadar	100
	Sheena Goswami	100
	Shivank Jain	100
	Yashovardhan Raniwala	100
	Rishika Sablawat	100
	Sanchit Agarwal	100
	Lochan Bagri	100
	Shreshtha Shrivastava	100
	Sakshi Jain	100
	Kriti Lahoty	100
	Aishna Jain Tijaria	100
	Meghna Kataria	100
	Hemant Meena	100
	Saurabh Tanwar	100
	Sarthak Goyal	100
Raghav Singh	100	
Divyansh Sharma	100	
Manisha Agarwal	100	
Kartik Sharma	100	
Sharvil Bakshi	100	
Accountancy	Navya Bhandari	100
Geography	Rishika Sablawat	100
Information Practices	Arihant Jain	100
	Aryan Jain	100
	Piyush Agarwal	100
Home Science	Lippi Bhatnagar	100

Subject	Name	Marks
Vocal Music	Sanaa Sharma	100
	Gulisha Derashri	100
	Anandita	100
Mathematics	Yashovardhan Raniwala	100
Psychology	Gunjan Sankhla	100
	Manasvi Jain	100
	Anusha Nadar	100
	Bhavya Puri	100
	Vishakha Wadhwa	100
	Ritika Sharma	100
Jhanak Setia	100	
Physical Education	Parth Sharma	100
Biology	Diya Agarwal	99
Economics	Vinay Bhalla	99
	Aman Gupta	99
	Anvi Thakral	99
	Bhavya Puri	99
	Jatin Dusad	99
Yash Modani	99	
Political Science	Jhanak Setia	99
	Satvik Pareek	99
Entrepreneurship	Navya Bhandari	99
Physics	Chinmay Goel	98
Chemistry	Yashovardhan Raniwala	97
English	Jhanak Setia	97
History	Mahima Singh	97
Hindi	Hemant Meena	93
	Ishita Saxena	93

Shipra Path, Mansarovar, Jaipur-302020

website: www.nmsindia.org

2019 SELECTIONS: JEE - 5 students, BITS - 5 students, NLU - 2 students



Neerja Modi School

Congratulates all Top Achievers



Rupal Garg (X) 98.6%

100% RESULT



Pratham Singh (X) 98.4%

17 students score above 97%
122 students score above 90%

54 students score above 95%
260 students score above Distinction

TOP SCORERS - 97% & ABOVE



Gaurav Agarwal



Shrishti Tiwari



Karishma Kothari



Rikhil Nair



Riya Bader



Divya Agrawal



Dharmishtha Singh



Tulip Bajiya



Arnav Jain



Himanshee Gangwani



Nancy Kumawat



Rohan Rao



Shubh Garg



Harshal Sharma



Priya Jain

SUBJECT TOPPERS

Subject	Name	Marks	Subject	Name	Marks
Social Studies	Abhishek Meel	100	Mathematics	Abhimanyu Sogani	100
	Akshita Agnihotry	100		Divya Agrawal	100
	Ananya Tripathi	100		Kunal Khatri	100
	Anvi Agarwal	100		Pratham Singh	100
	Arnav Jain	100		Science	Arnav Jain
	Aryam Mann	100	Karishma Kothari		100
	Chhavi Daga	100	Rupal Garg		100
	Dhruv Singh	100	Sanskrit	Chirag Singh Rathore	100
	Divya Agrawal	100		Divya Agrawal	100
	Diya Badola	100		Shrishti Tiwari	100
	Harshal Sharma	100		Shubh Garg	100
	Himanshee Gangwani	100	Hindi	Tulip Bajiya	99
	Karnit Mukut	100		English	Abhishek Meel
	Nancy Kumawat	100	Akshita Agnihotry		98
	Prakhar Sharma	100	Laasya Agrawal		98
	Pratham Singh	100	French		Priyanshi Agarwal
	Ridam Bhageria	100		Himanshee Gangwani	98
	Rupal Garg	100		Rupal Garg	98
	Shrishti Tiwari	100			
	Simran Tatwal	100			
	Som Kataria	100			
Tulip Bajiya	100				
Vaibhav Kayathwal	100				

CAREER & COLLEGE COUNSELING SERVICES

Neerja Modi School helps students build upon their positive experiences at NMS to gain admission into colleges and universities all over the world. Applying to colleges and universities is an exciting and revealing experience and NMS counselors help, guide, support, and counsel students and parents to research schools, make choices, select and visit universities, and complete applications.

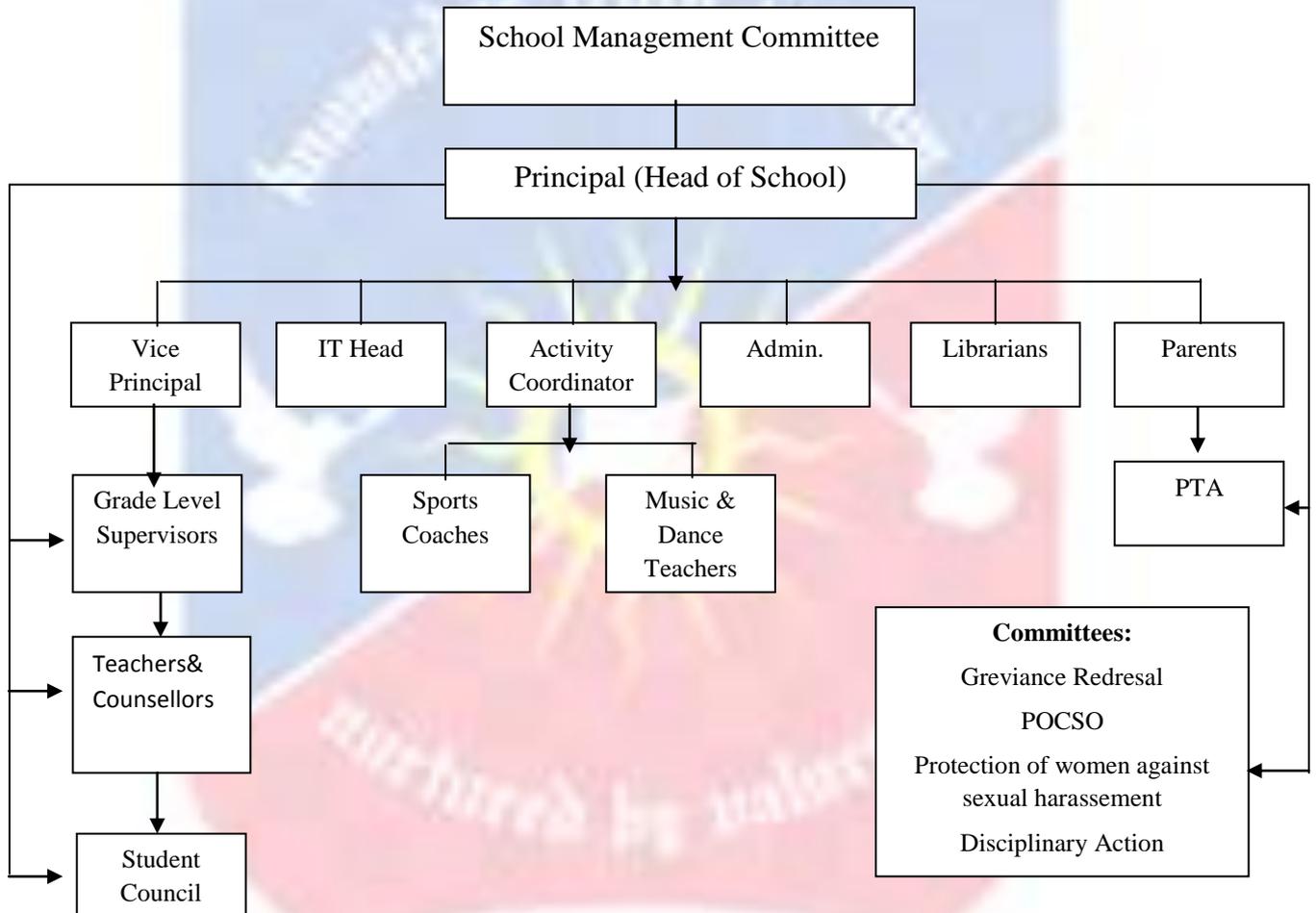
Our comprehensive counseling program guides and supports students throughout the university application process, beginning in Grade 9 and continuing throughout Grade XII.

The program includes:

- Conducting ‘Strength explorer’ test for students of grade IX.
- Individual counseling for subject options in grade XI.
- Advice on extracurricular and summer activities to students of Grade VIII and above.
- A university workshop for parents and students of Grade XI that provides a general overview of the university application process.
- University presentations for Grade XI students and parents detailing all aspects of the university application process.
- Initial individual student consultations in termII of Grade XI followed by meetings with both students and parents in Grade XI and throughout Grade XII.
- Consultations with students to discuss their choice of countries and the different academic systems in them, as well as the selection of schools, university courses and/or disciplines, depending on the system.
- Providing information and materials such as university brochures, catalogs, and guides as resources for students in their university search.
- Advice on standardized testing.
- Identifying schools that are a good fit depending on the student’s interests, academic strengths, athletic skills, and other factors relevant to the student.
- Assistance and guidance in preparation of applications including personal statements, essays, mock interviews, and contact with university representatives.
- Counsel on how students can effectively communicate with universities in all aspects of the application process.

NEERJA MODI SCHOOL

STAKE HOLDERS CHART



PEDAGOGICAL PLAN COMMITTEE

S No.	Name	Designation	Role in PPC
1	Bharti Sharma	Member of SMC	Advisor
2	Dr. Archala Kapoor	Member of SMC	Advisor
3	Indu Dubey	Principal	Chairperson
4	Shilpa Gupta	Vice Principal & Counsellor	Advisor
5	Shabana Khan	Teacher & Grade Level Supervisor	Advisor
6	Kavita Sharma	Teacher & Grade Level Supervisor	Advisor
7	Vidhya Rathore	Teacher & Grade Level Supervisor	Advisor
8	Sunita Raj Singh	Teacher & Grade Level Supervisor	Advisor
9	Shewta Bader	Teacher & Grade Level Supervisor	Advisor
10	Pallavi Jain	Teacher & Grade Level Supervisor	Advisor
11	Renuka Sharma	Teacher (HOD Hindi) & Grade Level Supervisor	Advisor
12	Komal S Gupta	Teacher & Grade Level Supervisor	Advisor
13	Ranjana Chauhan	Office Admin.	Meeting Documentation
14	Smita Choudhary	Parent (Primary School)	Advisor
15	Kriti Joshi	Parent (Primary School)	Advisor
16	Sanskrit Sharma	Parent (Middle School)	Advisor
17	Shilpi Jain	Parent (Middle School)	Advisor
18	Archana Sharma	Parent (Senior School)	Advisor
19	Richa Gadia	Parent (Senior School)	Advisor
20	Paresh Gupta	Special Invitee	Expert Advice
21	Yajushi Sharma	Special Educator	Advisor
22	Ajay Julka	Teacher (Math)	Advisor
23	Rajneesh Singh	Teacher (Science)	Advisor
24	Surbhi Sharma	Teacher (Social Science)	Advisor
25	Juanita Wazz	Teacher (English)	Advisor
26	Rama Shrivastav	Teacher (Art)	Advisor
27	Ashish Palliwal	IT	Advisor
28	Manasvi Mathur	Technology	Advisor
29	Abhijeet Biswas	Sports	Advisor
30	Aditi Gandhi	Teacher (Commerce Department)	Advisor
31	Sangeeta Sharma	Activity In charge	Advisor
32	Ritu Singh	Librarian	Advisor
33	Girja Nathawat	Teacher (French)	Advisor
34	Manisha Dimiri	Teacher (Sanskrit)	Advisor

PPC Meetings Schedule to Develop APP

Date	Stakeholders Consulted	Meeting Agenda/Discussions Held
15 Dec 18	All members	Activity Calendar for 2019-20
29 Dec 18	Principal , Vice Principal, Grade level Supervisors, Activity In charge	Cultural events for 2019-20
4 Jan 19	Principal , Vice Principal, Grade level Supervisors, Sports head	Sports events for the session 2019-20
5 Jan 19	Principal, Vice Principal, Grade level Supervisors, Subject Teachers	Redrafting Assessment Policy preparing
7 Jan 19	Principal, Vice Principal, Grade level Supervisors, Subject Teachers	Academic schedule for 2019-20
8 Jan 19	Principal, Vice Principal, Grade level Supervisors, Language Teachers	Language enrichment activities for 2019-20
9 Jan 19	All members	Community service(SEWA activities), guidelines for good behavior for students for session 2019-20
10 Jan 19	Principal , Vice Principal, Grade level Supervisors	Pupil well being workshops for 2019-20
11 Jan 19	Principal, Vice Principal, Grade level Supervisors, Special Educator	Discussion & redrafting the policy for CWSN for 2019-20
12 Jan 19	All members	Redrafting guidelines for child safety
15 Jan 19	Principal, Vice Principal, Grade level Supervisors, Subject Teachers	Remedial class Schedule for session 2019-20
19Jan 19	Principal , Vice Principal, Grade level Supervisors	Meeting for PD discussion
9 Feb 19	All members	Evaluation of session 2018-19
13 April 19	All members	Discussion on CBSE Circular No. Acad-15/2019 on preparation of Annual Pedagogical Plans
20 April 19	All members	Draft 1 : Pedagogical vision & Academic culture
27 April 19	All members	Draft 2:Discussion on the Core systemic principles of the Pedagogical Framework and other CBSE circulars.
11 May 19	All members	Finalizing the Core systemic principles of the Pedagogical Framework
21 May 19	Principal, Vice Principal, Grade level Supervisors, Subject Teachers	Lesson plans : adapting the Core systemic principles of the Pedagogical Framework

22 May 19	All members	Draft 1: Annual plan Vision to implementation
23 May 19	All members	Draft 2 : Annual plan Vision to implementation
24 May 19	All members	Finalizing the Annual plan: Vision to implementation
25 May 19	Principal, Vice Principal, Grade level Supervisors, Office admin, Special Educator, teachers	Discussion on : addressing diversity in class & remedial classes
24 June 19	Principal, Vice Principal, Grade level Supervisors, Office admin , teachers	Reviewing lesson plans, Academic resources,& communication plan
25 June 19	All Members	Final review& reading of the Annual Pedagogical plan
20 July 19	All Members	Principal authorized to provide copies to all key stakeholders of the APP for dissemination & action. Discussion on other CBSE circulars.
31 Aug 19	All Members	1 st Review & feedback of the Annual Pedagogical Plan
28Sep 19	All members	2 nd Review & feedback of the Annual Pedagogical Plan
26 Oct 19	All members	3 rd Review & feedback of the Annual Pedagogical Plan
28 Dec19	All members	Reconstitution of the Pedagogical Plan Committee
3Jan 20	All members	Redrafting Annual Pedagogical Plan for the session 2020-21
4 Jan 20	All members	Activity Calendar for 2020-21
5 Jan 20	Principal , Vice Principal, Grade level Supervisors, Activity In charge	Cultural events for 2020-21
6 Jan 2 0	Principal , Vice Principal, Grade level Supervisors, Sports head	Sports events for 2020-21
7 Jan 20	Principal, Vice Principal, Grade level Supervisors, Subject Teachers	Academic schedule for 2020-21

ACADEMIC CURRICULUM

The School prepares students for the Indian National curriculum-CBSE Board. The curriculum is the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. For the students in Grades XI & XII The school offers all three streams- Science, Commerce & Humanities -totaling to about 20+subjects. Sports, Visual and Performing Arts as well as Yoga are an integral part of every student's life. The curriculum envisages individualized personal learning acumen and seeks to explore the potential of students in acquiring substantial knowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as discerning young adults with a sense of real self-esteem having true values and principles.

GRADES AND SUBJECTS OFFERED

S no.	Grades	Academic Subjects	Co-curricular & extracurricular activities	
1	Grade 1 & 2	English	Art	Vocal Music
		Hindi	Instrumental music	Dance
		Math	Computer	Library
		General Awareness	HPE	Clubs
	Yoga Sports			
2	Grade 3 to 5	English	Art	Vocal Music
		Hindi	Instrumental music	Dance
		Math	Computer	Library
		EVS	HPE	Clubs
			Yoga Sports	
General Knowledge				
3	Grade 6 to 8	English	Art	Vocal Music
		Hindi	Instrumental music	Dance
		French / Sanskrit	Computer	Library
		Social Science	HPE	Clubs
			Yoga Sports	
		Science	Community service	
		Math		
General Knowledge				
4	Grade 9 & 10	English	Art	Vocal Music
		Hindi / French / Sanskrit	Instrumental music	Dance
		Math	Computer	Library
		Science	Clubs	HPE
				Yoga Sports
		Social Science	SEWA	
Information Technology				

SUBJECT MATRIX

CBSE curriculum: In Grades IX and X, students enroll in 5 subjects which include two languages: (English compulsory) and a choice of second language from Hindi, Sanskrit or French; Mathematics; Science (Physics, Chemistry and Biology) and Social Science (History, Geography, Political Science & Economics). The school also offers Information Technology under the Skill subject category offered by CBSE.

In Grades XI and XII a student may choose any 5 subjects to study for two continuous years. They are also graded for Work Education, Physical & Health Education and General Studies.

SUBJECTS OFFERED FOR GRADE XI & XII

Accountancy(055)	Economics(030)	History(027)	Multimedia& Web Technology(067)
Biology (044)	Business studies (054)	Chemistry(043)	English core(301)
Commercial Arts(052)	Geography(066)	Psychology(037)	Entrepreneurship(066)
Home Science(065)	Mathematics(401)	Vocal Music(034)	Hindi core(302)
Physical Education(048)	Information Practice(065)	Physics(042)	Political Science(037)
Legal studies(074)	Fashion studies(053)		

KEY STRENGTHS OF THE SCHOOL

High standards with healthy competition:

The school has high academic expectations. We foster competition with one's own self. This approach teaches children to value their own efforts and appreciate those of others. Myriad opportunities are provided to enable them to excel and taste success.

A humane and global outlook :

NMS family expects its students to be strong, principled, sensitive human beings with a profound sense of commitment to social justice, secularism, environment, tolerance and world peace. When these determined and poised young ambassadors from NMS go out into the world, we know, they will make their mark in whatever field they choose.

Equality between the sexes:

Boys and Girls are able to grow-up together securely and on a healthy footing.

A child centered approach to learning:

We provide a warm and loving environment where children are encouraged and praised often. All learning experiences are introduced carefully at an age appropriate level. To ensure the total development of children, there is a particular emphasis on Experiential Learning.

A balanced and challenging curriculum :

The curriculum is carefully graded to provide a smooth progression from year to year. We aim at the all round development of the child's personality.

Emphasis on creative work :

Visual and Performing Arts are given a lot of importance.

Commitment to service :

We seek to harness the abundant resources of compassion and helpfulness in children by providing opportunities for practical services both within the school and in the community at large.

The encouragement of initiative and a sense of adventure :

By organizing activities like excursions, field trips, camps, awareness programmes, workshops and house system, students are provided a variety of experiences to foster this spirit.

Ongoing staff development programme:

Teacher Resource Centre (TRC) is the nerve center for all critical thinking and planning. In TRC teacher preparation is enhanced through sharing classroom experiences, preparing teaching aids, developing an integrated approach through regular interaction in the specified periods for the qualitative improvement in school education.

There is a wide collection of books and educational magazines in TRC.

We organize regular workshops and training programmes to upgrade and update teachers to the latest methods and concepts in education.

Commitment to conservation and aesthetics:

We are committed to the conservation of environment and heritage at all levels. We firmly believe that children should be brought up in a healthy and beautiful environment.

OUR ACADEMIC CULTURE

Neerja Modi School is dedicated to academic excellence and the development of self confident individuals who are prepared to accept responsibilities inherent in personal freedom. The school implements its philosophy, knowledge, truth, wisdom nurtured by values, by stressing the fundamental value of integrity among its students. These aim to give purpose, a sense of belonging within the school, and allow our students to achieve individual and collective success. We strive to create a learning environment that is challenging, diverse and supportive, where talented, dedicated faculty and students are encouraged to interact in an atmosphere of mutual respect and trust.



OUR PEDAGOGICAL VISION

At Neerja Modi School, we adopt an innovative pedagogy to nurture and develop each student's inherent potential. Our pedagogical activities are characterized by an integration of innovation and independent thinking – the common goal being the formation of knowledge. Our approach to curriculum is differentiated and challenging to enhance the vast and varied talents of our students. Our curriculum prepares students for academic, vocational, professional excellence and leadership, whilst encouraging individual development, happiness and success. The School is dedicated to provide quality education through qualified and dedicated faculty. It is committed to empower the teachers with the best available approaches to teaching. The school has a dynamic Professional Development programme. The teachers are provided all opportunities of PD workshops- face to face; online, In-school in association with CBSE and other agencies .The School ensures that teachers have the requisite CBSE training for all subjects offered. The teacher plays the role of a facilitator who encourages collaborative learning and development of multiple skills through the generous use of resources.

VALUES AND BELIEFS ABOUT TEACHING AND LEARNING

Our purpose is to provide the best educational outcomes for every student in our school. Our school fraternity values a high standard of teaching and learning and believes there needs to be effective partnerships between staff, students and parents if children are to be creative thinkers, have the foundation for life-long learning and global citizenship. This means that school fraternity members must be respectful of each other and carry out the following broad aims:

Principal	Staff	Students	Parents
<ul style="list-style-type: none"> ● Provide strong instructional leadership ● Support and guide school community members ● Ensure the main focus is on student outcomes. 	<ul style="list-style-type: none"> ● Be organised and proactive in all aspects of their duties ● Understand and follow all the school's expectations, procedures, programs and processes. ● Ensure the main focus is on student learning. ● Engage in activities to improve practice. 	<ul style="list-style-type: none"> ● Give every effort in all learning tasks ● Take responsibility for their own learning at school and at home ● Develop self-discipline and co-operate in all school activities. 	<ul style="list-style-type: none"> ● Be highly involved in their child's education and encourage them ● Follow the school's processes and procedures for learning tasks –e.g assignments, projects etc ● Be involved and contribute to the school community. e.g Sports day, Fete, plantation drive etc

NMS PEDAGOGICAL FRAMEWORK

Our pedagogical framework creates the structure around the philosophy of learning and teaching that underpins our teaching practices at NMS. A set of guidelines enables teachers to evaluate and constantly refine their practices to incorporate the emerging trends across the globe. The pedagogical framework is designed to support teachers in the delivery of high quality teaching based on best practice research to ensure finest possible learning.

Core Principles of our Pedagogical Framework

Research has shown that different teaching approaches often result in differences in the ways students approach their learning and in the quality of that learning. In addition there is an increasing recognition of the importance of classrooms. In these classrooms, there is an emphasis on building rich meanings for ideas rather than completing tasks. Students in these classrooms are intellectually engaged, and they feel a sense of collaborative partnership with their peers and their teachers. Classrooms like these are extremely rewarding places to teach and learn.

At NMs, we have undertaken a significant exploration of learning and teaching methodologies with the aim of implementing a whole school approach to pedagogy. An approach that not only encourages a commonality to classroom instructional practice but one that also encourages the establishment of enthusiastic learning groups in the classrooms.

This philosophy of learning and teaching forms the structure of our pedagogical framework which is demonstrated by the six Principles of Learning and Teaching (POLT) namely:

1. Learning environment is supportive and productive.
2. Learning environment promotes independence, interdependence and self-motivation.
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
4. Students are challenged and supported to develop deep levels of thinking and application.
5. Assessment practices are an integral part of learning and teaching.
6. Learning connects strongly with communities and practice beyond the classroom.

Here the Key is flexibility, which necessitates collaboration from teachers in their adaptation and implementation within the school environment. POLT serves as the framework for further discussions about the pedagogical practice at NMS and drives future growth in pedagogical excellence.

The pedagogical framework aligns with the core systemic principles:

1. Safe, supportive, connected and inclusive learning environment

NMS teachers build positive relationships with each student. Through teacher modelling and classroom strategies based on cooperation and mutual support, an environment is created where students feel comfortable to pursue inquiries and express themselves. They take responsibility for their learning and are prepared to pursue and try out new ideas. This is done by:

- Targeting questions, or responding to answers, in a way that acknowledges individual needs
- Finding out about the interests and background of each student.
- Focusing attention on students who have particular needs.
- Encouraging all students to contribute.
- Responding positively and non-judgmentally to student contributions.
- Providing support for students through mentoring and organisation of extra activities.

2. Student-centred planning

Teachers model practices that build independence and motivate students to work in an autonomous manner. Students are encouraged to take responsibility for their own learning. Our teachers use strategies (such as cooperative learning) to establish an atmosphere of cooperation and collaboration. This is done by:

- Providing opportunities for our students to make individual and collaborative decisions about how they will undertake learning tasks.
- Encouraging our students to set goals for their learning, to self-monitor their progress and, provide evidence to the teacher when they believe they have achieved their goals.
- Establishing clear criteria or rubrics for assessment before undertaking one.
- Discovering what our students already know and providing opportunities for students to build on prior knowledge.

3. Evidence-based decision making

At NMS, teachers utilise a range of teaching strategies that support different ways of thinking and learning. These are flexible and responsive to the values, needs and interests of individual students. We build on our students' prior experiences, knowledge and skills more so on their experiences of a technology rich world. This is achieved by:

- Varying the structure and delivery mode across a range of teaching sessions.

- Providing for a range of learning styles or modalities within teaching sessions and from one teaching session to another in terms of both teacher input and student learning experiences.
- Helping students to understand their own specific learning needs and providing choice to cater for the range of those needs.
- Setting a variety of types of tasks during each unit and using a range of resources.
- Ensuring each task has an open-ended aspect that allows students to work at different levels and paces.
- Arranging for time in each teaching session to give individual support to students in need of particular attention.

4. Targeted and support instruction

Teachers challenge our students to explore, question and engage with significant ideas and practices so that they move beyond superficial understandings to develop higher order, flexible thinking. This is done by:

- Identifying a series of generic skills and processes that can become areas of focus across the curriculum.
- Allowing activities to continue, where possible, while students are productively engaged.
- Encouraging students to raise questions or speculate or make suggestions.
- Asking a high proportion of open-ended questions.

5. Alignment of curriculum pedagogy and assessment

Teachers design assessment tasks that require our students to demonstrate knowledge and skills at many levels from basic comprehension to synthesis and evaluation. It involves the assessment of a variety of forms of knowledge and practice such as reasoning skills, higher order thinking skills and inter disciplinary understanding. This is done by:

- Using a variety of methods to assess student understandings at various points in a unit, including open ended questioning, checklists, project work, problems, practical reports, role plays
- Assessing a range of types of understanding and practice, conceptual ideas, the way the learning is used and practiced and different aspects of practice such as fluency, accuracy and capacity to innovate
- Ensuring assessment incorporates a range of levels of thinking (comprehension, analysis)

- Monitoring student perceptions and attitudes as well as knowledge and skills
- Using a variety of reporting modes for assessment, including project reports using posters, multimedia, or student presentations, end of unit tests etc.

6. High Expectations

Teachers clearly lay down expectations for all students. The teacher also lays down expectation on quality of work. This also involves teachers expressing and demonstrating confidence that students are capable of significant achievement. There is structured support to help students learn effectively so that this expectation does not occur in a vacuum. The teacher will achieve this by:

- Using language that implies an expectation and a confidence that students will work effectively and achieve at a high level
- Praising efforts towards the production of quality work, and its achievement
- Providing support for students having difficulty on the basis that their work needs to improve to meet expectations
- Signaling clearly the standard to be achieved
- Not accepting work that is just 'good enough' and encouraging students to produce work at the standard they are capable of.

School wide Practices, Processes and Strategies to maximise student engagement and learning.

- School Wide Positive Behaviour Policy
- Addressing diversity in classes
- Assessment policy
- Integrated learning, incorporating inter disciplinary approach
- Parent and Community Engagement Practices

School wide practices, process and strategies for Staff Capability Development

- Staff Inductions
- Classroom Observations
- Mentoring & feedback
- Staff development through PD's
- Professional Standards for Teachers
- Developing Performance through various CBSE Capacity Development workshops
- Flipped classrooms

Annual School Plan 2019-20

Vision to Implementation

Core Systemic	Goals	Strategies	Methods of Evaluation	Time scale	Success Criteria	People-in-charge
Student centred planning	Nurture students' effective learning skills to enhance motivation	<ul style="list-style-type: none"> Enhance students' understanding of their learning styles and equip students with learning skills Incorporate learning skills into individual subjects Decisions based on knowledge of the students and their prior learning 	<ul style="list-style-type: none"> Evaluation meetings Establishing clear criteria or rubrics for assessment before "a piece of work" is begun. Students' performance in learning and assessments Weekly home work and revision sheets 	Whole school year	<ul style="list-style-type: none"> Positive feedback from teachers & students Students are able to apply different skills in their learning Improvements in weekly grades 	Grade level supervisors Subject teachers & class teacher
High expectations	For teachers <ul style="list-style-type: none"> Strengthen teachers' professional development to engage students in active learning 	<ul style="list-style-type: none"> Optimize teachers' professional sharing culture for promoting effective pedagogies and refining curriculum All staff will be involved in structured induction and development plans.. 	For teachers <ul style="list-style-type: none"> Evaluation meetings Records of staff Professional Development Team In school training conducted by various subject departments Weekly departmental meetings 	Whole school year	<ul style="list-style-type: none"> Teachers are able to apply and draft student centred lesson plans for the students Improvement in teacher capacity Effective team work between subject departments Student centred 	Principal, Vice Principal, Grade level supervisors

	<p>For students</p> <ul style="list-style-type: none"> Comprehensive and challenging learning goals for each student based on well crafted lesson plans 	<ul style="list-style-type: none"> Explicitly modelling and teaching expectations of student learning, bookwork and behaviour. Adopting diversified teaching strategies Making use of e-learning to engage students in learning A range of activities will be included in each class program to ensure the development of HOT skills. Ensure all learning and assessment tasks reflect the needs of the students, the demands of the curriculum and enable high achievement 	<p>For students</p> <ul style="list-style-type: none"> Individual 1-1 meetings will be regularly held with the Principal to discuss performance of students and support required Evaluation meetings Established standards and proformas will be used by teachers to ensure suitable student standards Notebook and assignment policy shared with parents and students 		<p>strategies are applied at subject levels</p> <ul style="list-style-type: none"> Students show improvement in learning Creative e-projects and presentations Positive feedback from students & parents Well thought, researched, neat assignments by students Improved grades 	
<p>Alignment of curriculum pedagogy and assessment</p>	<ul style="list-style-type: none"> pedagogy aligned with curriculum intent and demands of the learning area/subject , general 	<ul style="list-style-type: none"> Adopting a rigorous and consistent school approach to monitoring and data collection to measure the effect of teaching 	<ul style="list-style-type: none"> Using data gathered from a variety of Formative and summative assessment , to inform teaching and learning, that is ongoing, 	<p>Whole school year</p>	<ul style="list-style-type: none"> Students show progress in all fields-academic & co-scholastic 	<p>Grade level supervisors Subject teachers & class teacher</p>

	<p>capabilities and cross-curriculum priorities</p> <ul style="list-style-type: none"> • assessment, with explicit criteria and standards, planned up front and aligned with teaching • lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area • moderation practices to support consistency of teacher judgment about assessment data 	<p>on student progression.</p> <ul style="list-style-type: none"> • Adopt a range of pedagogical practices and tools that reflect the content of the curriculum. • Use School Reading Programs to support and guide teachers in best practice. • Class swap for enriching learning • Use digital technologies and teach digital literacies. • There are established tests, revision sheets, rating scales and exemplars for student work. 	<p>regular and scheduled</p> <ul style="list-style-type: none"> • Evaluation meetings • Students' performance in coursework and examination 		<ul style="list-style-type: none"> • Students and teachers look at academics as an enjoyable activity with interdisciplinary approach • Students are able to articulate their learning intention and learning outcomes • Students empowered to discuss their own learning. • Improvement in student engagement. 	
Evidence based decision making	<ul style="list-style-type: none"> • teaching and learning informed by student performance data and validated research • quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning • agreed feedback practices for staff, 	<ul style="list-style-type: none"> • student data profiles are the key tool for tracking student data for each child across the school. • lists of all the assessment data per child must be maintained each week by class teachers. • Teacher need to ensure that regular discussions are held with each child about academic and social progress. • reports are issued each semester. Meeting 	<ul style="list-style-type: none"> • Curriculum checks will be made on a regular basis by the Principal. These checks may be in a variety of formats including; classroom visits, collection of data profiles, modelled teaching episodes, collection of workbooks, feedback on classroom environment etc. 	Whole school year	<ul style="list-style-type: none"> • Better documentation of meetings with students, parents, co – teachers • Mapping of each child's progress through the whole school years 	Principal, teachers, parents

	parents and students	<p>parents so that they can see what may be done to assist their child.</p> <ul style="list-style-type: none"> Teachers should follow up (each term) to ensure parents have ample opportunity to meet with them for student progress updates. 				
Targeted and support instruction	<ul style="list-style-type: none"> to develop comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology differentiated and support teaching based on identified needs of students 	<ul style="list-style-type: none"> Select suitable tasks that match curriculum goals, course learning objectives and students' needs The teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time the teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. E.g., visually, orally, kinesthetically 	<ul style="list-style-type: none"> Use of multiple methods to enhance all students' learning and affectivity of teaching Students supplement their independent learning by using tools like mind maps 	Whole school year	<ul style="list-style-type: none"> Student becomes independent thinking students Students start questioning without fear of authority 	Grade level supervisors, teachers

		<p>, etc</p> <ul style="list-style-type: none"> • Tools used to introduce new content and tasks to help students learn about the topic: eg Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations. • Incomplete sentences which students complete: Encourages deep thinking by using higher order —What ifl questions. 				
<p>Safe, supportive connected and inclusive learning environments</p>	<ul style="list-style-type: none"> • consistent, whole school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student 	<ul style="list-style-type: none"> • Fostering trust, care and respect through valuing individual differences. • Establishing and explicitly teaching consistent behaviour expectations, 	<ul style="list-style-type: none"> • Positive feedback • Increase in student led activities held and club services • Records of extra-curricular 	<p>Whole school year</p>	<ul style="list-style-type: none"> • parent and student feedback. • Increase in student led activities • Effective and prompt decision making through the whole 	<p>Teachers, Counseling team, Activity team</p>

	<p>autonomy</p> <ul style="list-style-type: none"> • innovative, responsible and ethical use of digital technologies 	<p>effective routines and procedures.</p> <ul style="list-style-type: none"> • Addressing the social, emotional and intellectual needs of each and every student • Connecting with parents and the community regularly in meaningful contexts. • Embedding inclusive practices that address the needs of all students • Clearly define and follow the processes for enrolments, new student induction and transitions. • Collaborate with peers through discussion, observation, feedback, mentoring and coaching 	<p>activities and sewa services by the students (community service)</p>		<p>school</p> <ul style="list-style-type: none"> • Increased involvement in after school activities • 	
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COMMUNICATION PLAN

At NMS, we are committed to providing a safe, inclusive and supportive environment which promotes open communication, respect, fairness and positive relationships between all stakeholders. We aim to have clear, effective and positive communication to achieve the best possible outcomes for teachers, students and parents/guardians.

COMMUNICATION OBJECTIVES

- Promote the schools' vision, mission and achievements
- Provide parents/guardians and the wider community with information regarding events, results and other happenings at the school.
- Provide staff with information about events, results, expectations and other happenings at the school.
- Provide a two-way channel of communication between the school and parents/guardians for open discussion.
- Provide parents/ guardians with an avenue for communicating their concerns to teachers and an opportunity to take these further if necessary.
- Enact a two-way channel of communication between staff for expressing their concerns and opportunities.
- Provide an open channel of communication between staff and students for honest discussion and advice.
- Make it as easy as possible for families of prospective students to contact the school and receive the information they need.

Stakeholders	Messages to convey	Communication mechanism
Parents	<ul style="list-style-type: none"> • School Calendar • Activity schedule • Handbook for the session • Newsletter • Circulars : School, CBSE& Government agency • pedagogical framework 	<ul style="list-style-type: none"> • Orientation • Parent teacher Meetings • Phone messages • Circulars • School website • Email • Notice board

	<ul style="list-style-type: none"> • Assessment performance • Annual days • Graduation ceremony • Emails & SMS • Scheduled of face to face meetings • Notes and permission slips as required 	
Students	<ul style="list-style-type: none"> • learning outcomes of lessons and their achievement • term assessment outcomes • Annual days • Graduation ceremony • extracurricular& co curricular activities • competitions • Olympiads 	<ul style="list-style-type: none"> • Orientation • Phone messages • Circulars • School website • Email • Notice board • Regular one to one meetings • assemblies(hosted by each class weekly) • notice board
Teachers	<ul style="list-style-type: none"> • Orientation& Induction Programme • curriculum planning • school policy's • workshops • events & activities 	<ul style="list-style-type: none"> • Emails – specific staff and staff groups • Staff room notice board. • Departmental meetings • Circulars • Seminars

GUIDELINES FOR CHILD SAFETY

Guidelines for Child Safety in school have been developed as per norms laid down by National Commission for Protection of Child Right and as per CBSE guidelines which include the following:

- CCTV cameras are installed in the whole school campus.
- The following committees are established:
Grievance redressal / Internal Complaint committee.
POCSO Committee.
Protection of women against sexual harassment
- Well lit and accessible separate bathroom/toilets for boys, girls & staff.
- Monitoring of students behavior & performance
- Mock Drills for evaluation & relief.
- Disaster Management Committee

The school adheres to all safety norms regarding safety in school transports.

The school has Certificates issued by competent government authorities for the following:

- Fire Safety
Building Safety
Water & Sanitation
- Guidelines to all staff members regarding school policy of “NO Corporal punishment” have been issued.
- Bulling is strictly prohibited inside the school premises and no such act goes unnoticed or unpunished.
- Separate counselors are appointed for Primary, Middle, Secondary & Senior Secondary classes.
- Police Verification of all bus drivers and proper records of all classes IV employees is maintained.
- All staff appointed to the school are required to submit a fitness certificate.
- All staff members are periodically sensitized and made aware of prevention, identification & reporting of all issues pertaining to child security.

SCHOOL LANGUAGE POLICY

The language Policy has been formulated to demonstrate the language beliefs and practices to be followed at Neerja Modi School. It reflects the needs, opportunities, and assessment requirements for language learning in the school as well as highlights the school's commitment to establish consonance with the CBSE principles and practices for the implementation of the curriculum.

LANGUAGE PHILOSOPHY:

NMS holds the following beliefs about language and language learning:

1. Language is not merely a tool of communication but is fundamental to all learning.
2. Language learning is a life-long process that leads to personal growth.
3. Language is a reflection of one's cultural identity and each child has a unique linguistic experience which needs to be recognized.
4. It is the responsibility of the school teachers and parents to provide ample opportunities and resources to widen a child's language profile, building on their prior knowledge and experience.
5. Language is a means to understand ourselves and others, thereby widening the scope of intercultural awareness.
6. Each teacher is a language teacher, developing language in context with the language of their subject(s).

THE SCHOOL AIMS THAT THE LANGUAGE POLICY WOULD:

- Enable students to attain proficiency and communicative competency in at least two languages, thereby widening a child's language profile in keeping with the CBSE philosophy.
- Enable students to develop language skills like reading, writing, speaking and listening to be able to use the language for all purposes in life.
- Develop in students a sense of appreciation, understanding and analysis of literary works in the languages offered.
- Enable students to be able to use language effectively in expressing their creativity and reflecting on their learning.
- Enable students to understand the significance of learning multiple languages in their learning process.
- Enable the school community to make optimal use of resources to foster language learning.

CONSTITUENTS OF THE LANGUAGE POLICY:

Language develops along with all subject knowledge. Language being at the core of all subject areas of any curriculum, effective delivery of the curriculum rests on the development of languages of a student. Hence all subject teachers invariably play the role of language teachers by developing the language in context to their subjects.

NMS fosters a multilingual environment by offering a varied language programme including 2 languages at primary stage, 3 languages at middle school and 2 languages at secondary stage in consonance with the multicultural ethos of CBSE. The philosophy of offering two or more languages is to cater to the need of mother tongue development, to acquire a language of general communication and instruction and to create awareness for intercultural understanding.

RESOURCES FOR LANGUAGE LEARNING AND TEACHING:

1. The NMS library is pivotal in fostering the language learning curriculum. The library is equipped with a wide range of books, reading and reference material. The library also has Audio – Visual aids like Audio video CDs, and other language support resources. The librarian in this regard plays a key role in developing the school language programme by enriching the resources in consultation with the teachers and in guiding students to use the right resources.
2. The school uses smart board technology in the primary, middle, secondary and senior school classroom which is quite resourceful in enhancing the language program offered at school.
3. The co curricular activities—debates, recitation, story writing, essay writing, creative writing, group discussions and school magazine articles in all languages followed at school also foster the development of linguistic traditions at school.

TEACHER TRAINING TOPICS AND SCHEDULE

Workshop	Date (FROM)	Date (TO)	Venue	No of Participants
Accountancy Workshop	21/04/2018	-	MPS Jawahar Nagar Jaipur	1
Sports Medicines Sports injuries Artificial respiraton and cardiopulmonary	07-05-18	-	Subodh Public School	2
X -Maths	22/07/2018	23/07/2018	MPS Jawahar nagar	1
Inclusion & Inclusive Strategies	22/07/2018	23/07/2018	RBMHS	2
Moral Value And Education	23/08/2018	24/08/2018	MGD	1
Business Studies Workshop	26/09/2018	-	S.V.Public School	1
Class Room Management	27/09/2018	-	Seedling Public School Jaipur	2
X -Maths	10-11-18	10-12-18	Maharaja Sawai Man Singh Vidyalyaya	1
NCERT B.Studies	15/10/2018	-	St.Edmund's School	1
Digital Conctect:-creation & curation	30/10/2018	-	S V Public School,Jaipur	1
Life Skills	17/11/2018	-	Tagore international School	1
Economomics Workshop	26/11/2018	27/11/2018	St.Edmund	1
Spot Evaluation	16/02/2019	-	MPS Jawahar nagar	37
CS-First Workshop	20/03/2019	21/03/2019	Neerja Modi School Jaipur	78
Counselling Workshop	22/03/2019	-	Neerja Modi School Jaipur	80
Gender Sensitivity	22/03/2019	-	Neerja Modi School Jaipur	70
Career-Counselling Workshop	23/03/2019	-	Neerja Modi School Jaipur	80
Global Perspective	25/03/2019	-	Neerja Modi School Jaipur	40
Power-Point Workshop	25/03/2019	-	Neerja Modi School Jaipur	40
Students Well Being & CWSW	25/03/2019	26/3/2019	Neerja Modi School Jaipur	80
Sestitising to Good & Bad Touch	26/03/2019	-	Neerja Modi School Jaipur	80
Computer Skills	27/03/2019	28/03/2019	Neerja Modi School Jaipur	75
Reading Workshop	29/03/2019	-	Neerja Modi School Jaipur	45
POCSO	04-01-19	04-02-19	Neerja Modi School Jaipur	125
Remodeled Structure of Assessment Workshop	26/04/2019	-	Evolution International School	2
Workshop on OTP GRADE XII EP	05-08-19	9/05/2019	Sanskar School Jaipur	2
Workshop on OTP GRADE XII Accountancy	05-08-19	9/05/2019	SRN International	2

Workshop on OTP GRADE XII Mathematics	05-08-19	9/05/2019	Maheshwari public school	2
English CORE Workshop	05-08-19	9/05/2019	Jaipuria school	1
Class Room Management	05-10-19	05-11-19	Neerja Modi School Jaipur	80
Workshop on OTP GRADE XII History	05-10-19	05-11-19	DPS Jaipur	2
Workshop on OTP GRADE XII Biology	05-10-19	05-11-19	DPS Jaipur	2
Workshop on OTP GRADE XII Psychology	05-10-19	05-11-19	S V Pulic School	2
Workshop on OTP GRADE XII Business Studies	05-10-19	05-11-19	St. Edmunds Jawahar Nagar Jaipur	2
Writing Workshop	10/5/2019	-	Neerja Modi School Jaipur	45
Workshop in stitch Programme	05-11-19	-	Neerja Modi School Jaipur	45
Leadership Workshop	05-11-19	-	Neerja Modi School Jaipur	45
Class Room Management	05-12-19	-	Rukmani Birla High School	2
Computer Workshop	05-12-19	-	Neerja Modi School Jaipur	80
Technology Workshop	13/05/2019	-	Neerja Modi School Jaipur	80
Workshop on OTP GRADE XII English	13/05/2019	14/5/2019	Jaipuria Vidhyalaya	2
Workshop on OTP GRADE XII Economics	13/05/2019	14/5/2019	MSWSS Jaipur	2
Workshop on OTP GRADE XII Geography	13/05/2019	14/5/2019	Sanskar School Jaipur	2
Lesson Planning	13/05/2019	14/5/2019	Neerja Modi School Jaipur	120
SAP Mpower- Mental Wellbeng and Health workshop	14/05/2019	-	Neerja Modi School Jaipur	80
Stitch Workshop (Create your Prototype)	15/05/2019	-	Neerja Modi School Jaipur	40
English Teaching Workshp	15/05/2019	-	Neerja Modi School Jaipur	60
Workshop on OTP GRADE XII Pol Science	15/05/2019	16/05/2019	The Palace School	2
Workshop on OTP GRADE XII Geography	15/05/2019	16/05/2019	The Palace School	2
Workshop on OTP GRADE XII Geography	15/05/2019	16/05/2019	Shanti Asiatic School	2
First Aid	24/06/2019	25/06/2019	Neerja Modi School Jaipur	75
Value Education	13/07/2019	-	Janki Devi Public School	8
English Capacity Building	18/07/2019	19/07/2019	Cambridge Court	1
Remodeled Structure of Assessment Workshop	23/07/2019	-	Vivek Techno School	5

B.Studies Workshop	26/07/2019	27/07/2019	Subodh Public School	2
Life Skills	27/07/2019	-	Jamna Vidyapeeth Jaipur	10
HISTORY	08-09-19	08-10-19	Delhi public School	1
BIOLOGY	08-09-19	08-10-19	Delhi public School	1
ACCOUNTANCY	08-09-19	08-10-19	SRN International	1
English	16/08/2019	17/08/2019	Jaipuria Vidhalaya	1
Business Studies	16/08/2019	17/08/2019	St. Edmunds	1
Chemistry	16/08/2019	17/08/2019	Shanti Asiatic School Jaipur	1
Physical Education Trainer	17/08/2019	-	Subodh Public School	2
Master Trainers Training	30/08/2019	-	Kapil Gyan Peeth Jaipur	1
IP	30/08/2019	-	The Palace School, Jaipur	1
Pol.Science	30/08/2019	-	The Palace School, Jaipur	1
Economics	30/08/2019	31/08/2019	MSBSS Jaipur	1
Mathematics	6/09/2019	09-07-19	Maheshwari Public School	1
EP	6/09/2019	09-07-19	Sanskar School Jaipur	1
Geography	6/09/2019	09-07-19	Sanskar School Jaipur	1
Principal As Pedagogical Leader	15/09/2019	-	Tagore NRI	2
Social Studies	27/09/2019	28/09/2019	Agreseen agarwal school	1

DETAILS OF FEW NMS ALUMNI		
STUDENT'S NAME	BATCH OF	CURRENT INSTITUTION/EMPLOYMENT
NIVEDITA WADHWA	2008-2009	MEDICAL OFFICER, K B BHABHA HOSPITAL, MUMBAI
RAJSHRI SOMANI	2014-2015	MAHATMA GANDHI MEDICAL COLLEGE JAIPUR
KSHITIJ SINGH	2010-2011	IIT MUMBAI
GARVIT MUNJAL	2010-2011	PRODUCT MANAGER, FLIPKART, BENGALURU
SARTHAK MUNJAL	2013-2014	BITS PILANI, GOA
UDIT OJHA	2011-2012	SCIENTIFIC OFFICER , GAZATTED GRADE A, BARC
NIHARIKA SHARMA	2009-2010	RO , NAGAR NIGAM, JAIPUR
RITUJ BENIWAL	2014-2015	IIT KANPUR (M.TECH, 2015-20)
DIPTI KANWATIA	2009-2010	CA, BUSINESS FINANCE MANAGER WIPRO LID BENGALURU
DUSHYANT SARAISTH GUPTA	2014-2015	WORKING AS BUSINESS ANALYST Xtracap Fintech India Pvt Ltd
DUSHYANT KATEWA	2008-2009	SUPER MODEL
VINOD MEENA	2007-2008	IAS ,ASSISTANT COMMISSIONER AT INDIAN REVENUE SERVICE
KUSHAGRA SHARMA	2012-2013	Architectural Design Manager at Epistle Communications
NAVYA JAIN	2014-2015	UNIVERSITY OF SOUTHERN CALIFORNIA (2014-18)
KANAV JAIN	2010-2011	UNIVERSITY OF SOUTHERN CALIFORNIA, LOA ANGELES
MEGHAL PURI	2013-2014	IIT MANDI, WORKS AT GE
AASHYA MITTAL	2012-2013	IIITD
MEDHA AGARWAL	2012-2013	Studied Performing Arts (Major in Theatre), English and Psychology at Christ University, Bangalore, WORKS AT SANDBOX COLLECTIVE
HARSHIL MITTAL	2014-2015	AIIMS, NEW DELHI
DEVESH DHAMOR	2013-2014	AIIMS, NEW DELHI (BACHELOR OF SURGERY)
VERTIKA NANGIA	2013-2014	MODEL
KARAN SHASTRI	2012-2013	TEACHING ASSISTANT AT UNIVERSITY OF WATERLOO
SAUMYA SHARMA	2014-2015	NYU
DIKSHA BENIWAL	2009-2010	FORMER TEXTILE DESIGNER AT MANGLAM ARTS
SHIVIKA AGARWAL	2009-2010	RESEARCH EXECUTIVE INFOLLION RESEARCH SERVICES, (AMITY UNIVERSITY,DUAL MBA)
LEHAR CHOUDHARY	2011-2012	DOCTOR
PRAVESH DHAYAL	2010-2011	ARMY
DEV RAJ SINGH RAJAWAT	2009-2010	ARMY
ROHIT SABARWAL	2011-2012	TEACHING ASSISTANT ATPURSUE UNIVERSITY
LAKSHITA GOEL	2011-2012	JEWELLARY CURATOR AT MUSEUM OF GEMS & JEWELLERY
ADITYA BIST	2011-2012	SOFTWARE ENGINEER, MICROSOFT
AAYUSH SHARMA	2011-2012	TEACHING ASSISTANT AT Thayer School of Engineering at Dartmouth

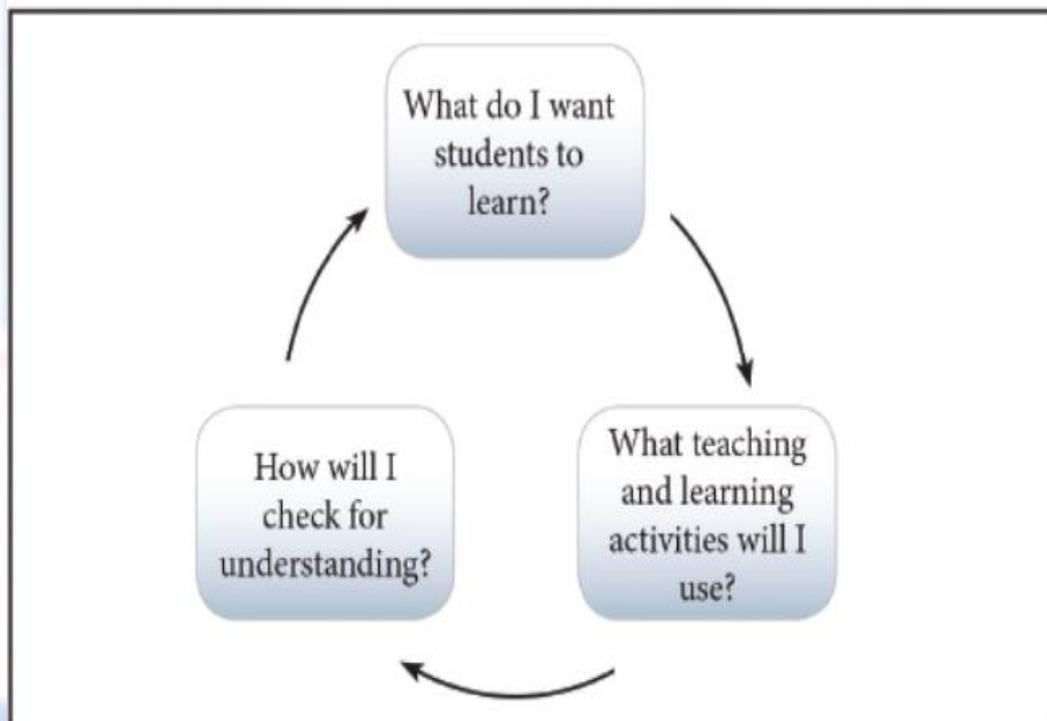
SUDHI MATHUR	2015-2016	AEROSPACE ENGINEERING CALTECH
DIVYANSH GARG	2015-2016	SOFTWARE ENGINEER INT. AT GOOGLE
DHAWAL JAIN	2015-2016	CENTRAL EXECUTIVE BOARD MEMBER AT IIMU
SIDDHANT SIDANA	2012-2013	DIRECTOR AT KEF GLOBAL
SHUBHANGI JASORIA	2013-2014	IIM, CALCUTTA
PRAKHAR TOSHNIWAL	2011-2012	FORMAR CONSULTANT AT EXL SERVICE PVT LTD, IIM AHMEDABAD
JASLEEN KAUR	2007-2008	LAW
NAVLEEN KHURANA	2010-2011	MBBS
PRANAV JOSHI	2015-2016	L S E KINGS COLLEGE OF LONDON
MRIDUL CHULET	2011-2012	DEPUTY PROJECT MANAGER AECON ,NEW YORK
VIDIT AGARWAL	2012-2013	ASSISTANT DIRECTOR AT LAKSHMI SALES CORPORATION
ANSHUL TAK	2005-2006	DATA SCIENTIST AT INTELLIDD
RIA GOLECHA	2013-2014	GLOBAL HEALTH,STRATEGIES
ARVIND DHAMANI	2010-2011	CO-INCHARGE, NORTH EAST,
SAKSHI ADNANI	2010-2011	TELENT ACQUISITION SPECIALIST
UDITI JOHAR	2015-2016	EVENT & MARKETING EXECUTIVE,CONTENT WRITER
MALINI JWALA	2008-2009	SR ANALYST EY
TANISHA SUYASH	2013-2014	INTERNATIONAL SCHOOL OF MEDICINE(BACHELOR OF MEDICINE & SURGERY OBSTETRICS AND GYN RES.PRO
SAKSHI ADNANI	2010-2011	TALENT ACQUISITION SPECIALIST
PALASH BANSAL	2006-2007	CA, ASSISTANT MANAGER AT ANEJA ASSOCIATS
SUVANSH BOHRA	2014-2015	PRODUCT DESIGNER, MAKER, AERO MODELLER
SIDDHARTH BAPNA	2016-2017	INTERU GLOBAL WHOLESALE STRATEGY, MUMBAI
AISHWARYA BAGRI	2016-2017	EY, MANDARIU PROFICIENCY
MUDIT GODHA	2008-2009	PROPRIETER AT CONCEPT INTERNATIONAL INC PROMOTER OF GLOAIRE
PRAVEG MAHESHWARI	2011-2012	LEARNING & DEVELOPMENT PROGJECT MANAGER AT JPMORGAN CHASE & CO
VIBHOR KHURANA	2011-2012	WORKS AT GOLDMAN SOCHS
SHIVANK SINGH	2015-2016	FORMER RESEARCHER AT CENTRE CIVIL SOCIETY
SARA LODHA	2015-2016	SARA INTERIOUR DECORATOR, TEACHING ASSISTANT, PENN STATE SMEAL, COLLEGE
SARTHAK JAIN	2016-2017	UNIVERSITY OF PENNSY LVNIA
KARANVEER DEWAN	2012-2013	FORMER INTEN AT SPICER INFIA LTD, PUNE
AAYUSHI VERMA	2012-2013	MBBS, JAWAHAR LAL NEHRU MEDICAL COLLEGE, AJMER
NISHAN	2014-2015	SKYFOOT

Lesson Plans

A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time. AT NMS, teachers carefully construct lesson plans that design appropriate learning activities and develop strategies to obtain feedback on student learning.

A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
 - Teaching/learning activities
 - Strategies to check student understanding
- Specifying concrete objectives for student learning



Specifying concrete objectives for student learning will help teachers determine the kinds of teaching and learning activities that will be used in class, while those activities will define how teachers will check whether the learning objectives have been accomplished.

RESOURCES AVAILABLE

Economic Resources

The management supports the PD development of teachers and infrastructural development of the school. Funds are available / released as and when proposals are sent forward.

Academic Resources

- Well furnished library
 - Total number of books - 80,000
 - Periodicals – 18
 - Reference books – 13300
 - Magazine – 34
 - E-Resources-
- Smart board
- Science Lab
- Technology Lab
- Art Rooms
- Music Studio
- Dance Studio

Diversity in class

In today's schools, many different elements of diversity present themselves. These include race, socio-economic status, gender, ethnicity, religious beliefs, etc. Each student in a classroom brings something new and distinct to the table, including world views, backgrounds, experiences, cultural contexts, preferences, dislikes, personalities, etc. To foster diversity at NMS, teachers understand and treat each student as a unique individual. Making sure each student feels like they belong in the classroom is essential in order to maximize the effectiveness of the learning process.

Techniques used to promote diversity:

- Understand the strengths, weaknesses, personality traits, and learning styles of the students in classroom.
- Encouraging student participation through intrinsic involvement with the curriculum
- incorporating different teaching styles to accommodate different ways of learning
- each student has an equal chance to participate and contribute to what's going on in the classroom
- encourage students to come up with different ways to solve the problems that they are faced with
- include teaching material which represents the rich diversity of the world
- Showing zero tolerance over bullying, teasing, and other put-down behaviour, at any time in the classroom

SCHOOL ASSESSMENT POLICY

The Assessment policy has been formulated in close alignment with the CBSE board.

The Board has always stressed that its students must acquire the skills of critical thinking, problem solving, analyzing information, collaboration, effective communication, developing curiosity and imagination as part of the learning process. It reflects the school's belief in conducting rigorous and fair assessment practices through reliable and valid assessment tools. It is intended to inform the school- teachers, students, parents and management about the conduct of all assessment procedures to achieve the objectives defined in the curriculum. By stressing high academic standards through a strong commitment to the process of learning; we at NMS are considering assessment as an integral part of learning.

Assessment reflects upon the diverse aspects of the learning process-be it students' understanding, knowledge and acquisition of skills or teaching strategies and learning outcomes set for a learning programme. Also it is important to regularly report and record the assessment data to address the scope of improvement in learning and teaching at school.

PURPOSE OF ASSESSMENT

Assessment provides feedback to all stakeholders involved in the learning process:

- Feedback to students both in terms of their weaknesses and strengths during the course of learning as well as their achievement of the desired learning outcomes of the programme. This guides them towards steps for improvement as well as encourages them to set goals for the next stage of learning.
- Feedback to the teachers in terms of evaluating the learning outcomes and effectiveness of the teaching strategies. This guides them to review the curriculum, devise appropriate instructional strategies for better outcomes, and identify weak areas and specific needs of students to be able to guide them for improved performance.
- Feedback to the parents regarding the progress of their wards in different areas of learning.
- Feedback to the school management about the quality of curriculum, teachers and the learning environment. This helps them to plan effective pedagogical leadership and training, resource building and admission and language policies for further developmental plans.

ASSESSMENT TOOLS

In order to assess the wide range of learning traits expected to be evaluated in CBSE Examination and Internal assessments, the teachers at the school are expected to employ varied tools for both diagnostic as well as achievement reporting.

- It includes Multiple choice questions, topical questionnaires, unit end tests, class and group discussions, debates, oral presentations, experiments, projects, research work, role plays, review worksheets, class tests, open book tests, quizzes, field visits, reflections, writing exercises, speaking tests, listening tests, semester examinations and any other method devised by the teachers.
- The aforementioned tools can be used appropriately for different subject requirements both for short tests as well as term examinations.
- Unit Tests & Mid Term assessment for learning is designed by the subject teachers to identify the learning needs of students during the process. The aim of such assessments is to inform students of their strengths and weaknesses as a part of the course.
- The Annual assessment of learning scheduled at the end or is aimed to evaluate the students' level of achievement of the desired learning outcomes in the whole year.

OVERVIEW OF OUR FRAMEWORK

Our school's framework aligns the six core systemic principles to our procedures by;

- outlining processes for professional learning and instructional leadership to support consistent whole-school pedagogical practices, to monitor and increase the sustained impact of those practices on every student's achievement
- details procedures, practices and strategies– for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement

ACADEMIC CALENDAR 2019-2020

GRADE I – II Ongoing in class through the school year

Grade III – VIII

Unit Test-1 - April-July, 2019

Mid Term - September, 2019

Unit Test-2 - December, 2019

Annual Exam. - March, 2020

* IA - Internal Assessment. The Internal Assessment will comprise of notebook submission and Subject Enrichment Activity.

The subject Enrichment Activity will include the following.

Language 1 (English) - Speaking and listening skills

Language 2 (Hindi) - Speaking and listening skills

Science - Practical Lab work

Mathematics - Math Lab Activities

EVS/ Social Studies - Map work & project work

The Annual Examination will also cover some syllabus of the midterm.

Co-curricular activities (Work Education, Art Education, Health and Physical Education - Sports & Yoga, Music (Vocal / Instrumental, Dance and G.K., Computers (ICT) will be graded on a 5 point grading scale (A to E) twice in an academic year.

G.K. Assessment will comprise of a written test from the text book and current affairs.

Computer Assessment will comprise a Written Test of 40 marks and Practical Assessment of 60 marks.

Class Tests will be conducted on Tuesday every week other than during Unit Test & Term Examination period. Grade III- V (Tuesday) Grade VI- VIII (Tuesday and Friday), Grade IX-X (Wednesday)

ACADEMIC CALENDAR 2019-2020 FOR GRADE IX TO XII

Examination	Grade IX	Grade X	Grade XI	Grade XII
Pre Mid Term	June – July	June – July	-	-
1 st Quarterly	-	-	June – July	June – July
Mid Term	September	September	September	September
Pre Board 1	-	December	-	December
Post Mid Term Exam.	December	-	-	-
2 nd Quarterly	-	-	December	-
Pre Board 2	-	January	-	January
Annual Exam.	Feb./ March	March	Feb./ March	March / April

GRADE IX - The Weight age of the Annual Examination will be 80%, 5% Weight age will be considered of the average of the best two scores of the Pre Mid Term, Mid Term, Post Mid Term Pen Paper Test. Another 5% will be for multiple assessment. Additional 10% will be allotted to notebook work (5%) and subject enrichment activity (5%) which will be as follows:-

Language 1 (English)	-	Speaking and listening skills
Language 2 (Hindi)	-	Speaking and listening skills
Science	-	Practical Lab work
Mathematics	-	Math Lab Activities
Social Studies	-	Map work & project work

GRADE X - The Annual Examination to be conducted by the board in March will have a weightage of 80%. This external examination will include the complete syllabus in each subject.

Weightage of Internal assessment which will be sent to the board will be 20%. The Internal Assessment (20%) weightage in grade X will be calculated as:

5% Weight age will be considered of the average of the best two scores of the Pre Mid Term, Mid Term, Post Mid Term Pen Paper Test. Another 5% will be for multiple assessment.

Notebook work – 5%, Subject enrichment activity – 5%

For Grades IX & X Co-curricular activities (Work Education, Art Education, Health and Physical Education - Sports & Yoga, Music (Vocal / Instrumental), Dance and G.K. will be graded on a 5 point grading scale A to E twice in an academic year. Computer Assessment will comprise a Written Test of 30 marks and Practical Assessment of 50 marks and internal assessment component of 20 marks.

Grades (A1 to E) will be awarded for Work Experience, Physical & Health Education and General Studies in Grade XI & XII.

The complete syllabus for each subject will be included for the promotion Examination in Grade IX & XI and Pre-board Examination in Grade X & XII.

The final Board Practical Examination for Grade XII will be conducted between Jan. 20 & Feb. 15, 2020. Time Table will be provided separately.

Promotion in grade XI will be based on the cumulative evaluation of all exams.

The weightage is as follows:-

1st Quarterly - 10%, Mid Term Exam - 10%, 2nd Quarterly - 10%, Annual Exam- 70%
Total - 100%

For holistic growth, active participation in school events as well as extensive reading are crucial.

Policy for CWSN

The school understands the diverse needs and abilities of all the learners. NMS believes in the philosophy that all learners must receive equal opportunities for quality learning and that education for all is considered a human right. The school therefore recognizes educational practices that seek to overcome learning barriers; is Inclusive and embraces the diversity of all learners. Learning barriers may be temporary or permanent, physical, emotional or psychological which pose a challenge to the child in pursuing an academic program.

At NMS we believe in the early identification of special needs so that these needs are met in early stages in collaboration with parents. We at NMS hope to provide a positive classroom climate conducive to supporting the learning of all students including sensitizing all students to the needs of students with special needs.

AIMS

NMS aims to:

1. Provide technological resources to promote inclusivity.
2. Provide expertise in dealing with differentiation of students' learning needs.
3. Develop clear channels of communication, review and follow up amongst teachers, counselors, admin staff, peer groups, students and parents.
4. Develop effective policies and strategies towards special education needs of our students.
5. Encourage teachers to understand differentiated approaches to teaching and learning.
6. Carry out statistical analysis to keep a record of those who require special education or have special learning needs and to monitor their progress.
7. Review learning needs constantly.
8. Develop greater self awareness and a positive self image of the students, embracing their differences.
9. Develop Individual Educational Plans (IEP) for students with CWSN.
10. Create optimal learning environment which is effective, welcoming, healthy and protective for all learners.

OBJECTIVES

- To recognize that education for all is considered a human right.
- To prepare schemes of work in accordance with the learning diversity and CWSN policy of the school.
- To encourage and imbibe teaching practices which are supportive of the CWSN policy.
- To evaluate the provisions and resources provided to students and teachers periodically and take necessary action to address any shortcomings.
- To clearly state the procedures for identification of special needs in Primary, Middle and High school as per the criteria of the CBSE board.
- To ensure dissemination of skills acquired by teachers in PD programs.
- To remove barriers to learning for all learners.

REFERRAL PROCESS PRACTICED AT NEERJA MODI SCHOOL

STAGE 1: IDENTIFICATION

Teacher referral: Individual cases are observed and identified by teacher in classroom, with identification of students who are unable to cope academically or show behavioural problems.

Parent referral: Parents can directly refer the child for specific and academic behavioural problems during the PTM to the class teacher.

In both cases, the teacher will then inform and discuss with coordinator who will suggest and/or try classroom intervention or provide individual support to the students.

If required, the coordinator will further notify the counselor to observe the concerned child in the class followed by a one-on-one individual session with the counselor.

STAGE 2: DIAGNOSIS

After assessing the requirements of the child, the Counselor advises further action after consultation with the coordinator. Some standardized tests are conducted by the school counselor but for more complex tests, the counselor may refer to an external certified practitioner. In cases where the test is conducted by the school counselor, the test result is shared with the parent.

STAGE 3: SUPPORT

As per the advice of the counselor following the evaluation of the test reports, the following support can be provided.

Academic Support:

Reinforcement in few or all subjects to be provided. Extra classes are scheduled. Differentiated assessment support permissible by the board (such as, scribe/ extra time in school assessments etc) can be provided. Seek approval for support in the examinations held by the CBSE. Planning and developing individual education plans (IEP), as per the differentiated needs of the student.

Further support:

If the student requires further support beyond academic help specified earlier, the following provisions will be made available.

- An in-house Counselor is available during school hours.
- Aids such as hearing aids, magnifying aid, walking stick etc. are allowed..
- Teachers need to devise specific strategies to address CWSN within and outside the classrooms.
- Relaxation in terms of extension of time limits for submission of assignments is provided.
- Special arrangements are provided during the examinations to assist the students so that they do not suffer any disadvantage.
- Additional time for written examinations is also provided to those with reading, writing, visual and hearing disorders.
- The school shall arrange for a scribe, reader, prompter to assist such candidates during examination times.

RESPONSIBILITIES

Responsibilities of Grade-Level Coordinators:

- The grade-level coordinators oversee the day-to-day operations
- Ensuring there is a liaison with the parents and other professionals in respect of students with CWSN, both within and outside the school.
- Organising classroom provisions for all CWSN students.
- Supporting teachers with differentiation strategies.

Responsibilities of the Class Teacher:

- Identify the students with specific CWSN.
- Collaborate with the school counselor and other teachers to understand the needs of students.
- Devise strategies to meet differential learning needs of students in their classrooms. This can entail additional support classes, vocabulary support sheets, special seating arrangements etc, in collaboration with the grade-level coordinator.
- To help build the self-esteem and create a positive self-image of all students.

Responsibilities of CWSN Counselor:

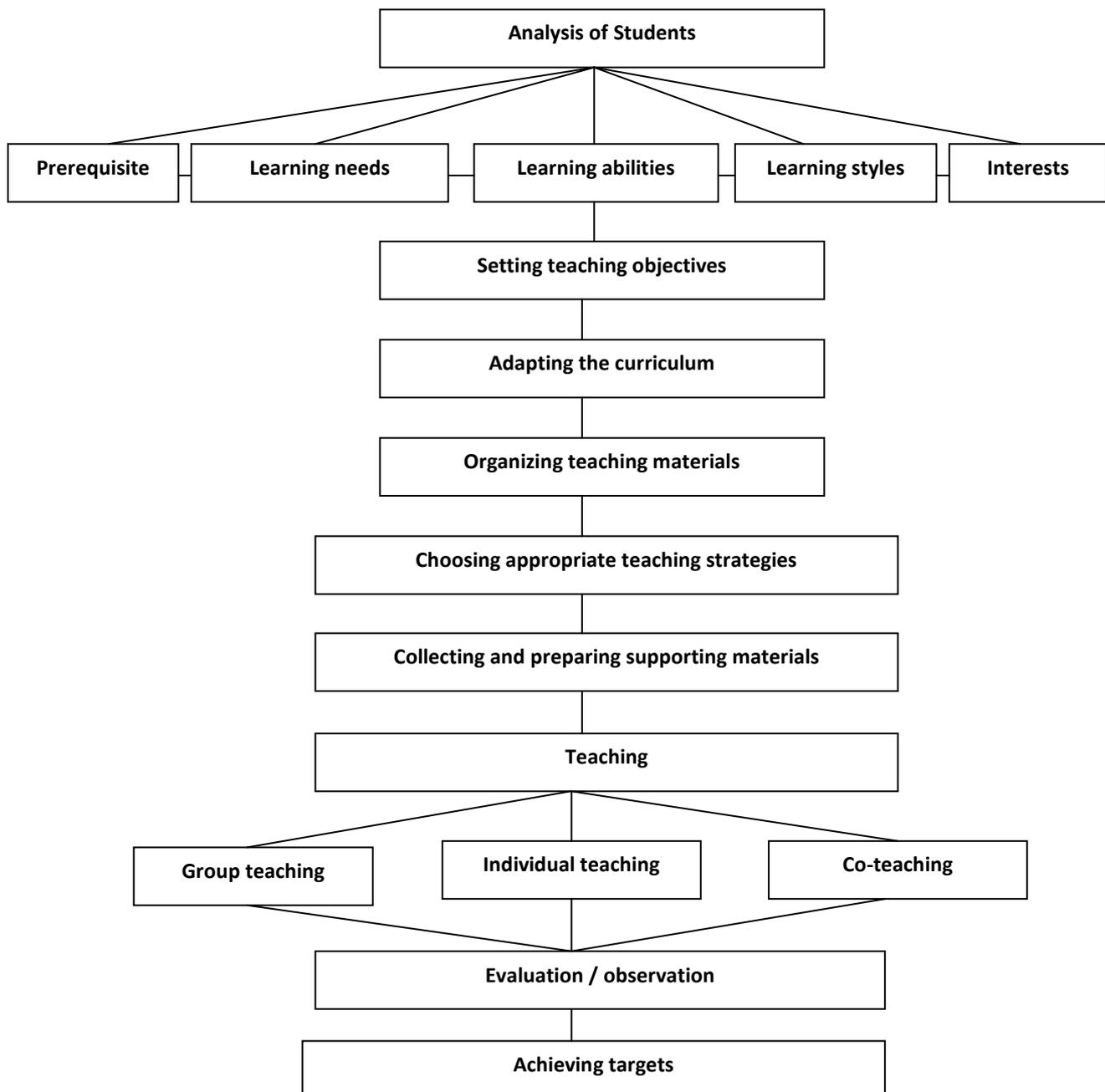
- Recommend appropriate diagnostic tests to identify students with CWSN.
- Devise remedial strategies to supplement the learning of students who need assistance.
- Counsel students with CWSN and their parents about the school's support for the student.
- Collaborate with teachers and coordinators to strategize different ways of dealing with CWSN of students in the classrooms.
- Keep a track of the progress of such students and record the data to be used by the school when needed.

Remedial classes

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own in learning. The aim of remedial classes is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers provide learning activities and practical experiences to students according to their abilities and needs. They also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

The Process of Remedial Teaching

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:



Pupil wellbeing

Pupil wellbeing is at the core of our school. Our aim is to support and promote the physical and mental wellbeing of our students. We aim to create a culture of awareness by providing high quality training for staff, pupils and parents. We teach all our pupils, from the youngest years, the importance of physical and mental health; whether it is through lessons, peer counselling, yoga sessions or mindfulness lessons.

NMS implements a number of programmes and initiatives throughout daily school life that support the well-being of our pupils;

- Good touch bad touch workshop (grade I to V)
- Value Based Sessions to develop the moral fabric of the young students
- Health camps across all grades: Oral Hygiene, Eye check-ups
- Sessions on Healthy Eating
- Road safety workshop
- Weekly assemblies
- Themed weeks (e.g. Math week, Book week, Heritage week, Musical Week)

Community outreach : Service beyond self

The Community Outreach Program in the school offers all students the opportunity to learn more about their community and to be of service to others both locally and globally. The school organizes various collection drives, rallies, plantation drives, cleanliness drives and Nukkad Nataks to sensitize the community.



One of the main emphases of School community's outreach is service learning, in which outreach projects are integrated into the curriculum of all classes. As a part of the SEWA component, the students reach out to the slums in the vicinity and also have developed strong connections with the neighbouring school for specially abled children 'Umang' by volunteering there. The students interact with Nischay, a school for underprivileged girls which supports poor girls of families below poverty line from the surrounding areas.

Under the State government's initiative , 'Adopt a Monument', NMS has adopted "Sisodia Rani ka Bagh', a palace garden constructed in the year 1728. The visits to the Bagh are scheduled to propagate the message of preservation of historical monuments and understand the historical, political, memorial, cultural or symbolic significance of the place.

GUIDELINES FOR GOOD BEHAVIOUR

1. Respect all, especially elders, parents and teachers. Act with deference as required by the situation.
2. Speak with care and thoughtfulness. Avoid extreme language, whatever the provocation.
3. Be friendly, warm and helpful whether in or out of school. Lend a helping hand, whenever or wherever you can.
4. On the playground, be fair. Be a true sportsman. Accept defeat with grace.
5. Be compassionate and understanding with the old, the infirm, the poor and physically and mentally challenged.
6. Always remember the school is judged by your conduct. Cultivate good manners and social graces in all interactions everywhere. Recognise the need for mutual accommodation. Be sensitive to the needs of others.
7. Appreciate the beauty around you and ensure that the school and the classroom are not only clean but aesthetically pleasing. Do not do anything to mar their beauty.
8. Do not complain or grumble whatever the stress or problem. There are people more unfortunate than you.
9. Above all respect our culture and what it stands for, its tolerance, catholicity and its vital power to service through ages.
10. Conserve the environment by practicing 3 R's. Reduce – Reuse – Recycle. Conserve water, for every drop counts.

SCHOOL DISCIPLINE POLICY

When two or more students indulge in a physical scuffle/ fight in the school premises, the following will be followed in sequence as stated below:

Student/s who hit and physically injure any student will be suspended immediately. Upon investigation if the student on the receiving end is also found guilty appropriate action will be taken.

The following procedure has to be followed for registering a complaint:

1. Register a verbal/written complaint with the class teacher and give the class teacher a day's time to revert.
2. If not satisfied, make a written complaint to the Grade Level Supervisor. Allow 2 working days for a revert.
3. If still dissatisfied, register a written complaint with the School Disciplinary Committee headed by the Principal of the School. The complaint can either be e-mailed on nmsjaipur@yahoo.com or can be physically handed over to Mr. Sunil Bairwa. Allow 5 working days for a revert.
4. Parent/Guardians must not directly involve themselves in student's dispute arising on the campus and neither should they participate nor try to resolve the matter at their level. They should allow the School disciplinary committee to investigate and take appropriate action. Strict action will be taken against the child whose Parent/Guardians involves himself/herself directly in a threatening manner. In no case shall parents interfere in the working of the School disciplinary committee.
5. In case a complaint is lodged by a parent with any agency outside the school before formally lodging a written complaint with the School disciplinary committee, the parents of the students concerned shall directly be responsible and the school shall have no role in such matters.
6. For disputes/physical scuffles between students outside the school premises the school cannot be held responsible. However, if the parent/student wishes to lodge a complaint in school the same process of lodging a complaint with the school authorities will have to be followed.
7. The decision of the Head of the School Disciplinary Committee will be binding on all concerned.

OBLIGATION OF PARENTS

A child's education is a joint responsibility of home and school. Hence the greater the cooperation between the two, the more fruitful will be the educational effort and the faster and surer the child's progress.

1. As a first step in this direction we earnestly recommend that the parents and guardians familiarize themselves with this diary and the rules it contains.
2. We also recommend that parents check the diary of the child regularly and enforce regularity and discipline at home and see that the lessons are prepared and the assigned home-work done. Remarks made in the Diary should be signed and countersigned. Failure to do so may put children to great inconvenience.
3. Parents and guardians should not visit their wards or teachers in the classrooms. Appointments and other requests with the Principal and teachers may be made through the pages of the School Diary. In an urgent case, students may be contacted through the School Office.
4. Withdrawal of your ward from classes for social functions is not recommended because it hampers the child's progress in school.
5. You are advised to ensure that your child's attendance to school does not fall below 75%, as in such an eventuality he/she will not be eligible for promotion.
6. Parents/guardians are requested to notify the School of any change in their address and phone number/numbers through the personal record page of the diary meant for the same purpose.
7. We do not recommend Private Tutions. We adopt teaching methods which are activity based and participatory in nature. We discourage rote learning and evaluation is based on understanding and application of learning. If the child's performance is not satisfactory, parents should contact the Principal for guidance.
8. Whenever a child accompanies his/her parent for PTMs or school functions, he/she must wear the school uniform.

9. If the child has to be taken early from the school, a leave slip should be collected from the reception and sent to the respective supervisor for permission. This has to be given at the gate for verification.
10. In case you personally pick up your child when the school is getting over please inform the bus driver/conductor. Failing to do so on 2 occasions, will result in the child not being picked up by the school transport the next day.
11. Mobile phones and electronic equipment of any kind should not be brought to school and will be confiscated.
12. Parents are advised not to allow their children to bring too much money and expensive articles not required for daily use to school. In case they get any such thing and it is stolen, the school cannot be held responsible.
13. Parents must regularly glance through the books, note-books and answer papers of their child.

ACTIVITY SCHEDULE 2019-20

APRIL, 2019		
DAY	DATE	ACTIVITY
Monday	1	
Tuesday	2	
Wednesday	3	NEW SESSION BEGINS
Thursday	4	
Friday	5	
Saturday	6	
Sunday	7	
Monday	8	
Tuesday	9	
Wednesday	10	
Thursday	11	
Friday	12	SPELL BEE 1 ROUND 1 (GRADES II TO V)
Saturday	13	
Sunday	14	
Monday	15	
Tuesday	16	ESSAY WRITING (GRADES VI TO VIII)
Wednesday	17	MAHAVIR JAYANTI
Thursday	18	
Friday	19	
Saturday	20	CLUB ACTIVITIES, FIRST AID WORKSHOP, BRAIN GAMES (GRADE II) CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE V) CLUB ACTIVITIES, HINDI ELOCUTION COMPETITION (GRADE VI) CLUB ACTIVITIES, MATH FAIR (GRADE VII) CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE VIII) CHAMPIONS LEAGUE (GRADE IX & X)
Sunday	21	
Monday	22	POSTER MAKING (GRADES III TO V) SCIENCE CONCLAVE (GRADES IX TO XII)
Tuesday	23	SPELL BEE 1 FINAL ROUND (GRADES II TO V) SPELLATHON ROUND 1 (GRADES VI TO VIII)
Wednesday	24	
Thursday	25	INTER SCHOOL CHESS COMPETITION (GRADES VI TO XII)
Friday	26	INTER SCHOOL CHESS COMPETITION (GRADES I TO V) INTER HOUSE QUIZ SELECTION ROUND (GRADES VI TO VIII)
Saturday	27	CLUB ACTIVITIES, INSTRUMENTAL MUSIC APPRECIATION (GRADE I) CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE III) CHAMPIONS LEAGUE (GRADE VII & VIII) WORK EDUCATION (GRADE IX & X)
Sunday	28	
Monday	29	
Tuesday	30	UNIT TEST CYCLE 1 BEGINS TEST 1 (GRADES III TO V) UNIT TEST CYCLE 1 BEGINS TEST 1 (GRADES VI TO VIII)

MAY, 2019		
Wednesday	1	
Thursday	2	
Friday	3	TEST 2 (GRADES III TO V) TEST 2 (GRADES VI TO VIII)
Saturday	4	CLUB ACTIVITIES, HINDI ELOCUTION COMPETITION (GRADE IV) CHAMPIONS LEAGUE (GRADE V) CHAMPIONS LEAGUE (GRADE VI) INTER HOUSE DEBATE (GRADE IX & X)
Sunday	5	
Monday	6	SUMMER BREAK BEGINS PRE-PRIMARY TO GRADE V
Tuesday	7	TEST 3 (GRADES VI TO VIII)
Wednesday	8	
Thursday	9	
Friday	10	JSEF (GRADES IX TO XII)
Saturday	11	JSEF (GRADES IX TO XII)
Sunday	12	
Monday	13	SUMMER BREAK BEGINS (GRADES VI TO IX & XI) SUMMER CAMP BEGINS
Tuesday	14	
Wednesday	15	
Thursday	16	
Friday	17	
Saturday	18	
Sunday	19	
Monday	20	
Tuesday	21	
Wednesday	22	
Thursday	23	
Friday	24	
Saturday	25	SUMMER BREAK BEGINS (GRADE X & XII)
Sunday	26	
Monday	27	
Tuesday	28	
Wednesday	29	
Thursday	30	
Friday	31	
JUNE, 2019		
Saturday	1	
Sunday	2	
Monday	3	
Tuesday	4	
Wednesday	5	
Thursday	6	
Friday	7	
Saturday	8	
Sunday	9	
Monday	10	
Tuesday	11	
Wednesday	12	
Thursday	13	

Friday	14	SUMMER CAMP ENDS
Saturday	15	
Sunday	16	
Monday	17	
Tuesday	18	
Wednesday	19	
Thursday	20	
Friday	21	
Saturday	22	
Sunday	23	
Monday	24	SCHOOL RE-OPENS FOR TEACHERS
Tuesday	25	
Wednesday	26	SCHOOL RE-OPENS FOR STUDENTS PRE PRIMARY TO GRADE XII PRE MID TERM BEGINS (GRADE IX & X) 1st QUARTERLY EXAM BEGINS (GRADE XI & XII)
Thursday	27	
Friday	28	TEST 3 (GRADES III TO V) TEST 4 (GRADES VI TO VIII)
Saturday	29	
Sunday	30	
JULY, 2019		
Monday	1	ART COMPETITION BEGINS (GRADE I & II)
Tuesday	2	TEST 4 (GRADES III TO V) TEST 5 (GRADES VI TO VIII)
Wednesday	3	
Thursday	4	
Friday	5	TEST 6 (GRADES VI TO VIII)
Saturday	6	CLUB ACTIVITIES , ENGLISH ELOCUTION COMPETITION (GRADE IV) INTER HOUSE MATCHES (GRADE VI)
Sunday	7	
Monday	8	HINDI DEBATE (GRADE VII)
Tuesday	9	QUIZ SELECTION ROUND (GRADES III TO V) MATH SUDOKU (GRADES VI TO VIII)
Wednesday	10	MATH SUDOKU (GRADE IX & X)
Thursday	11	
Friday	12	INTER HOUSE CROSSWORD COMPETITION (GRADES VI TO VIII)
Saturday	13	PTM (GRADES III TO V) PTM (GRADES VI TO VIII) PTM (GRADES IX TO XII)
Sunday	14	
Monday	15	TEST CYCLE 1 BEGINS (GRADE I & II) SPECIAL ASSEMBLY (GRADE III)
Tuesday	16	SPECIAL ASSEMBLY (GRADE IV)
Wednesday	17	EXTEMPORE BEGINS (GRADE VIII)
Thursday	18	
Friday	19	
Saturday	20	CLUB ACTIVITIES , ENGLISH ELOCUTION (GRADE II) CHAMPIONS LEAGUE (GRADE III & IV) CLUB ACTIVITIES, QUIZ FINAL ROUND (GRADE V) TEDx KIDS INTER HOUSE QUIZ (GRADE IX & X)
Sunday	21	
Monday	22	EXTEMPORE BEGINS (GRADES III TO V) NMS CUP – CWSNIORS
Tuesday	23	NMS CUP – CWSNIORS
Wednesday	24	NMS CUP – CWSNIORS

Thursday	25	NMS CUP – CWSNIORS
Friday	26	
Saturday	27	CLUB ACTIVITIES, BRAIN GAMES (GRADE I) CLUB ACTIVITIES, QUIZ FINAL ROUND (GRADE III) CLUB ACTIVITIES, SPELLATHON FINAL ROUND (GRADE VI) CLUB ACTIVITIES, SPELLATHON FINAL ROUND (GRADE VII) CLUB ACTIVITIES, SPELLATHON FINAL ROUND (GRADE VIII) INTER HOUSE MATCHES (GRADES IX TO XII)
Sunday	28	
Monday	29	INTRA CLASS SWIMMING COMPETITION BEGINS
Tuesday	30	HINDI ELOCUTION (GRADE I)
Wednesday	31	
AUGUST, 2019		
Thursday	1	HINDI ELOCUTION (GRADE II)
Friday	2	HINDI DEBATE (GRADE VI)
Saturday	3	YOUNG ACHIEVERS (GRADE I & II) CLUB ACTIVITIES, QUIZ FINAL ROUND (GRADE IV) INTER HOUSE MATCHES (GRADE VII) WORK EDUCATION (GRADE IX & X)
Sunday	4	
Monday	5	
Tuesday	6	SPELL BEE 1 ROUND 1 (GRADE I)
Wednesday	7	INTRA CLASS DODGE BALL COMPETITION (GRADE I)
Thursday	8	
Friday	9	NMMUN
Saturday	10	PTM (GRADE I & II) INTRA CLASS MATCHES (GRADE IV) NMMUN
Sunday	11	NMMUN
Monday	12	EID-UL-ZUHA
Tuesday	13	COMMON ASSEMBLY (GRADES I TO V)
Wednesday	14	
Thursday	15	INDEPENDENCE DAY & RAKSHA BANDHAN
Friday	16	
Saturday	17	CLUB ACTIVITIES, DECLAMATION (GRADE II) YOUNG ACHIEVERS (GRADE III & IV) CLUB ACTIVITIES, MATH FAIR (GRADE V) CLUB ACTIVITIES, QUIZ FINAL ROUND (GRADE VI) CLUB ACTIVITIES, QUIZ FINAL ROUND (GRADE VII) INTER HOUSE MATCHES (GRADE VIII) TEDx YOUTH
Sunday	18	
Monday	19	
Tuesday	20	SPELL BEE 1 FINAL ROUND (GRADE I) INTERSCHOOL CULTURAL MEET MIDDLE & CWSNIOR SCHOOL
Wednesday	21	INTERSCHOOL CULTURAL MEET PRIMARY
Thursday	22	
Friday	23	
Saturday	24	JANMASHTAMI
Sunday	25	
Monday	26	COLLEGE FAIR
Tuesday	27	NMS CUP - JUNIORS (GRADES VI TO VIII)
Wednesday	28	NMS CUP - JUNIORS (GRADES VI TO VIII)
Thursday	29	NMS CUP - JUNIORS (GRADES VI TO VIII)
Friday	30	JAIPUR DEBATE

Saturday	31	SPORTS DAY (GRADE V) JAIPUR DEBATE
SEPTEMBER, 2019		
Sunday	1	
Monday	2	GANESH CHATURTHI
Tuesday	3	
Wednesday	4	
Thursday	5	
Friday	6	SPORTS DAY (GRADE II)
Saturday	7	MID TERM EXAM BEGINS (GRADES III TO V) MID TERM EXAM BEGINS (GRADES VI TO VIII) MID TERM EXAM BEGINS (GRADES IX TO XII)
Sunday	8	
Monday	9	
Tuesday	10	MOHARRAM
Wednesday	11	
Thursday	12	
Friday	13	TEST CYCLE 2 BEGINS (GRADE I & II)
Saturday	14	
Sunday	15	
Monday	16	
Tuesday	17	HINDI ELOCUTION COMPETITION (GRADE V)
Wednesday	18	
Thursday	19	
Friday	20	HINDI ELOCUTION COMPETITION (GRADE III)
Saturday	21	SPORTS DAY (GRADE IV) CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE VI) CLUB ACTIVITIES, HINDI ELOCUTION COMPETITION (GRADE VII) CLUB ACTIVITIES, QUIZ FINAL ROUND (GRADE VIII) WORK EDUCATION (GRADE IX & X)
Sunday	22	
Monday	23	ENGLISH DEBATE (GRADE VIII)
Tuesday	24	
Wednesday	25	
Thursday	26	ANNUAL FUNCTION- PRE PRIMARY (MORNING SHIFT) & GRADE I
Friday	27	
Saturday	28	ANNUAL FUNCTION- PRE PRIMARY (AFTERNOON SHIFT) & GRADE I
Sunday	29	
Monday	30	MATH FAIR WEEK (GRADE I)
OCTOBER, 2019		
Tuesday	1	COMMON ASSEMBLY (GRADES I TO V)
Wednesday	2	GANDHI JAYANTI ACTIVITIES
Thursday	3	
Friday	4	
Saturday	5	PTM (GRADES I TO V) SPORTS DAY (GRADE VI) WORK EDUCATION (GRADE IX & X)
Sunday	6	
Monday	7	NAVMI
Tuesday	8	DUSSEHRA
Wednesday	9	
Thursday	10	
Friday	11	
Saturday	12	PTM (GRADES VI TO VIII) PTM (GRADES IX TO XII) SPORTS DAY (GRADE XI & XII)
Sunday	13	
Monday	14	

Tuesday	15	ANNUAL FUNCTION - PRIMARY (GRADES II TO V)
Wednesday	16	
Thursday	17	
Friday	18	
Saturday	19	ANNUAL FUNCTION - PRIMARY (GRADES II TO V)
Sunday	20	
Monday	21	
Tuesday	22	
Wednesday	23	
Thursday	24	TRADITIONAL DAY (GRADE I & II) ANNUAL FUNCTION – MIDDLE & CWSNIOR SCHOOL
Friday	25	DIWALI BREAK BEGINS
Saturday	26	
Sunday	27	DIWALI
Monday	28	
Tuesday	29	
Wednesday	30	
Thursday	31	
NOVEMBER, 2019		
Friday	1	
Saturday	2	
Sunday	3	
Monday	4	SCHOOL REOPENS AFTER DIWALI BREAK
Tuesday	5	HINDI ELOCUTION COMPETITION (GRADE IV) HINDI DEBATE (GRADE V)
Wednesday	6	
Thursday	7	
Friday	8	
Saturday	9	CHAMPIONS LEAGUE (GRADE III & IV)
Sunday	10	
Monday	11	SPECIAL ASSEMBLY (GRADE IV)
Tuesday	12	GURU NANAK JAYANTI
Wednesday	13	
Thursday	14	BAKE SALE (GRADE IV & V)
Friday	15	
Saturday	16	CLUB ACTIVITIES, EXTEMPORE (GRADE II) CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE V) CLUB ACTIVITIES, EXTEMPORE (GRADE VI) CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE VII) SPORTS DAY (GRADE VIII)
Sunday	17	
Monday	18	SPORTS DAY (GRADE III)
Tuesday	19	SPELL BEE 2 (GRADE I & II) ENGLISH ELOCUTION COMPETITION (GRADE III & IV)

Wednesday	20	
Thursday	21	
Friday	22	YOUNG STUDENTS PARLIAMENT
Saturday	23	CLUB ACTIVITIES, VOCAL MUSIC COMPETITION (GRADE I) CLUB ACTIVITIES, MATH FAIR (GRADE III) SPORTS DAY (GRADE IX & X) YOUNG STUDENTS PARLIAMENT
Sunday	24	
Monday	25	PRE BOARD EXAMINATION BEGINS (GRADE X & XII) SPECIAL ASSEMBLY (GRADE III)
Tuesday	26	
Wednesday	27	
Thursday	28	
Friday	29	
Saturday	30	WORK EDUCATION (GRADE IX & X)
DECEMBER, 2019		
Sunday	1	
Monday	2	MATH FAIR WEEK (GRADE II) SPECIAL ASSEMBLY (GRADE IV)
Tuesday	3	UNIT TEST CYCLE 2 BEGINS. TEST 1 (GRADES III TO V) UNIT TEST CYCLE 2 BEGINS. TEST 1 (GRADES VI TO VIII)
Wednesday	4	SPORTS DAY (PRE PRIMARY- MORNING SHIFT)
Thursday	5	SPORTS DAY (PRE PRIMARY- AFTERNOON SHIFT)
Friday	6	TEST 2 (GRADES III TO V) TEST 2 (GRADES VI TO VIII)
Saturday	7	SPORTS DAY (GRADE I) CLUB ACTIVITIES, MATH FAIR (GRADE IV) POST MID TERM EXAMINATION BEGINS (GRADE IX & XI)
Sunday	8	
Monday	9	TEST 3 (GRADES VI TO VIII)
Tuesday	10	TEST 3 (GRADES III TO V)
Wednesday	11	TEST CYCLE 3 BEGINS (GRADE I & II) TEST 4 (GRADES VI TO VIII)
Thursday	12	
Friday	13	TEST 4 (GRADES III TO V) TEST 5 (GRADES VI TO VIII)
Saturday	14	SPORTS DAY (GRADE VII)
Sunday	15	
Monday	16	SPECIAL ASSEMBLY (GRADE III) NMS CUP SUB JUNIOR (GRADE IV & V)
Tuesday	17	NMS CUP SUB JUNIOR (GRADE IV & V) TEST 6 (GRADES VI TO VIII)
Wednesday	18	NMS CUP SUB JUNIOR (GRADE IV & V)
Thursday	19	
Friday	20	
Saturday	21	FUN FAIR
Sunday	22	
Monday	23	HINDI ELOCUTION COMPETITION (GRADE V)
Tuesday	24	
Wednesday	25	CHRISTMAS
Thursday	26	ALUMNI MEET

Friday	27	MUSICAL EVENING (GRADES VI TO XII)
Saturday	28	PTM (GRADES I TO V) WINTER BREAK BEGINS (PRE PRIMARY TO GRADE XII)
Sunday	29	
Monday	30	
Tuesday	31	
JANUARY, 2020		
Saturday	4	PRE BOARD EXAMINATION BEGINS (GRADE X & XII)
Sunday	5	
Monday	6	SCHOOL REOPENS FOR TEACHERS
Tuesday	7	
Wednesday	8	SCHOOL REOPENS AFTER WINTER BREAK FOR GRADE VI TO IX & XI
Thursday	9	
Friday	10	
Saturday	11	PTM (GRADE VI TO IX & XI)
Sunday	12	
Monday	13	
Tuesday	14	MAKAR SAKRANTI
Wednesday	15	SCHOOL REOPENS AFTER WINTER BREAK FOR PRE PRIMARY TO GRADE V
Thursday	16	ENGLISH DEBATE (GRADE VI)
Friday	17	
Saturday	18	CLUB ACTIVITIES, INSTRUMENTAL MUSIC APPRECIATION (GRADE II) YOUNG ACHIEVERS (GRADE III & IV) CHAMPIONS LEAGUE (GRADE V) CHAMPIONS LEAGUE (GRADE VI) CLUB ACTIVITIES, EXTEMPORE (GRADE VII) CLUB ACTIVITIES, HINDI ELOCUTION COMPETITION (GRADE VIII)
Sunday	19	
Monday	20	AAO KAHANI SUNAO BEGINS (GRADE I & II) HINDI ELOCUTION COMPETITION (GRADE III) ENGLISH DEBATE (GRADE V) PTM (GRADE X & XII)
Tuesday	21	
Wednesday	22	GRADUATION DAY (GRADE XII)
Thursday	23	FAREWELL (GRADE XII)
Friday	24	COMMON ASSEMBLY (GRADES I TO V)
Saturday	25	CLUB ACTIVITIES, ENGLISH ELOCUTION COMPETITION (GRADE I) CLUB ACTIVITIES, VOCAL MUSIC COMPETITION (GRADE III) CHAMPIONS LEAGUE (GRADE VII & VIII)
Sunday	26	REPUBLIC DAY
Monday	27	
Tuesday	28	GK QUIZ (GRADES I TO V)
Wednesday	29	VOCAL MUSIC COMPETITION (GRADE IV)
Thursday	30	
Friday	31	
FEBRUARY, 2020		
Saturday	1	YOUNG ACHIEVERS (GRADE I & II) CLUB ACTIVITIES, DECLAMATION (GRADE IV) INTRA CLASS MATCHES (GRADE V) SCIENCE EXHIBITION (GRADES VI TO VIII)
Sunday	2	

Monday	3	EXPERIMENT WEEK (GRADES I TO V)
Tuesday	4	
Wednesday	5	MUSIC MANIA (GRADES III TO V)
Thursday	6	MAKER MELA (GRADE V) MAKER MELA (GRADE VI TO VIII)
Friday	7	
Saturday	8	
Sunday	9	
Monday	10	SPECIAL ASSEMBLY (GRADE IV)
Tuesday	11	
Wednesday	12	
Thursday	13	
Friday	14	
Saturday	15	CLUB ACTIVITIES, VOCAL MUSIC COMPETITION (GRADE II) INTRA CLASS MATCHES (GRADE III) CLUB ACTIVITIES, DECLAMATION (GRADE V) CLUB ACTIVITIES, MATH FAIR (GRADE VI) CLUB ACTIVITIES, ENGLISH DEBATE (GRADE VII) CLUB ACTIVITIES, HINDI DEBATE (GRADE VIII)
Sunday	16	
Monday	17	STORY TELLING (GRADE II) SPECIAL ASSEMBLY (GRADE III) GROUP DANCE COMPETITION (GRADE V) GROUP DANCE COMPETITION (GRADE VI)
Tuesday	18	GROUP DANCE COMPETITION (GRADE VII & VIII)
Wednesday	19	
Thursday	20	INTRA CLASS DODGE BALL COMPETITION (GRADE II)
Friday	21	MAHASHIVRATRI
Saturday	22	CLUB ACTIVITIES, STORY TELLING (GRADE I) CLUB ACTIVITIES, DECLAMATION (GRADE III) PRIMARY SCHOOL GRADUATION DAY MIDDLE SCHOOL GRADUATION DAY
Sunday	23	
Monday	24	
Tuesday	25	
Wednesday	26	FINAL EXAMINATION BEGINS (GRADE IX & XI)
Thursday	27	
Friday	28	
Saturday	29	
MARCH, 2020		
Tuesday	10	HOLI

LESSON PLANS

(SUBJECTWISE)

GRADES I TO

XII

SAMPLERS

GRADE - I (ENGLISH)

Chapter Covered	Gopi and the Fireflies
Subject and art integrated	English/ General Awareness (Insects), Art and craft (Theatre puppet show)
Objectives	<ul style="list-style-type: none"> • To be able to read, write and comprehend. • To learn sequencing sentences. • The children will learn new vocabulary. • To enjoy. • Develop imagination. • Develop listening skills.
Material required	<ul style="list-style-type: none"> • Smart board and a dark room to narrate the story with electric fire flies.
Time required	3-4 periods of 30 min each
Ice Breaker Activity	<ul style="list-style-type: none"> • Individual Art and Craft Activity. • The children will make fireflies in the jar and colour them. • Method: Take an A 4 size white sheet. Ask children to draw a jar. Now children will draw fireflies in a jar and colour them. Children can watch the following videos: https://www.youtube.com/watch?v=QCWkzQqO7Ro 
Introduction	Good Morning, children. Can anyone tell me which insects and small animals you see at night? Yes, owl, bat, mosquito, frogs etc. Do you know that there is one more insect who flies at night? It is a firefly. Would you like to listen to a story of fireflies?
Methodology	<ul style="list-style-type: none"> • Theatre show in a dark room using hand puppets to narrate the stories • A boy named Gopi had gone to visit grandma. During night he saw many little lights outside his window. They floated light golden stars in the dark. Gopi went outside and heard the croaks of frogs, the chirp of crickets, and the sound of drums and many other insects. He went to catch the green and gold flying lights but they moved away. Grandma came out and laughed. Those are fireflies. You can catch them in a jar and then let them go. This is the right thing to do. Gopi caught them in a jar and later let them fly away one by one, until there were none left. • Read the whole chapter. • Discussing question and answers.

<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Develop holistic understanding. • Sequence sentences asking question. • Writing questions and answer. • Vocabulary building
<p>Self evaluation</p>	<ul style="list-style-type: none"> • The success of the activity will be assessed through class feedback. • After the student's feedback, necessary modifications will be made. • The teacher will list down the challenges that arose during the conduct of the activity.
<p>Follow up activity</p>	<p>The children will share how they spent their vacations in their own words. They will then draw their favourite moment on a sheet.</p>

पाठ योजना

विषय—हिन्दी

कक्षा—1

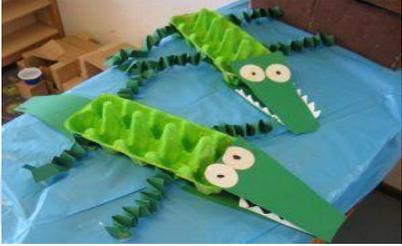
1.	प्रकरण	'र' के रूप (पाठ-12)
2.	विषय समाकलन	'र' के रूप को समझाना। रेफ़ व पदेन की मात्रा को पढ़ाना व लिखाना। शीट पर पर्वत बनवाना।
3.	उद्देश्य	स्मार्ट-बोर्ड की मदद से बच्चों को रेफ़ और पदेन की मात्रा के प्रयोग से बने शब्द समझाना।
4.	साधन सामग्री	चार्ट, रंग, पेन्सिल
5.	समयावधि	5 कालांश
6.	मुख्य गतिविधि	बच्चों को समूह में बिठाकर चार्ट पर पर्वत बनवाकर रंग भरवाना।
7.	परिचय	इस पाठ में रेफ़ और पदेन की मात्रा को सिखाया गया है।
8.	विधि	साफ्टवेयर का प्रयोग करके बच्चों को 'रेफ़' और पदेन की मात्रा को रोचक बनाया गया। वर्णों को जोड़कर-शब्द बनवाएँगे। रेफ़ और पदेन की मात्रा को कॉपी में लिखवाया जाएगा।
9.	मूल्यांकन	बच्चों ने रेफ़ (र) और पदेन (/) की मात्रा को पढ़ना व लिखना सीखा। विद्यार्थियों ने रेफ़ और पदेन की मात्रा में अंतर समझा।
10.	स्वमूल्यांकन	उच्चारण को शुद्धता के साथ सीखा गया।
11.	समापन गतिविधि	कठिन शब्द लिखवाए जाँएँगे। दिये गए शब्द पढ़वाए जाँएँगे।

GRADE - I (MATHS)

Chapter Covered	Estimating Time
Subject and art integrated	Maths/ Craft activity (to make clock)
Objective	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Estimate time in their daily routine. • Tell time using analog and digital clock. • Learn how time was measured using natural way in ancient time
Material required	Paper plate, Fevicol, icecream sticks, sketch pens, scissor and thumb pin
Introduction	<ul style="list-style-type: none"> • Teacher will ask children when do you get up? When do you brush your teeth? When do you get on the bus? When do you reach home after school? When do you go to bed? • Tell students that there are special times of day that we do certain things and the clock shows us time. • Teacher will tell kids how important time is to keep a track on the different activities going on throughout the day.
Methodology of Activity	<p>Teacher will draw a big circle on the board. And will show children how to mark the numbers on the clock.</p> <p>Teacher will introduce and explain about minute hand, hour hand and working of a clock.</p> <p>Activity :Art and Craft- Making a clock</p> <ul style="list-style-type: none"> • Teacher will distribute colours , fevicol , paper plate and thumb pins. • She will make the children sit in groups of 4-5 children. • Teacher will draw a circle and she will write the numbers(1-12) in the circle and will guide the children the correct way to put the hand of the clock. • Then she will ask the children to write down the 12 numbers of the clock on the face of the paper plate with sketch pens. • They can then use the crayons to colour the face of the plate. • Children will place 2 ice-cream sticks of different sizes (one stick will be longer than other) to make hands and pin them together in the center. <div style="text-align: center;">  </div> <p>https://www.youtube.com/watch?v=HrxZWNu72WI</p> <p>https://www.youtube.com/watch?v=Tv8A_BMxCAY</p>

	<p>Outdoor Activity : Observing Sun Dial</p> <ul style="list-style-type: none"> • Teacher will introduce early methodology of measuring time by sun and will show a sun dial and its use. • Teachers will take the children outdoor with a sundial and will explain the process to estimate time using sun dial. • Teacher will make groups of 4-5 children and will ask them to write their time observation on a sheet. • Teachers will take the students out in the sun again after two hours and will ask them to estimate time and note it down again on the same sheet. • Teacher will repeat the same activity for one more time. • Students will share their observation with the whole class. 
<p>Learning Outcomes</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Attain knowledge about both analog and digital watch. • Students will explore mathematics behind measuring time by both natural and man made way. • Aquire skill to create a movable wall clock or a wrist watch <p>Learning Outcomes of Art Activity</p> <ul style="list-style-type: none"> • Students will be able to make a clock neatly by using correct pattern for writing numbers, placing clock hands and by completing the activity on time

GRADE - II (ENGLISH)

Chapter covered	The Monkey And The Crocodile (Prose)	
Subject and art integrated	<ul style="list-style-type: none"> • English • General Awareness (mammals and reptiles) • Art (Make a crocodile using an egg carton) • Yoga (Crocodile pose- Makarasana) • Theatre (Dramatization) 	
Objectives	<ol style="list-style-type: none"> 1. To read and comprehend the text. 2. To create awareness about mammals and reptiles. 3. To learn to identify the good and bad characters of a story. 4. To help the students learn to enact the story. 5. To develop skills of scanning, reading in different voices, thinking and sequencing events. 6. To emphasize correct pronunciation, modulation and intonation. 	
Time required	7 periods of 40 mins. each	
Classroom arrangement	Flexible	
Material Required	white board, smart board, markers, computer, mat for yoga, egg cartons for craft activity, small props for dramatization	
pre preparation activity	<p>The teacher talks about mammals and reptiles (especially crocodile and alligator) with the students.</p> <p>Children can watch the following videos:</p> <p>https://www.youtube.com/watch?v=qUaSrSeBVzQ</p> <p>https://www.youtube.com/watch?v=kACaok7DRIM</p>	
Ice breaker activity	<p>Art (craft) - Make a crocodile using an egg carton.</p> <p>Method-</p> <p>Take an egg carton and colour it green.</p> <p>Now cut a green chart sheet in triangular shape for mouth.</p> <p>Two circles of white sheet for eyes.</p> <p>Fold long, rectangular green sheets in zig zag pattern for legs.</p> <p>Then paste them to give the shape of a crocodile.</p>	

Introduction	<p>General Awareness:</p> <p>The teacher asks the students about the monkey and crocodile. What is the nature of the monkey? (restless, active, playful , naughty, noisy- monkeys chatter). Are they mammal? Are they herbivores or carnivores or omnivores? (revise)They are mostly fruit and plant eaters, but they also eat insects and bugs so they are omnivores.</p> <p>Monkey: Monkeys are mammals , They live in trees and use their tails as an extra arms to swing and move. They have nails instead of claws.</p> <p>Crocodiles: Crocodiles are long, scaly skinned reptiles that live in the water and land. They lay eggs in the sand. They have sharp teeth that can chew and crush. These teeth are replaced often. They eat fish, birds and mammals like zebra, water buffalo .They are found on river banks where they lie with their mouth open to cool down. They have powerful tails used for swimming and jumping. They are related to dinosaurs and live upto 80 years .In India the long snouted crocodile with needle teeth and green eyes specked with black is called Gharial and found in the Ganges.</p> <p>Have you heard this story The Monkey and the crocodile before?</p> <p>Have you heard of any other monkey stories.? E.g. The Cat and the Monkeys, Dancing Monkeys</p> <p>https://www.youtube.com/watch?v=SyySsE0v87s</p> <p>MONKEY SONG WALT DISNEY</p> <p>https://www.youtube.com/watch?v=c8eISEw6Wug</p>
Methodology	The students will read the text in class.
Discussion on the text	<p>a) This will be done by way of some questions put to the class:</p> <ol style="list-style-type: none"> i. Who are your friends? ii. What do you look for in a friend? iii. A friend in need is a friend in deed. Do you agree? iv. If your friend is doing something wrong. What would you do? v. How do you celebrate with your friends? <p>b) Discussion on the behaviour of the monkey and the crocodile.</p> <p>c) The children would make a flow chart of events of the story.</p> <p>d) Theatre (Dramatization) - Teacher asks the students to enact the story in groups of 4-5 students.</p>
Learning outcomes	<ul style="list-style-type: none"> • The students learn and understand about the mammals and reptiles. • They learn about facts of monkeys and crocodile. • They learn to appreciate the importance of friendship. • They will understand the desirable values learnt as sharing, caring, patience and kindness.

Follow
activity

-up

- **Yoga** - Crocodile Pose (Makarasan)

- **Identify story characters-**

Good guys and bad guys – The students would watch different stories and would discuss and fill the good and bad guys (characters) in the stories. All stories have problems and many a times they are created by the bad guys.



<https://www.youtube.com/watch?v=WLLiRCWMOeo> Fox and the Crow

<https://www.youtube.com/watch?v=Hg9NDB5jqkl> The cats and the

monkey

<https://www.youtube.com/watch?v=GUBtbjJaVnl> the boy who cried wolf

<http://www.readinga-z.com/book.php?id=1978> a-z reader : the boy who cried

<https://www.youtube.com/watch?v=Q8B7dKfUDjc> The lion and the

rabbit

<https://www.youtube.com/watch?v=gafXdmFsTbE> The ugly duckling

<https://www.youtube.com/watch?v=WWFYuPkQHY4> The three little pigs

<http://www.readinga-z.com/book.php?id=1293> a-z reader The three little pigs

<http://www.readinga-z.com/book.php?id=1208> a-z reader The three

- The teacher would discuss the questions related to the text, language, grammar and phonic skills.

पाठ योजना

विषय—हिन्दी

कक्षा—II

1.	प्रकरण	वायुयान की कहानी (पाठ)
2.	विषय समाकलन	हिन्दी / सामान्य जानकारी (आविष्कार व आविष्कारक) / आर्ट एण्ड क्राफ्ट (ऑरीगेमी आर्ट)
3.	उद्देश्य	<ul style="list-style-type: none"> ● वैज्ञानिक दृष्टिकोण विकसित करना। ● प्रेरक प्रसंग की जानकारी प्राप्त करना। ● बच्चों में रचनात्मक व कलात्मक क्रिया में प्रति रुचि जागृत करना। ● विज्ञान विषय के तथ्यों को समझना और रुचि लेना। ● अनुकरण वाचन का अभ्यास। ● मौखिक प्रश्नोत्तरी में भाग लेना। ● भाषा का विकास करना। (समान अर्थ वाले शब्द, क्रिया) ● स्मरण कौशल को विकसित करना। ● उच्चस्तरीय बौद्धिक कौशल को विकसित करना।
4.	साधन सामग्री	<ul style="list-style-type: none"> ● आविष्कार व आविष्कारकों के बारे में पूर्व जानकारी की सूची। ● आविष्कारकों के चित्र। ● कागज़ (ऑरीगेमी आर्ट)
5.	समयावधि	7—8 कालांश
6.	मुख्य गतिविधि	<p><u>प्रश्नोत्तरी—आविष्कार व आविष्कारक</u></p> <ul style="list-style-type: none"> ● कुछ आविष्कार (बल्ब, जीरो, फोन, कम्प्यूटर, रेडियो, इंजन) के आविष्कारों के नाम बच्चों से पूछना व उनसे संबंधित जानकारी बच्चों को देना। ● बच्चों को बताया जाए कि इन आविष्कारों ने जन—जीवन की किस प्रकार दिशा बदलकर मार्गदर्शन किया।
7.	परिचय	बच्चों द्वारा आविष्कारकों के नाम पूछकर उनके चित्र बच्चों के दिखाए जाएँगे। सही उत्तर देने वाले बच्चे को शाबाशी दी जाएगी।

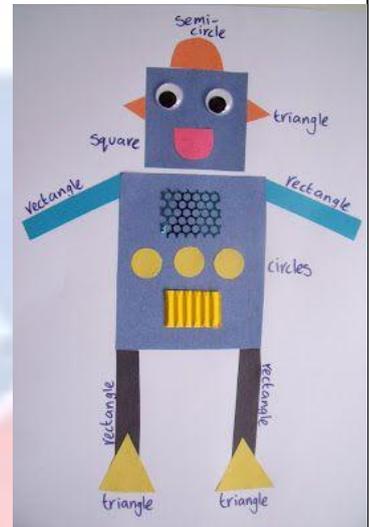
8.	विधि	<ul style="list-style-type: none"> ● आविष्कारकों की जानकारी देने के बाद बच्चे अध्यापिका के साथ पाठ का अनुकरण वाचन करेंगे। पाठ से संबंधित मौखिक व लिखित प्रश्नों पर चर्चा की जाएगी। क्रिया व समान अर्थ वाले शब्दों का अभ्यास कार्य करवाया जाएगा। कठिन शब्दों का उच्चारण व अर्थ सिखाया जाएगा।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● आविष्कारकों के नाम और उनकी फोटो की जानकारी। ● शब्द भंडार का विकास। ● वैज्ञानिक तथ्यों की जानकारी। ● क्रिया के स्वरूप की जानकारी। ● समान अर्थ वाले शब्दों की जानकारी।
10.	स्वमूल्यांकन	<ul style="list-style-type: none"> ● आविष्कारकों के नाम बताने में अध्यापिका की सहायता सतत चलेगी। ● कलात्मक क्रिया (हवाई जहाज बनाना) में बच्चों के पूर्ण योगदान के लिए उन्हें प्रोत्साहित करना। ● समान अर्थ वाले शब्द व क्रिया की जानकारी के लिए अन्य उदाहरण प्रस्तुत करना।
11.	समापन गतिविधि	<ul style="list-style-type: none"> ● आर्ट एण्ड क्राफ्ट गतिविधि (ऑरीगेमी आर्ट – हवाई जहाज) बच्चों को ऑरीगेमी आर्ट के लिए कागज़ दिए जाएंगे उससे बच्चे हवाई जहाज बनाएँगे। अध्यापिका बच्चों की मदद करेंगी। ● समान अर्थ वाले शब्दों का ज्ञान। ● क्रिया शब्दों की जानकारी।

GRADE II – MATHS

Chapter Covered	Shapes And Patterns
Subject and Art Integrated	Math /Art and craft (collage and play dough)/ outdoor activity / Computer – (MS Paint)
Objectives	Students will be able to: <ul style="list-style-type: none">• Recognize simple 2-dimensional and 3-dimensional.• Count the number of sides /corners/faces in 2-and 3-dimensional shapes• Distinguish between a curved and a straight line.• Improve their fine motor skills with play dough activity.
Material Required	White Board, coloured sheets, a pair of scissors, chart paper, colourful straws, play dough.
Introduction	The teacher will introduce the shapes with help of the videos : https://www.youtube.com/watch?v=RgWKM-e9fWQ https://www.youtube.com/watch?v=guNdJ5MtX1A
Methodology and Activity	Activity 1 (Outdoor play) <ul style="list-style-type: none">• Children will be taken out in the playground and large square/triangle/oval/circle will be drawn on the ground.• The child will be asked to start from one of the corners (triangle, square) and walk on a side of the figure till he reaches the next corner.• The children will be asked to walk on the edges (oval/ circle) till he reaches the point from where she/ he started.• This way the child will be able to distinguish between a curved line and a straight line.• Teacher can also ask children to make shapes using their hands and fingers. 

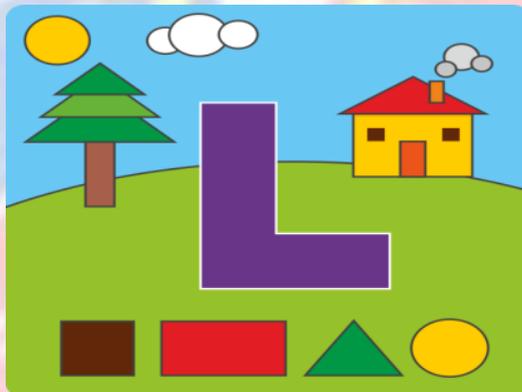
Activity 2: Art and Craft- Making a Shape collage

- Teacher will distribute coloured sheets, scissors, glue stick and few chart papers.
- She will make the children sit in groups of 4-5 children.
- Teacher will draw all the 2-D shapes on the white board like square, rectangle, triangle circle etc.
- Then she will ask all the children to draw them on coloured sheets given to them with the help of the ruler.
- Later, they can be asked to cut all the shapes with the help of the scissors.
- Children can be asked to identify the shapes and write the names at the back of each shape.
- Distribute the charts papers to each group.
- Each group can think of some collage using different shapes like a robot, house, christmas tree etc.



Activity 3: (Using computer making collage)

This activity can be integrated with computer class. Children can draw different shapes in MS Paint, colour them and then make a collage on the computer also.



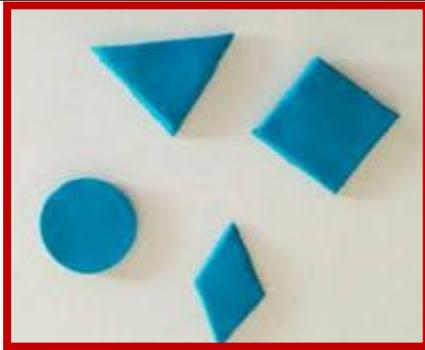
Follow activity

up Activity 4: Art and Craft- Making shapes with Play dough

- Teacher will distribute four different colour play dough to children.
- Teacher will demonstrate how to make 3 D shapes with play dough.
- Children can make different 3 D shapes like cube by first making a ball out of clay and then pressing it on to the table or any flat surface including the side of the ball to create four angles.
- Same way cylinder, cuboid and cone can be made out of clay by pressing and rolling the clay on the flat surface.

Now children can identify the shapes and also by touching they can now learn about all the sides and corners, flat faces and curved faces of each shape.

Teacher will now ask all the children to write the names of the shape with its number of corners, faces, sides.



<https://www.youtube.com/watch?v=61IZpLRnXUM>

<https://www.youtube.com/watch?v=l8FVxFoFntE>

Learning Outcomes

- Children will be able to identify 2, 3 dimensional shapes.
- Children will be able to distinguish between a curved line and a straight line.

Grade – III (ENGLISH)

TOPIC	Travel poems
Chapter Covered	Poetry- Poetry by Children On Travel
Subject and Art Integrated	<ul style="list-style-type: none"> • <u>Integration of English/Maths/Field Trip</u>
Objectives	<ul style="list-style-type: none"> • to let the children understand and appreciate poems • to be able to help them recognise similes • to locate specific information in a poem • to be able to do a survey • factual reporting on usage of transport • to let them understand, the harm vehicles are causing to our environment • to recognise the growth of mode of transport • to help them compare the current condition of roads in India with the roads in other countries • discuss the importance of following traffic rules and measures of keeping our buses or any other public transport neat and tidy
Material Required	textbook, notebooks, geometrical shapes, bulletin board
TIME REQUIRED	5 periods of 40 mins
ICE-BREAKING SESSION	Talk to children about travel. Let them talk about places they have visited and modes of travel. You could do a survey on the best means of transport by using the various modes on one axis and the number of children on the other
Methodology of Activity	<p>The teacher does a modal reading for children for each poem and then asks them to do a choral reading. At the end of each poem, the teacher asks the following few questions:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Find positive/negative words 3. Make a word cluster 4. Find out literary devices. 5. Pick out rhyming words 6. Replace the similes with another appropriate one. 7. Open ended questions based on what the poem demands.

<p>Learning Outcomes</p>	<p>The children will be able to-</p> <ul style="list-style-type: none"> • to recognise the growth of mode of transport • locate similes • factual writing and reporting • locate specific information in a poem • do an imaginative writing • make comparisons between different means of transport, their advantages and disadvantages • enlighten themselves about the cons of using vehicles and its effect on Earth in future • do critical thinking • scan for information • write their own poem using all senses and simile
<p>Self-Evaluation and Follow- up</p>	<p>the teacher analyses the response, interest and idea of the children and interacts with them about the harm our vehicles are causing to our environment and explain them the threats accompanied with it to our Mother Earth.</p>
<p>Resources</p>	<p>bulletin board, textbooks, notebooks, market, white board</p>

पाठ योजना

विषय—हिन्दी (साहित्य)

कक्षा—3

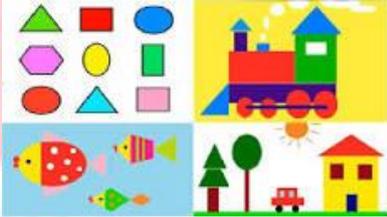
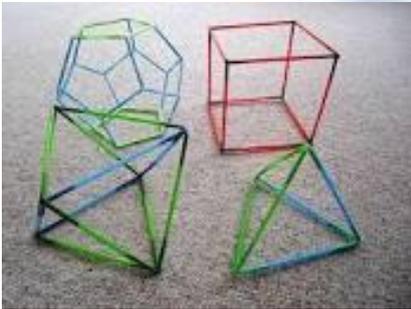
पाठ—1

परिचय (कवि एवं कविता)

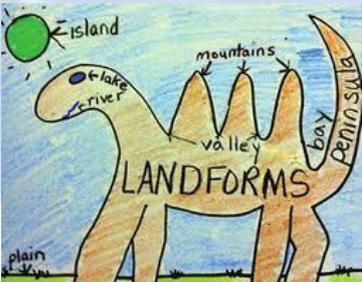
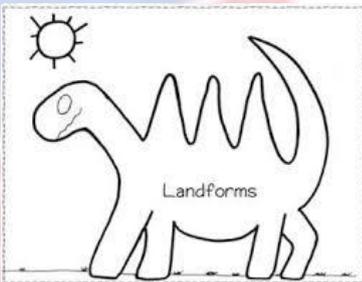
प्रस्तुत कविता 'कोयल' कवयित्री "सुभद्रा कुमारी चौहान" के द्वारा रचित है, जो हमें यह संदेश देना चाहती हैं कि लोग मीठी वाणी बोलनेवालों को सदैव सम्मान देते हैं। कोयल, कौए के समान काली होती है, पर उसकी बोली बहुत मीठी होती है। बोली के कारण ही कोयल सभी को प्रिय होती है। अतः हमें भी बातचीत करते समय मधुरता व धीमी आवाज़ पर ध्यान देना चाहिए।

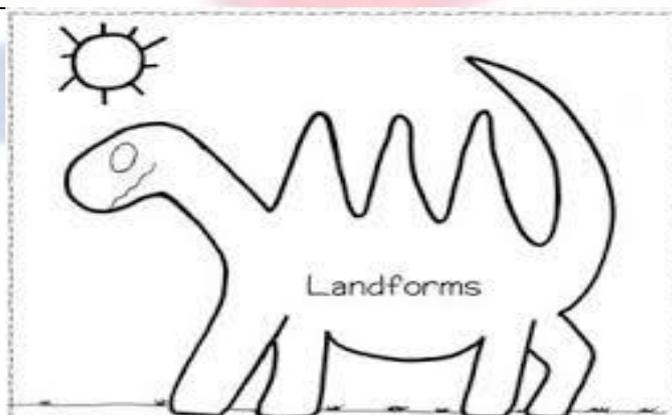
1.	समय	4 कालांश
2.	प्रकरण	कोयल
3.	विधा का नाम	कविता (पद्य)
4.	रचनाकार	सुभद्रा कुमारी चौहान
5.	सीख / संदेश	मृदु भाषा का प्रयोग करना
6.	भाषिक कौशल	आदर्श वाचन, काठिन्य निवारण, अर्थ स्पष्टीकरण, मौखिक व लिखित प्रश्न-उत्तर, पठित पद्यांश प्रश्न
7.	विधि एवं गतिविधियाँ	कविता का अनुकरण वाचन, आदर्श सस्वर काव्यवाचन, प्रश्नोत्तरविधि, स्पष्टीकरण, सुभद्राकुमारी चौहान की अन्य प्रेरणादायी कविताओं का चार्ट बनवाना।
8.	उद्देश्य	<ul style="list-style-type: none"> ● छात्रों में आत्मविश्वास जागृत करना। ● मृदु भाषा बोलने की ओर प्रेरित करना। ● उच्चारण क्षमता का विकास करना। ● रचनात्मक कौशल का विकास करना। ● स्मरण शक्ति कौशल का विकास करना। ● तुलनात्मक अध्ययन व तार्किक शक्ति का विकास करना।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● छात्र/छात्राओं ने रुचिपूर्वक कविता को पढ़कर अर्थ ग्रहण किया। ● बच्चों ने पठन-पाठन के दौरान रुचि दिखाकर वांछित उद्देश्यों को प्राप्त किया।
10.	सहायक सामग्री	श्यामपट्ट, चॉक, 'डस्टर', कठिन शब्दों का चार्ट, पक्षियों के चित्रों का चार्ट बनवाकर कक्षा में लगवाना।

Grade – III (Maths)

Chapter Covered	Geometrical Shapes
Subjects and Art Integrated	Rangometry and connecting straws to form solid shapes.
Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognise simple plane figures and state their properties. 2. Recognise simple solid shapes and state their properties. 3. Describe point, line, line segment and ray. 4. Measure and draw line segment.
Material Required	A kit constituting colorful shapes likes circle, square, rectangle, hexagon Straws of different colour.
Time Required	40 mins X 1 pd
Ice-Breaker Activity	<p>Teacher will ask students what is the shape of her watch? Student will tell its circle.</p> <p>Teacher will ask them about some simple shapes like triangle , square etc. Teacher will call 6 students and tell them to form a circle after that to form a square ,line ,triangle .students will enjoy this activity .</p>
Methodology of the activity	<p>Teacher will provide each student a kit consist of different shapes and ask them to make some picture using it.students will make many patterns using those shapes.</p> <div style="text-align: center;">  </div> <p>Like this.</p> <p>Teacher will give them some straws and ask them to connect it to form cube, cuboid etc.</p> <div style="text-align: center;">  </div>

Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise different plane figures. • Easily learn the properties of plane figures like corners sides . • Concept of solid shape will be cleared with the help of classroom things like chalk ,blackboard etc.
Self Evaluation	<p>The teacher after the activity analyses the response, interest and flow of thoughts and ideas of the students. The ideas of placing the different shapes to form a picture .</p>
Follow Up	<p>Teacher will discuss the activities done during the chapter and the will ask students about the shapes, meaning of edge, face and corners.</p>
Resources	<p>Maths Zest, www.kids.britannica.com, Alpha Mathematics.</p>
Conclusion	<p>The teacher will:</p> <ol style="list-style-type: none"> 1) assess the outcome of the activity 2) make a note of the problem areas 3) summarise asking the names of plane figures,what is the meaning of solid shape and its properties.

Chapter Covered	Land And Rivers
Subject and Art Integrated	a) Marking of landforms on dinosaur picture. b) Marking rivers on a political map of India.
Objectives	Children will learn about the physical features of India, various landforms, rivers etc. They will learn to mark rivers.
Materials Required	Political map of India, dinosaur activity sheet, pencils, oil pastels, blue pencil colour, textbook
Methodology of Activity	Kids will be given a printed drawing of a dinosaur and will be asked to colour it and label the different landforms which they can make out from his body parts like mountains, bay, peninsula, island etc.
	 
Time Required	80 minutes (2 periods)
Learning outcome	Through this activity children will learn about <ul style="list-style-type: none"> • the beauty and diversity of India • the physical features of India This activity will develop interest in kids to learn more about the landforms .
Self Evaluation and Follow-up	Children will know about various rivers which flow from India, different landforms, states and union territories etc. they will also learn to mark rivers.
Resources	Textbook https://www.youtube.com/watch?v=7jc484PzQKo https://www.youtube.com/watch?v=o9G0On1pZvg



GRADE – IV (ENGLISH)

Chapter covered	How to write an interesting description
Subject integrated	English / Sketching
Objectives	<ul style="list-style-type: none"> • DESCRIPTIONS of physical appearance and clothing of a celebrity of their choice USING PICTURE DICTATION <ol style="list-style-type: none"> 1) To enable children learn to write impressive descriptions about physical appearance of people around them . 2) To enhance their expression through the usage of powerful adjectives or describing words 3) To elaborate upon their expressions and description using similes along with adjectives. 4) To expand their vocabulary and give a lot of describing words . 5) To equip them with the skill of descriptive writing so that the person or the object comes alive . 6) To enable the students describe a person based on his physical appearance including height, weight, body built, complexion, special marks, hair, mannerisms , clothes and accessories.
Materials required	<ol style="list-style-type: none"> 1) A regular classroom set up 2) Whiteboard with coloured markers 3) Smartboard 4) Projector
Time required	2 -3 periods of 40 mins duration each
Boardwork discussion	<p>/icebreaker</p> <p>Ask children to describe any one physical feature of a person they know well e.g.: Zahid had thick black brows and a long nose .and put it on the white board .</p>
Methodology of the activity	<ol style="list-style-type: none"> 1) Now , as a teacher add more adjectives to the basic features like eyebrows or the nose using a participle / phrases/simile, e.g :Zahid's thick black brows knitted over his sharp eyes , were like those of his father. 2) Next , let the children copy this extended description and add further to it by adding a situation wherein the facial expression of the person being change , like : Zahid's thick black brows knitted over his sharp eyes rose in an arch when he was infuriated and so on.. 3) Draw the attention of the students towards how a

	<p>'blah' or a 'banal' sentence was converted to a 'brilliant' one by addition of adjectives/similes/imagery.</p> <p>4) Illicit responses to expand the above example in terms of all the physical features like height, weight, body built, complexion, special marks, hair, mannerisms, clothes and accessories and put them on the board and allow the children to copy.</p> <p>5) After providing them with the target vocabulary, ask the entire class to bring the photograph of any celebrity they like. and ask them to sit in pairs</p> <p>6) Now one person explains a picture of a person to their partner, and their partner tries to draw what they hear.</p> <p>7) Once done, the picture drawn can be compared with the original picture and modified.</p>
Learning outcomes	<ol style="list-style-type: none"> 1. By the end of this chapter /session, children will be write enhanced physical descriptions of people around them . 2. Their vocabulary or word bank would increase manifold. 3. They will transition from simple descriptions to vivid ones so as to make come alive or paint a picture through words.
Self -evaluation	<p>After the students have written their individual descriptions, the teacher goes through them to or asks a few them to read aloud their descriptions in the class and evaluates the enhancement brought about in their descriptions through the knowledge of the target vocabulary acquired in the course of this chapter and gives the required feedback.</p>
Follow up	<p>The children are shown the picture of a character on the smart board and asked to describe its physical appearance Alternatively, they are asked to paste a picture of a person from a newspaper or a magazine and asked to describe it as home work.</p>
Resources	Text Book

पाठ योजना

विषय—हिन्दी (साहित्य)

कक्षा—4

पाठ—2

परिचय (कथाकार एवं कथा)

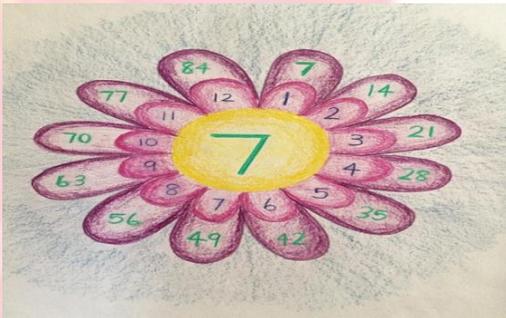
प्रस्तुत पाठ में सुप्रसिद्ध लेखक व उपन्यासकार मुंशी प्रेमचंद द्वारा रचित है। प्रत्येक प्राणी सृष्टि की अमूल्य देन हैं। वे हमारे लिए कई प्रकार से उपयोगी होते हैं। वे किसी पर बिना कारण हमला नहीं करते हैं। वे प्रेम व दया करने वाले के लिए अपनी जान पर खेलकर भी रक्षा करते हैं। अतः हमें बेजुबान पशु-पक्षियों के प्रति दया भावना रखनी चाहिए।

प्रस्तुत पाठ 'दो बैलों की कहानी' है। दोनों आपस में बेहद प्यार करते थे। किसी कारणवश उन्हें अपने मालिक से दूर होना पड़ा। बहुत-सी परेशानियों का सामना करते हुए अपने पुराने मालिक के पास आने का हरसंभव प्रयास करते हैं। वे अपनी सूझ-बूझ से समस्या का समाधान करते हुए अपने मालिक के पास पहुँच जाते हैं। अतः यह पाठ दोनों बैलों एवं उनके मालिक झूरी के आपसी प्रेम को बड़े सुंदर एवं मार्मिक ढंग से प्रस्तुत करता है।

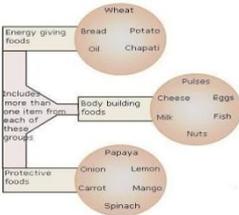
1.	समय	6 कालांश
2.	प्रकरण	दो बैलों की कथा
3.	विधा का नाम	कहानी
4.	रचनाकार	मुंशी प्रेमचंद
5.	सीख / संदेश	बेजुबान पशुओं के प्रति दया भावना रखना, उनके साथ दयालुता की व्यवहार करना, उनके साथ क्रूरतापूर्ण व्यवहार न करना आदि।
6.	भाषिक कौशल	नवीन एवं कठिन शब्दों से परिचित करवाना। उन शब्दों का वाक्यों में प्रयोग करना सिखाना। शुद्ध उच्चारण करवाना एवं विराम चिह्नों का सही स्थान पर प्रयोग करना सिखाना।
7.	विधि एवं गतिविधियाँ	कहानी मंचन विधि का प्रयोग करना, सॉफ्टवेयर के माध्यम से कहानी को रोचक ढंग से समझाना, विभिन्न चित्रों की मदद से कहानी को समझाना, प्रश्नोत्तरी विधि का प्रयोग आदि।
8.	उद्देश्य	<ul style="list-style-type: none"> बच्चों को मूल वर्तनी के शब्दों तथा अन्य भाषाओं के

		<p>शब्दों का ज्ञान करवाना।</p> <ul style="list-style-type: none"> ● साफ्टवेयर द्वारा कहानी को रोचक बनाना। ● समानार्थी शब्दों द्वारा बच्चों के भाषिक कौशल को विकसित करना। ● कहानी के मूलभाव को समझाकर बच्चों को जानवरों के आपसी प्रेम और स्वामिभक्ति से परिचित करवाना।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● बच्चों के मन में पशुओं के प्रति प्रेम व दया भावना का विकास हुआ। ● साँफ्टवेयर के माध्यम से बच्चे कहानी को पूर्णरूप से समझ सके। ● भाषिक कौशल को विकसित कर सके। ● पशुओं के आपसी प्रेम को समझ सके।
10.	सहायक सामग्री	पलाश पुस्तक, चॉक, डस्टर, श्यामपट्ट साफ्टवेयर, रंगीन चित्रों का चार्ट आदि।

GRADE – 4 (MATHEMATICS)

Chapter	Multiplication and Division
Subject integrated	Mathematics / IT
objectives	<ul style="list-style-type: none"> To make the students understand the multiplication facts in an artistic way. To make them understand how multiplication and division are inter related
Material required	<ol style="list-style-type: none"> Glue Colors Pencil Scissors
Time required	40 minutes
Methodology of activity –	<ul style="list-style-type: none"> Start with the center of the flower and write any number 1–9 in the center. Next, draw 12 petals around the center, labeling them 1–12. Last, draw another 12 petals and write the product of the center number and the petal adjacent to the new petal. 
Learning outcomes	Children will be able to revise the multiplication in an easier manner by just studying the petals of the flowers.
Follow up	The teacher will ask the children to describe the multiplication facts illustrated by them in their drawing
Resources	Splash Math and Flocabulary websites
Conclusion	<ul style="list-style-type: none"> Children will be revising the multiplication facts. Children will be able to establish a correlation between multiplication and division.

GRADE – IV (EVS)

Subject	EVS(SCIENCE)
CHAPTER COVERED	CHAPTER -3 Food We Eat
SUBJECT AND ART INTEGRATED	EVS / Role play on nutrition
OBJECTIVES	<p>Student will be able to-</p> <ul style="list-style-type: none"> Recognize that foods contain nutrients the body needs. Recognize the role of nutrients in helping the body grow and stay healthy. Develop positive attitudes towards food.
MATERIALS REQUIRED	Smart board, chart papers, marker, picture cards, colours, glue.
TIME REQUIRED	3 periods
INTRODUCTION	<p>Good food is essential for health. It help us to grow, gives energy, keeps us fit and healthy. We must include food items from all the five food groups to make it a balance diet.</p> <ul style="list-style-type: none"> What nutrients are? Role of Carbohydrate, Fats, Proteins, Vitamins and minerals. How to preserve Food? Way to enhance the nutritive value of food.
METHODOLOGY	<ul style="list-style-type: none"> Divide the students in groups, and provide them charts and colours. Students make a flow chart on nutrients of food with eg. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Write a poem on chart paper and perform it together:</p> <p>Example:</p> <p>Chorus:</p> <p>I went looking for a nutrient... I went searching far and wide. Then I looked into my lunch box And found lots of them inside! Nutri... nutri... nutrient— It's where we get "nutritious." Lots of things with nutrients Are yummy and delicious!</p>

LEARNING OUTCOME	<p>Protein:</p> <p>Fat:</p> <p>Carbohydrate:</p> <p>Water:</p> <p>Vitamins:</p> <p>Minerals:</p> <p>Student shall be able to-</p> <ul style="list-style-type: none"> • Differentiate between healthy and unhealthy food items. • Develop awareness for selection of certain food items.
FOLLOW UP ACTIVITY	<p>Many food items are sold in the market that are either dried or preserved in salt or sugar. Discussion of the list of food items that students have noticed in the market.</p>
RESOURCES	<p>Video clip</p> <p>https://www.youtube.com/watch?v=LHyk_REQRWQ</p>



GRADE – V (ENGLISH)

Chapter 4: A Fiery Epic In Gibberish

Chapter covered	Poem: Jabberwocky by Lewis Carroll
Subjects and art integrated	Action words(verbs) /Role play
Objectives	<ol style="list-style-type: none"> 1) To recite the poem with correct intonation 2) Understanding that poetry is a part of a whole. Explaining the bigger picture. 3) To appreciate words and their meanings. 4) To understand that poetry doesn't always need real words. Emotions can be conveyed through the mood, tone and general contextual theme. 5) To teach there is life beyond the mundane. 6) Enjoying the immersion into a different fantasy realm. 7) Realizing the differences between epic ballads and other forms of poetry. 8) Visualizing heroic characters 9) Comprehending irony and appreciating the conclusion 10) Visualizing the emotional toil and repercussions of the heroic entity. 11) To strengthen critical thinking and comprehension skills. 12) Appreciating poetic language and tools. 13) Understanding the nature of requirement for the usage of rhythm and rhyme in poetry.
Materials required	<ol style="list-style-type: none"> 1) Pen, paper, colour pencils, scale and markers 2) Smart board 3) Projector
Time required	2 periods
Ice-breaker activity	<p>The teacher will begin with a few questions:</p> <ol style="list-style-type: none"> 1) What makes a good hero? 2) What are the qualities which one sees as generically good or bad? 3) Can some emotions be gray ones (that are both good, bad or actually neither) 4) Do heroes live a happy life? 5) What actually is real happiness? <p>After a few responses the students would have built up an idealistic image of a heroic character whom they will recognise in the poem.</p>

<p>Methodology of the activity</p>	<ol style="list-style-type: none"> 1) The poem will be read aloud with proper intonation by one student. 2) Students will mark the rhyming words and state the rhyming scheme. 3) Students will conclude that the first and the last stanza are the same. <p>NOTES ON REFRAIN:</p> <ul style="list-style-type: none"> • Refrain is a verse, a line, a set, or a group of lines that appears at the end of stanza, or appears where a poem divides into different sections. • It originated in France, where it is popular as, '<i>refraindre</i>', which means "to repeat." • Refrain is a poetic device that repeats, at regular intervals, in different stanzas. <ol style="list-style-type: none"> 4) Students, turn vise, will act out the action verbs that the protagonist, who slays the Jabberwocky, does. 5) Students will asked to comment on the structure of the poem. 6) Teacher will write the features that the students declaim in class. 7) Further the teacher will elaborate what an epic ballad is. <p>NOTES ON BALLADS:</p> <p>Ballads do not have the same formal consistency as some other poetic forms, but one can look for certain characteristics that identify a ballad, including these:</p> <ul style="list-style-type: none"> • Simple language • Stories • Ballad stanzas • Repetition • Dialogue • Third-person objective narration. <ol style="list-style-type: none"> 8) Students will be selected to enact the fight scene of the poem. <ul style="list-style-type: none"> • The heroic character will use action verbs and body movements. • The jabberwocky will use onomatopoeia and quick physical features to express their various emotions. • The father will enact by calmness and serenity his pride and filial love. • The audience will react and provide feedback. 9) Students will make a note on the emotional toil the characters feel. 10) The mood of the poem will be guessed by the students.
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Learning outcomes	<p>Students will be able to :</p> <ol style="list-style-type: none"> 1) Appreciate poetry from a different era. 2) Develop the correct intonation skills required to read poetry that uses portmanteau words. 3) Reevaluate human emotions and their need. 4) Realize the importance of heroes and the price they pay. 5) Understand the nature and role of diction and imagery. 6) Learn to infer and predict. 7) Understand the nature and role of Ballads.
Self-evaluation	<p>Students will be asked to prepare a character analysis and create a new heroic character who mirror the protagonist of the story.</p>
Follow up	<p>Teachers can orally assess the retention of knowledge and skills through a series of simplistic questions, some are:</p> <ul style="list-style-type: none"> • Who was the speaker? • What was the speaker doing in the poem? • How does the description of the setting effect the tone and mood of the poem? • What features of an epic ballad are present in the poem?
Resources	<ul style="list-style-type: none"> • Text Book • Youtube video
Links	<p>https://www.youtube.com/watch?v=AK8MEPoxdmg</p>
Conclusion	<p>The teacher will:</p> <ul style="list-style-type: none"> • Review the impact of the activity through quick questions. • Make a note of the problem areas. • Encourage the students to add personal anecdotes relating to the theme

पाठ योजना

विषय—हिन्दी (साहित्य)

कक्षा—5

पाठ—1

परिचय (कवि एवं कविता)

प्रस्तुत कविता कवि शिरोमणि कवि सुमित्रानंदन पंत के द्वारा रचित है तथा ग्रामीण जीवन से संबंधित प्राकृतिक छटा को दर्शाती है। इस कविता में कवि ने शिशिर ऋतु के प्रस्थान और बसंत के आगमन के विषय में बताया है। इस कविता में हरियाली का जीवंत रूप दर्शाया गया है। प्रातःकाल सूर्योदय के साथ ही प्रकृति एक नया रूप ले लेती है। सूर्य के प्रकाश के कारण ऐसा प्रतीत होता है मानो हरियाली पर चाँदी का जाल बिछा दिया गया हो।

1.	समय	4 कालांश
2.	प्रकरण	ग्राम श्री
3.	विधा का नाम	पद्य – कविता
4.	रचनाकार	सुमित्रानंदन पंत
5.	सीख / संदेश	ग्रामीण जीवन तथा प्राकृतिक छटा को दर्शाना।
6.	भाषिक कौशल	पाठ प्रवर्धन, आदर्श वाचन, अनुकरण वाचन, काठिन्य निवारण, अर्थ स्पष्टीकरण, पर्यायवाची, मौखिक एवं लिखित प्रश्नोत्तर सही उत्तर चुनना, अधूरी पंक्तियाँ पूरी करना, मूल्यपरक प्रश्न / बौद्धिक कौशल, रोचक क्रियाकलाप।
7.	विधि एवं गतिविधियाँ	कविता वाचन, चर्चा, आगमन एवं प्रश्नोत्तरविधि, साफटवेयर की सहायता से कवि और उसकी विभिन्न कृतियों एवं रचना शैली से परिचय करवाया जाएगा, कविता को चलचित्र के रूप में दिखाया जाएगा।
8.	उद्देश्य	<ul style="list-style-type: none"> ● ग्रामीण जीवन और प्राकृतिक सौंदर्य से परिचित कराना। ● प्रकृति के सुकुमार कवि सुमित्रानंदन पंत की काव्य शैली से परिचित कराना। ● उच्चारण क्षमता का विकास करना। ● स्मरण शक्ति कौशल का विकास करना।

		<ul style="list-style-type: none"> ● कविता वाचन कौशल का विकास करना।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● छात्रों ने रुचिपूर्वक कविता को पढ़कर अर्थ ग्रहण किया। ● छात्रों ने पठन-पाठन के दौरान रुचि दिखाकर वांछित उद्देश्यों को प्राप्त किया। ● छात्रों में भाव ग्रहण करने की क्षमता का विकास हुआ।
10.	सहायक सामग्री	श्यामपट्ट, चॉक, 'डस्टर' शब्द भण्डार तथा शब्दार्थ का चार्ट
11.	अन्य गतिविधियाँ	छात्रों को पास के गाँव की सैर करवाई गई।



GRADE - V (MATHS)

Topic	Bar Graph
Subject and Art Integration	Maths, IT
Objective	<p>The children will be able to :</p> <ul style="list-style-type: none"> • Collect the data. • Tabulate the data. • Draw bar graph on paper • Make graphs and PPT on computer.
Materials Required	<ul style="list-style-type: none"> • Notebook • Pen • Computer
Introduction	<ol style="list-style-type: none"> 1. The children will be divided into group of five. 2. They will be given some data regarding profit earned by a company during past five years. 3. They will make a bar graph on the computer using the given data.
Methodology	<p>A)The children will be asked to gather information regarding any one of the following topics.</p> <ol style="list-style-type: none"> 1. Pocket money of any 5 friends for 5 months. 2. Temperature of 5 cities on 5 days. 3. Profit/Loss of any 5 popular companies for 5 years. <p>B)The children will prepare a PPT using the information gathered.</p> <p>C)The following things to be considered while making the PPT:</p> <p style="padding-left: 40px;">There should be atleast 7 slides –</p> <ol style="list-style-type: none"> a) Introduction b) Data presentation in table c) 5 graphs <p>D)Prepare a questionnaire based on PPT(5 questions)</p>
Learning Outcomes	<p>The children should be able to -</p> <ul style="list-style-type: none"> • Collect the data. • Tabulate the data. • Draw bar graph on paper • Make graphs and PPT.
Self assessment follow up	The PPT's will be shown in the class by the group and put up the questions to other groups.

GRADE – V (EVS)

Subject	Science
Chapter Covered	Simple Machines
Subject and Art Integration	Science and Model Making
Objective	<p>Students will learn about.</p> <ul style="list-style-type: none"> (i) Role of machines in our lives. (ii) What is a machine? (iii) Classification of simple machine (iv) Parts of a simple machine. (v) Application of simple machine.
Material Required	Wheels, Rod (axle), screw, thread, spring etc.
Time Required	3 – 4 periods
Methodology	<ul style="list-style-type: none"> • Divide the class into small groups and ask them to choose a simple machine. • Allow the children to find out things required to make their machine. • Ask them to find out its application in real life. • Let them make a drawing of the simple machine made by them.
Learning Outcome	<ul style="list-style-type: none"> • Children will be able to realize the importance of machine in their daily life • They will now be able to associate simple machine used to make a particular complex machine. • They will learn how simple machines are used to create a complex machine.
Follow up Activity	<ul style="list-style-type: none"> • Children will come to know the importance of different simple machine. • They will now be able to identify which simple machines have been employed in the making of complex machines around them.
Resources	https:// you tube./Qnld305RG cw

GRADE - VI (ENGLISH)

TOPIC	POEM
Chapter Covered	BANGLE SELLERS
Subject and Art Integrated	<u>BEST OUT OF WASTE:</u> The teacher will ask the children to bring some old and some broken bangles .The students will use these bangles to create best out of waste.
Objectives	The students will be able to – <ol style="list-style-type: none"> 1) know the value of simple things in life which we often take for granted 2) appreciate the beauty of ordinary things like hugs,smiles,birds,music,sleep etc 3) learn about the bangle ceremonies in India. 4) Value or understand the importance of ordinary housewives who work hard for the house.
Material Required	Broken or old bangles,cardboard,colourful ribbons,glue,other decorative items
TIME	1 PERIOD
Methodology of Activity	<u>BEST OUT OF WASTE:</u> <ul style="list-style-type: none"> • The children will use the old bangles and colourful ribbons to make beautiful wall hangings in whichever pattern they like. • The children will use broken pieces of bangles to create any of their favourite patterns on a cardboard piece. 
LearningOutcomes	<ol style="list-style-type: none"> 1) Students will learn how to make useful things at home using waste products. 2) They will be able to understand the importance of bangles for females of all ages in Indian culture 3) Answer thought provoking questions

<p>Self-Evaluation and Follow- up</p>	<ol style="list-style-type: none"> 1) Students will understand that how it is important to value our own culture and respect the rituals and traditions. 2) Students will learn to value basic ordinary things in life which they often take for granted like friends, family, care, love, nature, etc 3) Students will learn how bangles can symbolise both laughter and tears. 4) As a follow up, children will be asked to write a short paragraph on the bangle ceremonies in India and how the colours of bangles play an important role to display the occasion and feelings.
<p>Resources</p>	<p>Text Book</p> <p>https://www.youtube.com/watch?v=PUwuuCneD4A</p>

पाठ योजना
विषय—हिन्दी (साहित्य)
कक्षा—6

पाठ—5 **परिचय (रचना व रचनाकार का नाम)**

प्रस्तुत यात्रा वृत्तान्त विख्यात साहित्यकार सुरेश पंत जी द्वारा रचित है। प्रकृति की गोद में मनुष्य आनन्द के सागर में गोते लगाने लगता है, उस पर यदि जब उसे उस स्थान पर जाने का अवसर मिले, जहाँ फूल ही फूल हो तो मन आनन्द से सरोवार हो जाता है। प्रस्तुत पाठ में प्रकृति की छँटा बिखेरती फूलों की घाटी की जानकारी दी गई है।

1.	समय	4 कालांश
2.	प्रकरण	फूलों की धरोहर
3.	विधा का नाम	यात्रा वृत्तान्त
4.	रचनाकार	सुरेश पंत
5.	सीख / संदेश	प्रकृति के संरक्षण के प्रति जागृति, ऐतिहासिक धरोहरों की सार संभाल।
6.	भाषिक कौशल	आदर्श वाचन, अनुकरण वाचन, काठिन्य निवारण, उपसर्ग, प्रत्यय, वर्ण—विच्छेद, शब्द भंडार, विस्मयादि बोधक वाक्य, श्रुतसम भिन्नार्थक।
7.	विधि एवं गतिविधियाँ	वृक्षारोपण, नेचर क्लब की स्थापना, अनुभव बाँटना, यात्रा वृत्तान्त के चित्रों सहित वर्णन कर एक अनुच्छेद लिखवाना।
8.	उद्देश्य	<ul style="list-style-type: none"> ● स्मरण शक्ति कौशल का विकास। ● प्रकृति के प्रति जागृति। ● रचनात्मक कौशल का विकास। ● भाषण कौशल का विकास। ● स्व कर्तव्यों का बोध।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● छात्रों ने रुचिपूर्वक पाठ को पढ़कर अर्थग्रहण किया। ● छात्रों ने पठन—पाठन के दौरान रुचि दिखाकर वांछित उद्देश्यों को प्राप्त किया।
10.	सहायक सामग्री	श्यामपट्ट, चॉक, 'डस्टर' शब्द भण्डार का चार्ट।

पाठ योजना –2

विषय – संस्कृत (साहित्य)

कक्षा –6

- परिचय:- 1. इस पाठ में अकारान्त पुल्लिंग , आकारान्त स्त्रीलिंग व अकारान्त
2. नपुंसकलिंग शब्दों का ज्ञान है।
3. इस पाठ में संज्ञा के लिंग व वचनों का ज्ञान है।

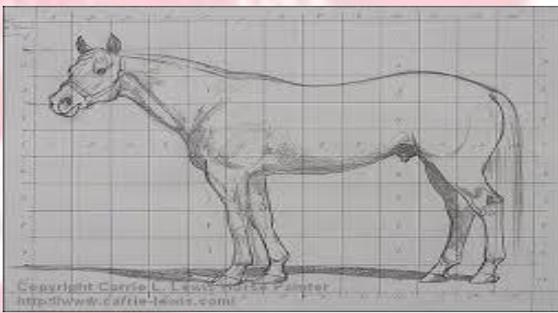
1.	समयावधि	4 कालांश
2.	प्रकरण	शब्द – परिचय: (संज्ञा)
3.	विधा	गद्य
4.	पाठ प्रवर्धन	आदर्श वाचन- शिक्षक द्वारा अनुकरण – छात्रों द्वारा
5.	काठिन्य निवारण	कठिन और नवीन पदों का अर्थ सहित उच्चारण और प्रत्युच्चारण करवाते हुए अर्थ सहित लेखन करवाया जाएगा।
6.	विधि	प्रश्नोत्तर विधि से विषय का स्पष्टीकरण।
7.	गतिविधियाँ	<ul style="list-style-type: none">● छात्रों द्वारा चार्ट पर अकारान्त पुल्लिंग आकारान्त स्त्रीलिंग व शब्दों की सचित्र नामावली बनवाई जाएगी।● अपने मित्रों के नाम लिखवाएँ जाएँगे।
8.	उद्देश्य	<ul style="list-style-type: none">● संस्कृत शब्दों का ज्ञान करवाना।● अकारान्त पुल्लिंग शब्दों का ज्ञान करवाना।● आकारान्त स्त्रीलिंग शब्दों का ज्ञान करवाना।● शब्दों के वचनों का ज्ञान करवाना।
9.	सहायक सामग्री	श्यामपट्ट, श्वेतवर्तिका, चार्ट , मार्जनी।
10.	मूल्यांकन	<ul style="list-style-type: none">● छात्रों ने रुचिपूर्वक पाठ को पढ़कर अर्थ ग्रहण किया।● छात्रों ने पठन-पाठन के दौरान रुचि दिखाकर वांछित उद्देश्यों को प्राप्त किया।

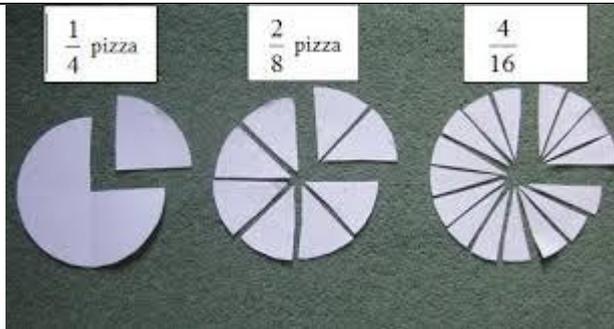
GRADE- VI (FRENCH)

Chapter Covered	Chapter 5 - "Il est Français"
Subjects and Art Integrated	drawing of flags and colors made by students for the walls 
Objectives	<ul style="list-style-type: none"> i) by the end of the chapter the student will be able to know "les nationalités" and "les couleurs" ii) to know "les adjectifs", how to create a feminine form from a masculine adjectif ; how to make the "pluriel" of an adjectif - to be able to know how the position of an adjectif iii) text comprehension : improve their text comprehension skill iv) learn new vocabulary v) describing themselves or someone
Material Required	white board smart board pen, paper and sketch pen
Time required	5 to 6 periods of 35/40' min
Ice-Braker activity	drawing and coloring of flags and colors to make them connect words and drawing at the same time telling them a personal story about pronunciation problems I had when I was a student learning a new language asking them question so they can start describing themselves
Methodology of the Activity	<ul style="list-style-type: none"> i) drawing of the flags and colors by the students for the class to learn them in a funny way ii) the teacher will encourage the children to understand the pronunciation and the hard words (new vocabulary) with correct accent iii) the teacher explains the importance of "adjectifs" - masculine, feminine, "pluriel" + the position of the "adjectif" in a sentence iv) loud reading of a text to work on the student's ears - for them to take note of what they understand + exercices v) Brain storming of how to introduce themselves or someone on the board (each student stand to write their ideas)

<p>Learning Outcomes</p>	<p>i) to be able to say a color or a nationality in French</p> <p>ii) to know what is an adjectif and how to place it, but also how to make the feminine form and the pluriel</p> <p>iii) develop their interest of understanding french (thanks to the text)</p> <p>iv) not being afraid of making mistakes while speaking french - no laughing - come to the board</p>
<p>Self Evaluation</p>	<p>i) notice the participation of student during the reading of text and questioning after it</p> <p>ii) See how involve the student is during the drawing and coloring activity</p> <p>iii) at every beginning of the class, ask one student about colors and nationality (especially the one who doesn't participate so much)</p> <p>iv) test by the end of the lesson</p>
<p>Follow-up</p>	<p>The teacher will ask the student to write a small text describing someone they know using the new knowledge they acquired (nationality, describing)</p>
<p>Conclusion</p>	<ul style="list-style-type: none"> • The teacher will assess the impact of the activity • make note of problem and work on it • narrate a couple of personal stories to keep the interest of students and make them understand the importance of what was seen during the lesson

GRADE - VI (MATHS)

TOPIC	FRACTIONS
TOPIC COVERED	DIFFERENT TYPES OF FRACTIONS
SUBJECT AND ART INTEGRATED	<u>GRID PAINTING OF ANIMALS AND PIZZA FRACTION GAME</u>
OBJECTIVES	Identify different types of fractions
MATERIALS REQUIRED	<ul style="list-style-type: none"> • Art file • Colors • Ruler • Pizza • Note card pairs with equivalent fraction sets (i.e. one pair could be $\frac{1}{2}$ and $\frac{2}{4}$) • Class size number line (created using paper or written on board) • Number line task cards with different fractions written on them
METHODOLOGY OF ACTIVITY	<p style="text-align: center;">GRID PAINTING OF ANIMALS</p> <ol style="list-style-type: none"> 1) Students will be asked to bring an animal outline 2) They will trace the outline in their art file. 3) The students will be asked to use grids to draw the animal figure. 4) They will use different colors to show fractions <div style="text-align: center;">  <p style="font-size: small;">Copyright Carrie L. Lewis http://www.cafrie-lewis.com</p> </div> <div style="text-align: center;">  </div>



GRID PAINTING OF ANIMALS

- Ask student to get pizza and instruct to cut them in slices.
- Tell students they will work with their partner to represent fractions using pizza.
- Give each partner pairing a fraction task card

LEARNING OUTCOME	Students will be able to apply the concept in real life applications.
SELF EVALUATION AND FOLLOW UP	Objective and subjective test ,Peer evaluation ,Self evaluation
RESOURCES USED	https://youtu.be/RNt8CKGnPko

GRADE- VI (SCIENCE)

Subject	Science
Chapter covered	Components of food
Subject and Art Integrated	<p>1.Group Activity –MY FRUIT AND VEGETABLE PUPPETS</p>  <p>2. ROLE PLAY- DIETICIAN FOR A DAY</p> 
Ojectives	<p>Students will learn about</p> <ul style="list-style-type: none"> • Importance of fruits and vegetables as source of vitamins and roughage. • They will learn the diseases that can occur if fruits and vegetables are not included in their diet • They will know the types of vitamins and minerals present in the food sources displayed on paper puppets • Children will learn and understand balanced diet
Materials required	Ice cream sticks , paper ,scissor ,glue , colours, cardborad
Methodology of activity	<p>1.MY FRUIT AND VEGETABLE PUPPETS</p> <ul style="list-style-type: none"> • Divide the class in small groups • Ask the children to make drawings of common fruits and vegetables. • Ask them to mention the major nutrients it provides at the back side of the puppet • Children can also make fruit and vegetable prints on their paper puppets by using acrylic colours. • Ask the children to come in groups and present their puppet show.

	<p>ROLE PLAY</p> <p>DIETICIAN FOR A DAY</p> <ul style="list-style-type: none"> • Children volunteer to act like dietician. • Some of the classmates are asked to visit these young dieticians in the class with a problem they want to discuss. • Ask the young dieticians to suggest possible remedy to the problems brought by the children and design a diet plan accordingly.
<p>Learning Outcome</p>	<ul style="list-style-type: none"> • Children are able to relate the activity to the components of food and their function. • They can understand deficiency diseases and their cause while doing the activity. • Children will understand the importance of balanced diet. • They can understand the role of roughage in our diet.
<p>Self evaluation and follow up</p>	<ul style="list-style-type: none"> • By the above activities children will develop curiosity to know more about the different components of food specially vitamins, minerals and roughage. • They will understand causes and prevention of various deficiency diseases. • They will know more about a healthy diet plan. • They will learn about special diet plan in case of certain diseases while playing the role of dietician.
<p>Resources</p>	<ul style="list-style-type: none"> • Books , multimedia presentations, charts, handouts on deficiency disease, mind maps on smart board

GRADE- VI (HISTORY)

CHAPTER COVERED	LESSON:-11 NEW EMPIRES AND KINGDOMS
SUBJECT AND ART INTEGRATED	SST integrated with Map skill
OBJECTIVES	<ul style="list-style-type: none"> • To understand the rise of an empire • To observe and evaluate the expansion and growth of kingdoms. • explain the development of different administrative systems • understand how prashastis and caritas are used to reconstruct political history
MATERIALS REQUIRED	Smart board, maps and colours
TIME REQUIRED	3 periods
INTRODUCTION	<ul style="list-style-type: none"> • Samudragupta was a legendary king of the Gupta dynasty, and we know about him from the inscriptions on the Ashokan pillar in Allahabad. • The inscription was composed in Sanskrit by his court poet Harisena in 300 AD. • Inscriptions that praise kings and tell us about their lives are known as prashastis (Sanskrit word meaning 'in praise of'). • prashasti was also composed for the Satvahana king Gautamiputra Satkarni. • The rise of emperor Harshavardhana whose biography was written by Harshacharitawas in Sanskrit by his courtesan Banbhatta. • His genealogy, the story of his life, and the accounts of the Chinese traveller Xuan Zang are mentioned in the Harshacharita. • Harsha became the king of Thanesar after his father and elder brother died. His brother-in-law was the ruler of Kanauj and was killed by the ruler of Bengal. • Harsha took over Kanauj and then avenged his brother-in-law's death by taking over Bengal. • He conquered both Magadha and Bengal, but his expedition in the Deccan was stopped by the Chalukyan Emperor Pulakesin II

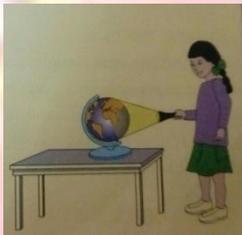
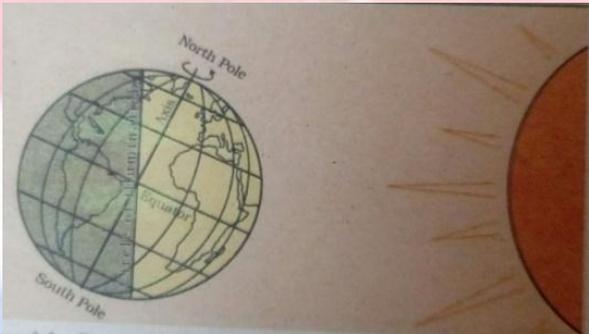
<p>METHODOLOGY</p>	<p>On the Map of India mark the important dynasties of the Southern India</p>  <p>(For reference)</p> <p>Discuss and Debate</p> <ul style="list-style-type: none"> • Advantages and Disadvantages of Using the System of Hierarchy in Governments • Arguments For and Against Gifts. (Should we give and accept gifts or not? Why? Why not?) • The Pallavas v/s the Chalukyas • Reasons Why Harsha Was A Great Poet • Who was a Greater Ruler, and Why? Samudragupta, the Father or Chandragupta II Vikramaditya, the Son
<p>LEARNING OUTCOME</p>	<ul style="list-style-type: none"> • Gupta Empire and Harshavardhana • Pallavas and Chalukyas
<p>FOLLOW UP ACTIVITY</p>	<ul style="list-style-type: none"> • Find out under which dynasty did your city belong to in ancient India. • Write an essay on The Life of My Favourite Gupta King.
<p>RESOURCES</p>	<p>Smart board and map</p>

GRADE - VI (CIVICS)

Topic	SOCIAL AND POLITICAL LIFE
Chapter covered	WHAT IS GOVERNMENT?
Subject and art integrated	<ul style="list-style-type: none"> • Painting some of the examples of government institutions like the Supreme court of India, Vidhan Sabha and Parliament • Poster making on the various forms of the government • Flowchart on the levels of government
Objectives	<p>To enable students to:</p> <ul style="list-style-type: none"> • Define the term government • Recognize the need for a government • Identify the different forms of government • Assess the merits and demerits of the various forms of government
Material Required	Smart board, marker, projector, textbooks, reference book
Introduction	Asking the students about the sports they play and the rules of the game. Emphasizing on what would happen in the absence of rules in the game
Methodology	<ul style="list-style-type: none"> • Draw a parallel between the rules of the game and the need for rules in a country to function smoothly • Sketching: Explain the term, functions and the working of the government • Flowchart: Explain the various forms and levels of government and their features (democracy, monarchy and dictatorship) • Explain the features of democracy and the meaning with importance of universal adult franchise • Significance of the women's struggle in U.S. for voting rights and a comparison with how Indian women have enjoyed the same since 1952 • Explain the anti-apartheid movement of South Africa and the role of Nelson Mandela
Learning outcome	<ul style="list-style-type: none"> • Students will understand the need and significance of the government and rules • They will be better able to debate on political matters pertaining to government • Understand the importance of universal adult franchise

Self-Evaluation	<ul style="list-style-type: none"> • Peer and self assessment through fill ups, true or false and MCQ's • How well are they able to appreciate rules
Follow-up Activity	<ul style="list-style-type: none"> • Children will ask their parents whether they voted in the last elections or not • They will discuss with their parents and teachers about the agendas of the various political parties and on what basis did they cast their vote
Resources	<ul style="list-style-type: none"> • Multimedia presentations • https://edurev.in/studytube/Forms-of-Government/dc66a64d-8b2d-4615-9a16-49424e1f1667_v?courseId=2611#course_2611

GRADE - VI (GEOGRAPHY)

Chapter covered	Chapter3: Motions of the Earth
Subject and art integrated	<ul style="list-style-type: none"> • Chart work. Poster making of solar system. • project work • group discussions.
Objectives	<p>To enable students to</p> <ul style="list-style-type: none"> • Identify and define rotation and revolution. • Explain the process and effects of the two. • Describe and demonstrate how it causes varying length of day and night and change in seasons. • Explain when equinoxes, solstices and leap year occur.
Material required	Globe, model of the earth revolving round the sun, whiteboard, markers
Introduction	<ul style="list-style-type: none"> • Introducing the lesson with the help of a globe. • Use of a torch to show how the spinning of the earth about its axis causes each part of the earth to experience alternating periods of day and night. <div data-bbox="860 1059 1102 1294" style="text-align: center;">  </div>
Methodology	<ul style="list-style-type: none"> • Chart work – on various seasons. • Project work-presentation on the movement of the earth, showing the circle of illumination. <div data-bbox="486 1482 1075 1816" style="text-align: center;">  </div> <ul style="list-style-type: none"> • Group discussion on changing environmental conditions of the earth ,global warming. • Explain on the board the distance between the sun and the earth by introducing the term “apehelion and perihelion”. • Explain rotation and revolution of the earth and their effects.

Learning outcomes	<p>Students will understand</p> <ul style="list-style-type: none"> • How the change of seasons, day and night happen on the earth. • How the earth revolves and rotates.
Self evaluation	<ul style="list-style-type: none"> • Project/ presentation with the help of a globe to explain rotation and revolution, circle of illumination • Peer or self assessment by the use of fill ups, true/false and MCQs
Follow up activity	<ul style="list-style-type: none"> • The students will be asked to prepare five questions on different topics and to use them to conduct a quiz. • They will be taken to the planetarium.
Resources	<ul style="list-style-type: none"> • NCERT text book, smart board https://youtu.be/cDed5eXmngE



GRADE - VII (ENGLISH)

Topic	Prose
Chapter covered	<p>'The great chess challenge'(an excerpt from the original Lilavati Stories)</p> 
Subject and Art Integrated	<p>Run a mock court proceeding on how the courtiers try to build a case against Lilavati for hightreason.</p>  <p style="text-align: center;">Do a talent gallery called 'Incredible India'</p> 
Objectives	<p>I. Appreciating India's cultural heritage</p> <p>II. Understand the concept of foresightedness and responsible decision making</p> <p>III. VOCABULARY: Be able to define the following words and understand them when they appear in the story and in class discussion:</p> <p>Accomplished,entitled,indulgent,squirming,terminating,treason,deviously,chagrin, ledger,wager,testimony,bankruptcy,bounteous,jeopardized,depleted,commotion, penury,deliberation,custodian,chastised</p>
Material Required	<p>softboard</p> <p>chart papers</p> <p>colours</p> <p>reference books of history and geography for research</p>

Ice-breaker Activity	<p>Teacher will ask the children:</p> <ul style="list-style-type: none"> • To predict the story with such a title. • How many of them play chess? • What do they know about Akbar? <p>Teacher will then give the students a chess problem to solve: They are going to be paid one rupee a day to be doubled over 64 days. Now let them calculate how much money they would make. Ask for a quick prediction and then proof.</p>
Introduction	<p>Students will read the story as readers' theater.</p> <p>Students will make a flow chart on the sequence of events of the story.</p>
Methodology	<ul style="list-style-type: none"> ➤ MOCK COURT PROCEEDING <ul style="list-style-type: none"> • The teacher will ask the children to volunteer for the roles of 'Akbar', 'Lilavati', 'Birbal' and 'few more courtiers' • She would then appoint a judge, prosecution, a defense lawyer and a jury from amongst the students • The remaining children can act as audience at the court trials. • Both the prosecution and the defense are given 15 minutes to think about their arguments. • A 'press' can also be appointed that will create headlines and articles on the case. ➤ Do a talent gallery called 'Incredible India' <ul style="list-style-type: none"> • The teacher will divide the class into groups • The teacher will provide the children with some reference books and ask them to research about the great mathematician- 'Bhaskaracharya' (the author of the original Lilavati stories). • Another group of children would be asked to research about Bhaskaracharya's most famous work- 'Siddhanta Shiromani' and its four parts- <i>Lilavati (arithmetic)</i>, <i>Bijaganita (algebra)</i>, <i>Goladhyaya (celestial globe)</i> and <i>Grahaganita (planet math)</i> • The findings of the class would be beautifully encrypted on the chart papers and put up on soft boards to create an extraordinary talent gallery 'INCREDIBLE INDIA'

<p>Learning Outcomes</p>	<p>a. Students will be empowered with a whole new knowledge of the most amazing talents in ancient India.</p> <p>b. Students will be enriched with a new set of vocabulary.</p> <p>c. Students will be able to understand the concept of ‘foresightedness’ and thoughtful decision making.</p>
<p>Self-Evaluation</p>	<p>a. The success of the activity will be judged on how well the talent gallery ‘Incredible India’ is appreciated by the other children and teachers in the school.</p> <p>b. The teacher to list down the challenges faced by the students while understanding the concepts, doing the research or answering the questions.</p>
<p>Follow-up Activity</p>	<p>The teacher to ask a set of questions to evaluate the understanding and comprehension of the text by children:</p> <ul style="list-style-type: none"> - What did Akbar do when he won the game against someone? – Why did Akbar think Lilavati’s request for a reward was ‘humble’? - How and why did the behavior of the courtiers change? -What were the various strategies the courtiers came up with to solve the crisis? <p>Were they all honest ones? Do people resort to desperate means when pushed to the wall?</p>

पाठ योजना –4

विषय – हिन्दी

कक्षा – 7

परिचय:- प्रस्तुत पाठ ' भीड में खोया आदमी' जनसंख्या वृद्धि एवं उसके कारण और उसके दुष्परिणामों पर प्रकाश डालता है।

1.	समयावधि	2 कालांश
2.	प्रकरण	भीड में खोया आदमी
3.	सीख/संदेश	जनसंख्या वृद्धि के होने हाने भीषण परिणामों व उसके कारणों को बताना व इसकी रोकथाम के उपायों को लोगों तक पहुँचाना।
4.	भाषिक कौशल व उद्देश्य	शीर्षक की सार्थकता, व्याकरण ज्ञान, मुहावरें लोकोक्तियाँ व शुद्ध उच्चारण
5.	सह शैक्षणिक गतिविधि	वाद-विवाद, विज्ञापन लेखन
6.	गतिविधि संचालन	<ul style="list-style-type: none"> ● (गतिविधि – 1) वाद-विवाद ● कक्षा को दो भागों में विभाजित करना। ● छात्रों को जनसंख्या वृद्धि के दुष्परिणामों को आधार मानते हुए दो भागों में विभाजित कर उनके पक्ष और विपक्ष विषय से संबंधित विचार प्रस्तुत करने के लिए प्रेरित करना ● (गतिविधि – 2) विज्ञापन लेखन ● छात्रों को चार समूह में विभाजित करना। <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ● सभी समूहों को उनकी रुचि के अनुसार विषय से संबंधित विज्ञापन बनवाना।

		<ul style="list-style-type: none"> ● चार्ट बनवाना, चित्र चिपकवाना व संबंधित विषय से जुड़े स्लोगन लिखवाकर कक्षा के सूचना पट्ट पर लगाना ।
7.	मूल्यांकन	<ul style="list-style-type: none"> ● छात्रों ने रचनात्मकता के साथ प्रस्तुती दी। ● कला का प्रदर्शन किया व उद्देश्यों को प्राप्त किया। ● बढ़ती जनसंख्या वृद्धि के दुष्परिणामों को समझा।
9.	स्रोत	<p>सहायक पुस्तकें, इंटरनेट पर उपलब्ध जानकारियों का संकलन</p> 

पाठ योजना –3

विषय – संस्कृत

कक्षा – 7

परिचय:– 1. पाठ में सूक्तियाँ हैं।

2. सूक्तियों के द्वारा छात्रों को विद्या का महत्त्व व गुणों का महत्त्व समझाया गया है।

1.	समयावधि	4 कालांश
2.	प्रकरण	सूक्ति-पुष्पांजलि:
3.	विधा	पद्य
4.	पाठ प्रवर्धन	आरोहावरोह पूर्वक आदर्श वाचन अध्यापक द्वारा । आरोहवरोह पूर्वक अनुकरण वाचन छात्रों द्वारा ।
5.	काठिन्य निवारण	कठिन और नवीन पदों का अर्थ सहित उच्चारण और प्रत्युच्चारण करवाते हुए अर्थ सहित लेखन करवाया जाएगा ।
6.	विधि एवं गतिविधियाँ	प्रश्नोत्तर विधि से विषय का स्पष्टीकरण । ● 'विद्या' का महत्त्व बताने वाले किन्ही दो श्लोकों का याद करके कक्षा में सुनाएंगे । ● सूक्तियुक्त बुकमार्क का निर्माण करेंगे । ● सूक्तियों का उच्चारण कक्षा में करवाया जाएगा ।
7.	उद्देश्य	● छात्रों की संस्कृत सूक्तियों के प्रति रुचि जाग्रत करना । ● तुलना में पंचमी विभक्ति प्रयोग के अर्थ ज्ञान में सक्षम हो ।
8.	सहायक सामग्री	श्वेतवर्तिका , मार्जनी, चार्ट श्यामपट्ट
9.	मूल्यांकन	● छात्रों ने पठन-पाठन के मध्य रुचि दिखाकर वांछित उद्देश्यों को प्राप्त किया ।

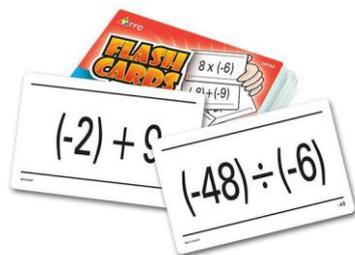
GRADE – VII (FRENCH)

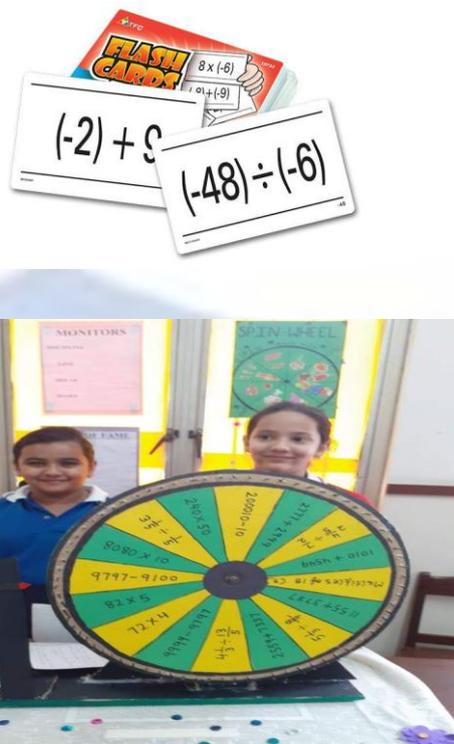
CHAPTER COVERED	Chapter-5 M.Ours veut un sandwich
SUBJECT AND ART INTEGRATED	<ul style="list-style-type: none"> • Chart preparation on the various shops in france. • Dialogue recitation
OBJECTIVES	<ul style="list-style-type: none"> • To make the students learn about the shops in france in an easy and interesting way. • To make them learn the various prepositions in French. • To make them familiar with the adverbs of quantity. • Introducing the pronoun “on” and its usage.
MATERIAL REQUIRED	<ul style="list-style-type: none"> • Computer • White board • Colourful markers • Pen and paper
TIME REQUIRED	4-5 periods of 40 minutes
ICE BREAKER ACTIVITY	<ul style="list-style-type: none"> • Dialogue formation and recitation along with one classmate in front of all the whole class.
INTRODUCTION	<ul style="list-style-type: none"> • We shall begin with the discussion about the shops in france and what all do they sell. • Detailed explanation of the usage of the prepositions will be done on the white board. • Reading of the chapter shall follow afterwards. • Adverbs of quantity will be explained in a detailed manner.
METHODOLOGY	<ul style="list-style-type: none"> • Classroom teaching methodology will be used along with the various art integrated activities. • The students would prepare a chart based on the shops in france and their products. • Children will try to form a dialogue along with their friends and recite it. • They will be shown a video on the shops in france and their products.

LEARNING OUTCOMES	<ul style="list-style-type: none"> • Students will be able to learn in an interactive and entertaining way. • They will be able to remember the names of the various shops in French. • The integrated activity would help in getting rid of the hesitation among the students.
SELF EVALUATION	<ul style="list-style-type: none"> • Discussing the dialogues with the students in the beginning. • Making a note of the errors committed while reciting the dialogue. • Making every student participate in the chart making activity.
FOLLOW UP ACTIVITY	<ul style="list-style-type: none"> • Assigning the students the task to find out more about the shops and their products. • Giving them worksheets based on the adverbs of quantity and prepositions.
RESOURCES	<ul style="list-style-type: none"> • TEXTBOOK • REFERENCE MATERIAL • https://youtu.be/X1u_-FnG-XE

GRADE – VII (MATHS)

CHAPTER COVERED	Integers
SUBJECT AND ART INTEGRATED	Math + Drawing flash cards (based on problems of integers)
OBJECTIVES	<ol style="list-style-type: none"> 1. Define what is Integer and rules involving operation on Integers 2. Solve problems involving operation on Integers 3. Relate integers in real world application
MATERIAL REQUIRED	<ul style="list-style-type: none"> • Colourful sheets • Colours • Pencil • Eraser • Paper Scissors
TIME REQUIRED	20 min.
INTRODUCTION	<ol style="list-style-type: none"> 1. Teacher will describe and give examples of how positive or negative numbers are used to describe quantities having opposite directions or opposite values. 2. Students will be asked to recognize that positive and negative signs represent opposite values and/or directions. 3. Teacher will explain the application of integers in real life situations using flash cards
METHODOLOGY	<p>Drawing flash cards (based on problems of integers) : To enhance creativity and thinking skills, children will be asked to make flash cards based on different operations on integers</p> <ol style="list-style-type: none"> 1. The teacher will divide the class into 5 groups where children will be given colourful papers to make flash cards with different problems on integers 2. Once they have made the cards, the teacher will exchange the cards amongst the groups to understand & solve them 3. The group which will make maximum flash cards will be rewarded with incentive cards and the group which will answer all of the correctly will get a chance to make flash cards for all the children.



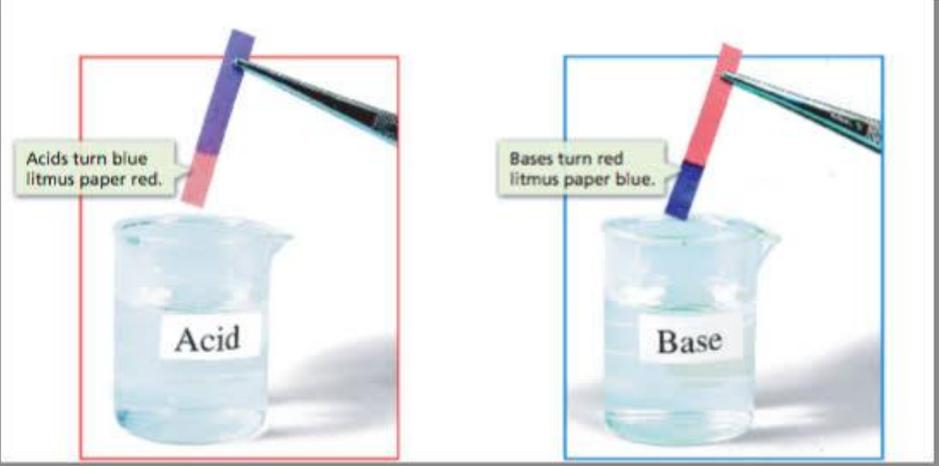
	
LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Students will understand the application of Integers in real application 2. Properties of integers applied on various operations 3. They will be able to solve the problems based on Integers
SELF EVALUATION	<ol style="list-style-type: none"> 1. Peer assessment 2. Creativity and operations used 3. Accuracy and speed of calculations
FOLLOW UP ACTIVITY	<ul style="list-style-type: none"> • Explore some of the laws that govern the operation and use of Integers • Investigate models such as the number line to illustrate the mathematical operations on Integers
RESOURCES	<p>Flash cards Math Work Books Problems form Internet https://physicscatalyst.com/class-7</p>

GRADE – VII (PHYSICS)

Subject	Science
Chapter covered	Light
Subject & Art Integrated	<ul style="list-style-type: none"> • A short film on History of light • Group Activity- Creating Light Patterns with a CD, Blue sky experiment • Play with a mirror • Sketch an object, the shadow it casts and the light reflected off the surface
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List out the importance of light in day to day life • Describe the propagation of light • Define reflection in plane mirror and spherical mirrors • Identify characteristics images formed by different types of mirrors • List out various applications of mirrors • Understand how a rainbow is formed
Materials required	<ul style="list-style-type: none"> • A dark box which is made by painting a shoe box black from inside • Blue sky experiment- Flashlight, 2-liter transparent bottle, milk, water • Play with mirror- Plane mirror, sheet of paper, sketch pen • Creating Light Patterns with a CD- Blank or old CD, Paper, Scissors, Tape, Pencil
Methodology of activity	<p>Stimulus activity-</p> <ul style="list-style-type: none"> • Begin using a “dark box,” which allows children to observe objects through a hole and to control how much light enters the box <p>Blue sky experiment-</p> <ul style="list-style-type: none"> • Ask the students to fill the 2-liter bottle three-fourths full of water and prop up the flashlight, so it will shine through the bottle from the side • Add a teaspoon of milk to the water and shake to mix up the water and milk. Keep adding milk until they start to see a blue light that is scattered to the eyes from the mixture. Once they see the blue light, add more milk to the mixture until they see more of an orange or red light. <p>Play with mirror-</p> <ul style="list-style-type: none"> • Ask children to write their name on a sheet of paper and try reading their name while standing in front of a plane mirror

	<p>Creating light patterns using CD-</p> <ul style="list-style-type: none"> • Divide the class in small groups and ask them to cut out various snowflake shapes using the paper circles • Ask the students to use the shiny side of the CD to reflect the sunlight onto blank wall and notice the rainbow • Now ask them to tape one of the paper snowflakes over the shiny side of the CD and reflect the sunlight onto the wall again and observe the pattern • Ask some children to volunteer from the group to ensure smooth functioning of the activity  
<p>Learning outcome</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the way we use light, Learn to research, discuss and debate issues, problems and events related to light • Children consider questions about where light comes from, how it gets from one place to another, and how light enables us to see objects • Children explore and model how light beams travel. Their observations help them understand light travels in straight lines • Children establish that light can bounce, or be reflected. They realize that vision is possible because light bounces off objects and into their eyes • Children explore the formation of a rainbow. Their observations help the understand the concept of dispersion of light
<p>Self evaluation and Follow Up</p>	<ul style="list-style-type: none"> • Children review what they have learned about light by revisiting the questions they asked at the beginning of the chapter • Revising their science notebook notes • Objective and subjective tests • Peer and self assessment
<p>Resources</p>	<p>Reference books and Multimedia presentations</p> <p>A short film on History of light- https://youtu.be/lu2JbulKeqo, https://youtu.be/pcO1K3tG204</p>

GRADE – VII (CHEMISTRY)

Subject	Science
Chapter covered	Acids, Bases and Salts
Subject and art integrated	<p>EXPERIMENT: To demonstrate colour changes of different solutions with indicators using laboratory apparatus.</p> <p>Quiz</p> <p>Crossword puzzle</p> <p>Smart board videos to show neutralization reaction</p> 
Objectives	<p>Students will learn about:</p> <ul style="list-style-type: none"> -Role of neutralization in daily life. -Identifying nature of different solutions. -Acid rain and its harmful effects. -Organic and natural acids. -Different kinds of chemical substances present in daily use products. -Substances tasting sour and bitter contain acids and bases.
Materials required	<ul style="list-style-type: none"> -laboratory apparatus (test tubes ,litmus paper, acidic and basic solutions, dropper). -smart board. -power point presentation. -questionnaire for quiz. -worksheet on crossword.
Methodology of activity	<p>QUIZ AND CROSSWORD:-Divide the class into small groups for quiz and crossword activity.</p> <ul style="list-style-type: none"> - Ask one volunteer to maintain score board for quiz. <p>EXPERIMENTATION:</p> <ul style="list-style-type: none"> -To ask a group of students to perform litmus tests.

	<p>-Ask the children to record their observations about color changes.</p> <p>- -Explaining the children basics about performing lab activities by telling the precautions and washing the apparatus after use.</p> <p>SMART BOARD VIDEOS</p> <p>-Ask one volunteer to maintain the order of videos .</p>
Learning outcome	<ul style="list-style-type: none"> - The children will be able to identify different edible products as acids and bases. - The children will understand role of neutralization in daily life. - They will be able to identify nature of solutions using litmus. - They will learn about organic and mineral acids. - They will learn about natural and synthetic indicators. - They will understand the different chemical substances present in products we use. - They will be able to write chemical equations.
Self evaluation and follow up	<ul style="list-style-type: none"> - By this method , they will be able to understand the importance of chemical reactions in daily life. - They will be able to relate different kinds of chemical substances. - They will be able to use laboratory apparatus without error. - They will understand the importance of neutralisation. - They will be curious to know about the nature of different solutions.
Resources	<ul style="list-style-type: none"> - Reference books - Power point presentataions. <p>-Smart board videos @ the following link https://www.youtube.com › watch</p> <p>-quiz questionnaire from the following link https://edurev.in › studytube › L12--Questions-Acid-Base-Salts--Science--Class-7</p>

GRADE – VII (BIOLOGY)

Subject	Science -Biology
Chapter covered	Respiration in Organisms
Subject and art integrated	Biology lab- Model of Human Respiratory system (Human Lungs) 
Objectives	<ol style="list-style-type: none"> (1) To make the students learn the mechanism of breathing in humans. (2) To make them understand the movement of thoracic cavity in the process of inhalation and exhalation. (3) To make them learn the movement of ribs in the process of exhalation and inhalation.
Material required	Notepad and pen, Plastic bottle, drinking straws, balloon, sealing tape
Methodology of Activity	<p>Activity 1-Show the model of human respiratory system. Discuss about the path of human respiratory system.</p> <p>Activity 2- Ask the students to take a deep breath and put their hand on their chest and feel the change in the thoracic cavity.</p>
Time Period	30 minutes
Learning outcome	<ol style="list-style-type: none"> (1) Students identify and explain different body parts that make up respiratory system. (2) Students are able to understand the process of inhalation & exhalation in process of respiration. (3) They are able to understand the changes in the body associated with respiration.
Self evaluation and follow up	<ol style="list-style-type: none"> 1. With the help of an activity students become more interested in life process. 2. Students were able to explain the working and mechanism of breathing. 3. They were motivated to impart knowledge among themselves.
Resources	Smart board, http://www.livesciences.com ,reference books.

GRADE – VII (HISTORY)

Topic (Chapter covered)-	Chapter 2 New Kings and Kingdoms
Subject and Art(Integrated)	<ul style="list-style-type: none"> • Map work- On an outline map of the Indian subcontinent mark and color the kingdoms of the Gurjara Pratihara, the Rastrakutas, the Cholas, the Palas, Tomar and Chauhans. • Role play- Enact a play in class based on any interesting episode in the life of Prithviraj Chauhan. Read book or search the internet for more information. • Write an essay on the 'Splendid temple of Thanjavur'
Objectives	<p>to enable students:-</p> <ul style="list-style-type: none"> • Describe how Harshvardhan's empire broke up into independent sovereign state after his death. • Identify the dynasties that ruled India immediately after Harsha's death. • Justify why this period of Indian History is also known as the Rajput period. • Assess the impact of the Turkish invasions on Indian history. • Analyze the causes for the Turkish invasions. • Describe the splendor of the Chola kingdom in the special emphasis on the administrative system.
Material required-	<ul style="list-style-type: none"> • Smart board • White board • Marker • Duster • Color pen • Outline map of India • Book and Internet for role play • Sheets for essay writing
Time required	<ul style="list-style-type: none"> • Map work- 15 minutes • Role play- 40 minutes (1 period) • Essay writing- 40 minutes(1 period) • Introduction-15 minutes • Explanation- 2 periods • Preparation-20 minutes

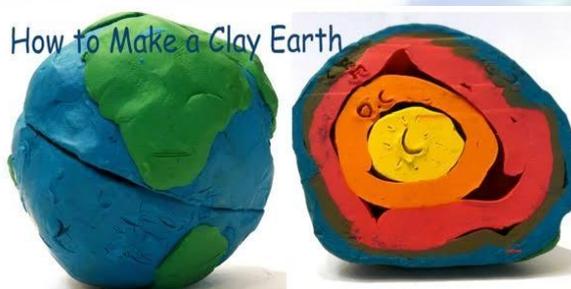
Ice Breaker activity-	Tell students a famous folklore or story about the Pride, valour and fierce patriotism of Rajputs. Examples, stories of Rana Sanga, Bappa Raval, Hada Rana, Padmavati and Rani Kadmavati.
Introduction	Ask the students to name any of the famous kings about whom they had the previous year. Write down the names on the board. Tell the class, how the political unrest in the period from 700-1010 CE gave rise to various warriors class, which later became powerful dynasties.
Methodology-	<ul style="list-style-type: none"> • Explain the term dynasty. You can give the exact meaning from the dictionary. Ask the students to name a few famous dynasties that ruled India. Note down the answers on the board. • On the board, draw a timeline to illustrate when the different dynasties ruled over India. • Explain why this period of India history is called the Rajput period. Describe the qualities for which the Rajputs were famous for- like those of bravery and chivalry. Enumerate their contribution to politics and the cultural history of India. • Tell the students the story of the legendary Prithviraj Chauhan. You can ask them to write a script for a play based on this story and enact it in class. • Explain why the Second Battle of Terrain is believed to be a turning point in the history of India. • Use the wall map to show the dynasties of the kingdom of Gurjara Pratihara, Cholas, and other prominent dynasties of that period. Ask them to mark the dynasties on outline map of India using different colors. • Use a wall map to show the extent of the chola empire. • Introduce the students to the salient features of the Chola Government- its administration, local self government, agriculture technique, revenue collection and the army. • Ask them to write an essay on the splendid temple of Thanjavour. • Stress on the invasion led by Mahmud of Ghazni and Mohammad Ghori: their strategies and their conquest.

<p>Expected learning outcome</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> • Describe how Harshvardhana's empire broke up into independent sovereign states after his death • Identify the dynasties that ruled India immediately after Harsha's death. • Justify why this period of India history is also known as the Rajput period • Assess the impact of the Turkish invasion on India's history • Analyze the causes for the success of the Turkish invasion describe the splendor of the Chola kingdom with special emphasis on the administrative system.
<p>Self evaluation –</p>	<ul style="list-style-type: none"> • The success of the activity will be assessed through class feedback • After the student's feedback, necessary modifications will be made. • The teacher will list down the challenges that arose during the conduct of the activity.
<p>Follow up activity</p>	<p>Ask the students to create a PPT on Turkish invasion in Medieval Period</p>
<p>Resources-</p>	<ul style="list-style-type: none"> • NCERT Textbook for Grade VII • Pictures of ruler of different dynasties of North and South Indian from Google images. • Story book on Rajputs from school library.

GRADE – VII (GEOGRAPHY)

Chapter	Inside Our Earth
Subject and Art Integrated	Map activity showing distribution of various types of rocks on earth. A clay model demonstrating the interior of the earth Flowchart on types of rock A Video on the internal layers of the earth
Objectives	To enable students to <ol style="list-style-type: none"> 1. Identify the structure of the earth 2. Differentiate between the different layers of the earth 3. Analyse the layers and components it is made up of 4. Explain the rock cycle and the formation of different kinds of rock 5. Identify the kind of minerals and its usage.
Materials required	Smart board, white board, markers, duster, wall map of the world.
Time required	Introduction - 10 minutes Explanation- 70 minutes Preparation- 30 minutes Presentation- 30 minutes
Introduction	The teacher will introduce the lesson with the model of interior of the earth showing the different layers – crust, mantle and core
Methodology	<ul style="list-style-type: none"> • The teacher will explain the different layers of the earth - the crust, the mantle and the core, with the help of a video. • The children will be asked to prepare the model of the earth using different coloured clay. • Explain the formation of rocks and classify them using a flowchart - igneous rocks, sedimentary rocks and metamorphic rocks. • The teacher will locate the distribution of various types of rock on world map. • Explain the rock cycle with the help of a diagram. • Discuss the uses of rocks and minerals.

How to Make a Clay Earth



Learning outcomes	<ol style="list-style-type: none"> 1. Students will be able to identify the structure of the earth. 2. Differentiate between the different layers of the earth. 3. Analysing the layers and the components it is made up of. 4. Analysing the layers and the components it is made up of. 5. Explain the rock cycle along with the formation of different kinds of rocks. 6. List the various uses of minerals and rocks.
Self – Evaluation	<ol style="list-style-type: none"> 1. The success of the activity will be assessed through class feedback. 2. After the student's feedback, necessary modifications will be made. 3. The teacher will assess the class performance through exercises like fill in the blanks, multiple choice questions and labelling the diagram.
Follow – up Activity	<ol style="list-style-type: none"> 1. Draw a well labelled diagram of the interior of the earth. 2. Collect pictures of some monuments and find out which are the rocks used to build them.
Resources	<p>NCERT Book, Video links-</p> <p>https://www.youtube.com/watch?v=faXNNHcyXXk</p> <p>https://www.youtube.com/watch?v=IALC36xRjew</p> <p>https://www.youtube.com/watch?v=sN7AficX9e0</p>

GRADE – VIII (ENGLISH)

INVICTUS (POEM)

CHAPTER COVERED	Poetry: Invictus by William Earnest Henley
SUBJECT AND ART INTEGRATED	English + Role Play (Enacting a short skit depicting the life of disabled people)
OBJECTIVES	<ol style="list-style-type: none"> 1. Analyze a given work of poetry for structural elements. 2. Create an organizational list to demonstrate various types of survival. 3. Create unique works of prose using various forms of media. 4. Demonstrate the many different meanings associated with the ideas of survival. 5. Explore how humans survive physically, mentally, and emotionally. I want the students to be familiar with the different forms of survival as well as the different elements of life that one has to survive against
MATERIAL REQUIRED/ RESOURCES	Computer and internet Resources, Slide Presentation, dictionary, thesaurus, line paper, pen, pencil, markers, Literature textbook, construction paper, magazines, internet resources
TIME REQUIRED	2 periods
ICE BREAKER ACTIVITY	<ul style="list-style-type: none"> • Show a short documentary on a legendary people Stephen Hawkins, Sudha Chandran and Helen Keller • Let them come with their response that how a disability can affect someone's life and their perspective of life.
INTRODUCTION	Divide the class in groups and let them discuss and guess the meaning and relevance of the title INVICTUS of the poem and they will discuss the theme also.
METHODOLOGY	<ol style="list-style-type: none"> 1. Read the whole poem to the students and discuss the theme: Courage, Never to give up, valour, determination 2. Discuss the following Concepts as well: <ol style="list-style-type: none"> a)Invincibility b) Soul is unconquerable c)Inspiring d)Desolate and depressing images e)Dark, bleak, full of suffering: (the phrases, :Master of my fate; Captain of my soul: Invincible spirit of man) <ol style="list-style-type: none"> 1. Introduction of literary device-allusion

LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Gain new understanding of the importance of grit, perseverance, and hard work 2. Understanding of Biblical Allusion
SELF EVALUATION	strengthen their close reading and literary analysis skills
FOLLOW UP ACTIVITY	<ul style="list-style-type: none"> • As students are working, either individually or with partners, teacher should circulate among students checking for understanding. • Textbook Questions. • composing short paragraph on the 'Influence of INVICTUS on Nelson Mandela'.
RESOURCES	<p>dictionary, thesaurus, line paper, pen, pencil, markers, Literature textbook, construction paper, magazines, internet resources</p> <p>https://www.youtube.com/watch?v=5QVglYPOqoU</p> <p>https://www.youtube.com/watch?v=GukyDDUzxmA</p>



पाठ योजना

विषय—हिन्दी (साहित्य)

कक्षा—8

पाठ—2

परिचय (पाठ एवं लेखक)

प्रस्तुत पाठ लेखक विश्वंभरनाथ शर्मा द्वारा रचित है। प्रस्तुत कहानी में राजा एवं प्रजा के कर्तव्यों का वर्णन किया गया है। यह स्पष्ट करती है कि यदि राजा का कर्तव्य प्रजा का पालन करना है तो प्रजा का भी कर्तव्य है वह ईमानदारी का परिचय देते हुए राज्य के विकास में अपना योगदान दें। ऐसा करके वह अपने कर्तव्यों का पालन कर रहे हैं।

1.	समय	4 कालांश
2.	पाठ का नाम एवं विधा	राजा और प्रजा (गद्य—कहानी)
3.	रचनाकार	विश्वंभरनाथ शर्मा कौशिक
4.	सीख / संदेश	कर्तव्यनिष्ठा, न्यायप्रियता, सहायता एवं परोपकार।
5.	पाठ प्रवर्धन	आदर्श वाचन—शिक्षक द्वारा, अनुकरणवाचन— छात्र द्वारा।
6.	काठिन्यनिवारण	आशय स्पष्टीकरण, शब्द भंडार, विकास, शब्दार्थ।
7.	विधि एवं गतिविधियाँ	प्रश्नोत्तर शैली, नाट्य मंचन, कहानी का नया मोड़, परियोजना। प्रेमचन्द की अन्य कहानियों के लिए पुस्तकालय ले जाया गया।
8.	उद्देश्य	<ul style="list-style-type: none"> ● सरकार और जनता के कर्तव्य तथा अधिकारों से परिचित कराना। ● सुशासन में जनता तथा सरकार की सहभागिता पर चर्चा करना। ● तुलनात्मक अध्ययन विधि व तार्किक शक्ति का विकास।
9.	सहायक सामग्री	श्यामपट्ट, चॉक, 'डस्टर' शब्दभण्डार का चार्ट, विषय संबंधित चार्ट।
10.	मूल्यांकन	<ul style="list-style-type: none"> ● छात्रों ने रुचिपूर्वक पाठ को पढ़कर अर्थ ग्रहण किया। ● छात्रों ने पठन—पाठन के दौरान वांछित उद्देश्यों को जीवन में उतारा।

पाठ योजना
विषय – संस्कृत
कक्षा – 8

परिचय:- कथा में अपने पुत्र का उत्सर्ग करके अपनी जन्मभूमि के प्रति कर्तव्य निर्वाह का भाव दिया गया है । इसी भावना का ज्ञान विद्यार्थियों को दिया जाएगा। त्याग की महिमा बताते हुए विभिन्न महापुरुषों का व वृक्षों, नदियों के त्याग का ज्ञान दिया जाएगा।

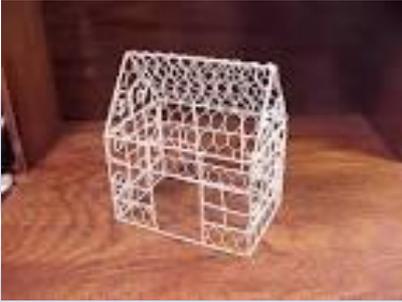
1.	समयावधि	4-5 कालांश
2.	प्रकरण	अपूर्व: त्याग:
3.	विधा	कथा
4.	पाठ प्रवर्धन	आदर्श वाचन- शिक्षक द्वारा अनुकरण – छात्रों द्वारा
5.	काठिन्य निवारण	कठिन एवं नवीन पदों का अर्थ सहित उच्चारण करवाते हुए संस्कृत भाषा व उसके अर्थ का लेखन करवाया जाएगा।
6.	विधि एवं गतिविधियाँ	<ul style="list-style-type: none"> ● पठन कौशल का विकास करवाते हुए विशेषण व विशेष्य का बोध करवाया जाएगा। ● कक्षा में स्वगुणों अथवा दुर्गुणों पर चर्चा
7.	उद्देश्य	<ul style="list-style-type: none"> ● राजस्थान की विशेषता पर समूह चर्चा की जाएगी। ● छात्रों में संस्कृत के पठन व वाचन कौशल का विकास ● कथा पढ़कर छात्रों को प्रेरित करना ● ऐतिहासिक तथ्यों का ज्ञान प्राप्त करवाना। ● नदियों वृक्षों के माध्यम से त्याग की महिमा का ज्ञान।
8.	सहायक सामग्री	श्यामपट्ट, स्मार्ट बोर्ड, डस्टर, पुस्तिका, श्वेतवर्तिका।
9.	मूल्यांकन	छात्रों द्वारा रुचिपूर्वक पाठ को पढ़कर पन्ना के समान भामाशाह व वीर सवारकर आदि का ज्ञान प्राप्त किया। देशभक्ति की भावना से ओतप्रोत होकर, सुगुणों को पहचान कर वांछित उद्देश्य प्राप्त किया।

GRADE – VIII (FRENCH)

Chapter Covered	Chapter 1 ‘Quelle marque est ta voiture?’
Subjects and Art Integrated	Drawing and colouring different models of French cars
Objectives	<ul style="list-style-type: none"> i. To learn Passé Récent (Recent Past Tense) and use it in daily life ii. To learn French verbs like Conduire, Vendre and Réparer iii. To learn how to write advertisements in French for selling/buying a house or car iv. To learn about French Cars and Brands
Material Required	White board Smart board Drawing sheets and colours
Time Required	6 periods of 40 minutes
Ice-breaker activity	Students will identify different French brands and French cars with the help of pictures
Introduction	Daily conversation in France emphasizing use of Passé Récent Knowledge of French advertisements and brands
Methodology	Class room teaching Using smart board to show different French Cars and Brands
Learning Outcomes	<ul style="list-style-type: none"> i. Students can write advertisements in French language for selling/buying a house or car ii. Knowledge of recent past tense
Self Evaluation	Written and oral class tests
Follow-up activity	Dialogue formation by students involving recent past tense
Resources	French Dictionary

GRADE – VIII (MATHS)

CHAPTER COVERED	Construction of quadrilaterals
SUBJECT AND ART INTEGRATED	Math + wire craft
OBJECTIVES	<p>Students will be able to</p> <ul style="list-style-type: none"> (i) Construct a quadrilateral when four sides and one diagonal are given (ii) Construct a quadrilateral when three sides and two diagonals are given (iii) Construct a quadrilateral when three sides and two included angles are given (iv) Construct a quadrilateral when two adjacent sides and three angles are given (v) Construct a quadrilateral when four sides and one angle are given (vi) Construct a special quadrilateral
MATERIAL REQUIRED	<ul style="list-style-type: none"> • Wire • Pliers • Glue gun • Scale • Compass • protractor
TIME REQUIRED	1 period
INTRODUCTION	<p>Students will be asked to construct angles of 15 degrees and its multiples using a scale and compass only.</p> <p>The teacher will discuss the properties of various quadrilaterals.</p>
METHODOLOGY	<p>This activity will help children to appreciate how angles and various quadrilaterals are used all around us.</p> <ol style="list-style-type: none"> 1 The teacher will divide the class into 5 groups

	<p>2 Students will be given the material to make a house and design it well.</p> <p>3 They will be required to use the properties of various quadrilaterals in mind while doing the activity.</p> 
LEARNING OUTCOMES	<p>The students are able to</p> <p>Construct various types of quadrilaterals</p> <p>Appreciate the art of wire craft and use it to make various items such as lamps, jewellery.</p>
SELF EVALUATION & FOLLOW UP ACTIVITY	<p>Self assessment</p> <p>Identify the construction and use of quadrilaterals all around them</p>
RESOURCES	<p>youtube.com</p> <p>Wire craft ideas – YouTube</p> <p>480 x 360 - 19k – jpg</p>

GRADE – VIII (PHYSICS)

Subject	Physics
Chapter Covered	FORCE and PRESSURE
Subject and Art Integrated	Role play and Physics
Objectives	<ul style="list-style-type: none"> ➤ Students shall be able to – - Identify force as push or pull. - Differentiate between contact and non-contact forces. - Understand the use of force and pressure in our day to day life.
Material Required	Book, Table, Ball (rubber), heavy object, Drawer (Almirah).
Methodology of Activity	<p>(I) Make (5-6) groups of children in class, and make one group leader of each group and ask each group leader to prepare about force as push or pull, types of force (contact and non-contact force) from NCERT.</p> <p>(II) Let them teach (explain) the content to their respective group.</p> <p>(III) Let them engage in their following group activity for some time (5-10 minutes).</p> <ol style="list-style-type: none"> (a) Moving a book placed on the table. (b) Opening or shutting the door. (c) Opening and closing the door. (d) Throwing a ball upwards. (e) Pushing a heavy object. <p>(IV) Now one child or teacher in charge enters into same and asks group by group as to what have they been engaged in-</p> <p>(V) Students shall explain to the class about actions that involve push or pull or types of forces.</p>
Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to demonstrate a push or pull on objects in their environment. • Students will be able to describe the other forces that creates a push and pull. • Students will be able to recall the two main types of forces and their meanings. • Students will be able to relate and apply their knowledge about force and its effects in real life situations.

<p>Self-Evaluation and Follow- up</p>	<ol style="list-style-type: none"> 1. <u>Students are generally confused whether the objects change their position by the action of people only.</u> 2. Students now clarify their concepts about what can push or pull do, how do things move, what other forces move objects? 3. Students will realise how practical is the subject which in turn develop their interest in the subject.
<p>Resources</p>	<p>NCERT, Materials from day to day life, previous knowledge.</p>



GRADE – VIII (CHEMISTRY)

Subject	Chemistry
Chapter Covered	Coal and Petroleum
Subject and art integrated	Debate on “conventional and Non conventional sources of energy”. Family survey about the” measures adopted to conserve energy”.
Objectives	Students should be able to: a) Understand the merits and demerits of conventional energy sources. b) Know more about recently used measures to save our energy sources. c) Explain the disadvantages of using fossil fuels in our day-to day lives.
Materials required	A4 sheet, basic stationery, information of the neighbouring families and their living standards.
Methodology of activity	(a) For Debate : 1) Students are divided into groups Of 2 . 2) One member from each group would gather information to speak in favour of and against the topic . 3) Students would be asked to collect the information to their allotted part. 4) One by one each group would be called for the debate (discussion, interjection and conclusion) (b) For Family survey (5 families) : 1) Students would be asked to Visit nearby five families . 2) They will be collecting the information about the domestic fuel they use, source of electric supply, fuel in automobile they use etc. 3) They will make a comparative table on the basis of above information .
Learning Outcome	Students shall be able to: a) Understand the merits and demerits of conventional and non conventional energy sources. b) Know about the advanced alternative energy sources to save our resources. c) Explain the disadvantages of using fossil fuels.
Self evaluation	In general, People do not choose their energy resources wisely thinking about their disadvantages to our environment and their exhaustibility in nature.aui Q
Follow up	Above activity clears Up the advantages of non conventional sources of energy over exhaustible energy resources. A follow up quiz would be conducted to clear up the concept
Resources	News paper information, NCERT book, Smart board (http://www.dronstudy.com)

GRADE – VIII (BIOLOGY)

Subject	Biology
Chapter Covered	Cell structure and function
Subject and Art Integrated	Model presentation (animal, plant and bacterial cell models) Lab activity
Objectives	The students will be able to – <ol style="list-style-type: none"> 1. Differentiate between Plant and Animal cell 2. Distinguish between Prokaryotic and Eukaryotic cell 3. Describe the structure and function of major cell organelles
Material Required	Objects like white board, markers, charts, smart board, pointer, models of bacterial cell, plant and animal cell, , notebook, pen, slide, toothpick, stain (methylene blue, safranin), microscope, onion peel, blade, coverslip, blotting paper.
Methodology of Activity	<ol style="list-style-type: none"> 1. With the help of white board and smart board , the basic parts of a cell like cell wall, cell membrane , nucleus and cytoplasm will be explained by the teacher. 2. The teacher will place the bacterial cell and plant cell models in front of students and let them identify the differences (possible answers- size, shape, nucleus position) 3. Now show the animal cell model also and let the students make a list of differences between the three types of cells. 4. Tell the students that there are parts inside the cell that will make the cell do all the basic metabolic functions. 5. Ask the students to name the basic metabolic functions like respiration, energy production, protection, control centre, excretion etc. 6. Teacher should assign a group of 3-4 students a metabolic function so that they can find out the name of the organelle which performs that function in the cell. 7. The students may use their textbooks or the internet to complete their research and learn about the organelles. They will make a small chart about it. 8. Now the teacher can ask the students of each group to show the position of the organelle in the model and explain about its function.

	<ol style="list-style-type: none"> 9. At the end when all the organelles are explained by the students, the teacher can go over and repeat the function of each organelle. 10. Followed by this a demonstrative activity to show animal cell and plant cell will be organized. 11. The students will prepare a temporary mount of cheek cells and onion peel cells by staining them and observe it under the microscope to find the differences. 12. They will also draw a diagram of what they are able to observe in the microscope.
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to differentiate between prokaryotic and eukaryotic cell. 2. They will also be able to learn about the differences about plant cell and animal cell. 3. Students will learn about the various cell organelles and their functions.
Self-Evaluation and Follow- up	<ol style="list-style-type: none"> 1. Students are generally unaware about the different types of cells and the cell organelles. 2. By this activity they will be able to understand about types of cell, cell organelles and their functions. 3. Students will also learn to make temporary mounts and will be able to see animal and plant cell under the microscope which will make the topic more clear and interesting.
Resources	<p>NCERT, lab manual, smart board https://www.youtube.com/watch?v=TGveQPly1mw https://www.youtube.com/watch?v=q6wJVoojWOc, models.</p>

GRADE – VIII (HISTORY)

1. <u>Topic</u>	How, when and Where
2. <u>Subject & Art –</u>	<ul style="list-style-type: none"> • Report writing • Newspaper reading (Information) • Visit to the local museum to study about records and manuscripts.
3. <u>Objectives-</u>	<p>To enable students to-</p> <ul style="list-style-type: none"> • Recognize the characteristics & features of the Modern age. • Identify the source of information available • Understanding the importance of record keeping, surveys and newspaper report preserved in archives by the Britishers. • Understand the meaning of colonialism
4. <u>Material required-</u>	<ul style="list-style-type: none"> • Smart board • White board • Marker • Duster • Newspaper clippings • picture of records and resource preserved by Britishers • World Map.
5. <u>Time required-</u>	<ul style="list-style-type: none"> • Report writing -15 minutes • Newspaper reading- 10 minutes • Visit of Museum -1 working day • Introduction -20 minutes • Explanation -2 periods (80 minutes) • Preparation -40 minutes • Presentation- 40 minutes
6. <u>Ice breaker activity</u>	Write the word 'Nationalism' on the white board and ask the students it what they understand about Nationalism. Create a graphic organizer on white board.
7. <u>Introducing the lesson-</u>	- Introduce the lesson with the help of a short quiz on the downfall of the Mughal empire. Brainstorm to show them picture of historical building, biological and autobiographic from the modern period of Indian history. Write down response on the board.

<p>8. <u>Methodology-</u></p>	<ul style="list-style-type: none"> • Ask the students to write a short report on the importance of date in history. • Ask each group to find out the meanings of the words using a dictionary • Describe the features that characterize the modern age. Explain these features that brought about the changes in the society one by one. • Explain the forces of the Renaissance and the Industrial revolution. Describe how they influenced people outside Europe. • Explain about the sources of information of modern Indian history-Primary and secondary- and how they provided information of the past. • Show them a slide presentation on the building built by the British in India. Ask them to identify the pictures and their location. • Take them, to a museum or to the national or state archives. Show them official letters, district gazetteers and official documents which give us first hand information about the events of the past.
<p>9. <u>Expected learning outcome-</u></p>	<ul style="list-style-type: none"> • Recognize the characteristic features of the Modern age • Identify the sources of information available • Identify and describe the forces of changes that ushered in the Modern age namely, the Renaissance, the Industrial revolution, the American Revolution and the French Revolution.
<p>10. <u>Self Evaluation</u></p>	<ul style="list-style-type: none"> • The success of the activity will be assessed through class feedback • After the student's feedback, necessary modifications will be made. • The teacher will list down the challenges that arose during the conduct of the activity.
<p>11. <u>Follow up activity</u></p>	<p>- Read the book ' British rule in India by Pandit Sunderlal, A freedom fighter's letter account of the exploitation of India by the East India Company.</p>
<p>12. <u>Resources-</u></p>	<ul style="list-style-type: none"> • PPT on resources of Modern history • YouTube video • Pictures of governor general and Viceroy during colonialism

GRADE – VIII (CIVICS)

1. <u>Topic</u>	<ul style="list-style-type: none"> • Chapter 9 <u>Public Facilities</u>
2. <u>Subject and art (integrated)</u>	<ul style="list-style-type: none"> • Debate on should the government get private companies to deliver some of the public facilities. • Research work- Find out the various kinds of taxes people pay to the government by talking to salaried persons , a person running his or her own factory and shopkeeper.
3. <u>Objectives</u>	<ul style="list-style-type: none"> • To enable students to learn and understand • Importance of water or public facility • Role of government in providing public facilities • Other public facilities like electricity, public schools etc.
4. <u>Materials required</u>	<ul style="list-style-type: none"> • Smart board • White board • Marker • Duster • A4 size sheets
5. <u>Time required</u>	<ul style="list-style-type: none"> • Debate 40 minutes • Survey report- 40 minutes • Introduction- 20 minutes • Explanation- 2 periods
6. <u>Introduction</u>	<ul style="list-style-type: none"> • Write the term ‘Public Facilities’ on the white board and brain storm students about their knowledge of this term. • NOTE- Their report aims to tell the role of government in providing the public facilities.
7. <u>Methodology</u>	<ul style="list-style-type: none"> • Conduct a debate in class- Divide the class in two groups. Give them a topic to prepare a day before conducting the debate in class. The students will speak for or against the given topic. • Tell the students about the breaking of tax

	<p>revenue system of government and why the taxes are collected.</p> <ul style="list-style-type: none"> • The students will do a survey on various kinds of taxes collected from different sections. • They will present their survey report in class.
8. <u>Expected learning outcome</u>	<ul style="list-style-type: none"> • The students will be able to understand”: • Importance of water or public facility • Role of government in providing public facilities • Other public facilities like electricity, public schools etc.
9. <u>Self-evaluation</u>	<ul style="list-style-type: none"> • The success of the activity will be assessed through class feedback • After the student’s feedback, necessary modification will be made. • The teacher will list down the challenges that arose during the conduct of the activity.
10. <u>Follow up activity</u>	<ul style="list-style-type: none"> • Work in group and do a project or make a presentation on the role of the government in any of the following sectors- Health, Education, Transport, Communication, or rural development.
11. <u>Resources</u>	<ul style="list-style-type: none"> • NCERT Text book • Additional information- • https://www.vedanta.com • civics">https://www.toppr.com>civics

GRADE – VIII (GEOGRAPHY)

Chapter	RESOURCES
Subject and Art Integrated	Classification of resources by flow chart Locating iron and coal reserves on the wall map of India, sketching pictures of resources, role play on types of resources, collage making on non renewable resources
Objectives	- Students will be able to <ol style="list-style-type: none"> 1. Understand the meaning of the term resource and will be able to define it. 2. Identify different types of resources into natural ,human and human-made resources. 3. Classify the resources on the basis of origin, continuity of supply, development and use and distribution. 4. Differentiate between human-made resources and natural resources. 5. Understand the importance of resources in their life.
Materials Required	white board, duster, marker, smart board, charts, wall map of India, pictures of renewable resources
Time Required	introduction 10 minutes explanation – 40 minutes preparation- 30 minutes, presentation 30 minutes Quiz -30 minutes,
Introduction	The teacher will ask the students to list any five things which they find very useful at home , class, and in playground. Each students will read out the list of activities in the class. The teacher will sum up the activity and introduce the topic as resources.
Methodology	The teacher will classify and explain types of resources on the basis of origin, distribution, use and development with the help of a flow chart. Divide the class into groups and the students will be asked to draw any five products they use and to state the primary resources from which each is produced. On the wall map of India show the distribution of iron and coal producing regions. Show pictures of renewable sources of energy like solar energy, wind energy, hydroelectricity etc

	<p>Conduct a role play on different types of resources like potential and actual resources. Ubiquitous and localized , renewable and nonrenewable and biotic and abiotic resources</p> <p>The students will also suggest ways in which they can contribute in conserving resources by practicing the four R`s of conservation</p>
Learning outcomes	<p>Students will</p> <p>Define the term resources.</p> <p>Identify and classify the different types of resources into- natural, human made and human resources.</p> <p>Distinguish between natural and human resources.</p> <p>Recognize the necessity to conserve the resources.</p>
Self- Evaluation	<p>The success of activity will be assessed through feedback.</p> <p>After the students feedback necessary modifications will be done.</p> <p>The teacher will list down the challenges that arose during the conduct of the activity.</p>
Follow-up Activity	<p>The students will be asked to prepare a collage on non renewable resources and their rapid depletion. Suggest ways in which each of us can reduce our dependence on the nonrenewable resources, and do our bit to conserve them.</p>
Resources	NCERT text book

GRADE – IX (ENGLISH)

<u>IN THE KINGDOM OF FOOLS</u>	
CHAPTER COVERED	Prose: In the Kingdom of Fools
SUBJECT AND ART INTEGRATED	English and theatre
OBJECTIVES	<ul style="list-style-type: none"> • To enable the students to understand the passage and grasp its meaning. • To enable them to understand the moral lessons contained in the passage. • To enable them to enjoy reading and writing. • To develop the faith and honour for a teacher in the minds of the disciples. • To inculcate the morals and values in the students.
SKILLS DEVELOPED	<ul style="list-style-type: none"> • Thinking and reflecting • Critical Analysis • Logical reasoning • Thinking in sequential order • Communication • Comprehending • Vocabulary enhancement • Writing
MATERIAL REQUIRED	<ul style="list-style-type: none"> • “In the Kingdom of Fools ”story • SMART Board to display the lesson • Story Map chart • Markers
TIME REQUIRED	6 periods (40 min. each)
ICE BREAKER ACTIVITY	<p>Divide the class into groups</p> <ol style="list-style-type: none"> 1. The teacher shows any value based story to the students on the smart board. 2. The students will discuss in their groups and think of a moral for the story.
INTRODUCTION	The teacher interacts with the children to link the value based stories presented by them with the lesson. The teacher discusses the setting, the characters, conflict, resolutions that are required for a value based story to have the maximum impact on the viewers.
METHODOLOGY	<ol style="list-style-type: none"> 1. Students will read the story silently. 2. Doubts of students would be discussed in the class.

	<p>3. The worksheet containing the MCQ's could be given to the students. Alternatively, they could be read out as students mark their answers.</p> <p>4. Student will exchange their worksheets/ answers and mark them on the basis of answers provided by the teacher.</p>
DISCUSSION ON THE TEXT	<p>A brief class discussion for clarification of main points could be held by asking the questions by the teacher for the better understanding of the text.</p> <ol style="list-style-type: none"> 1. How was the kingdom of fools different from other places? 2. How according to the king had justice come full circle? 3. Why did the guru want to leave the kingdom quickly why did the disciple decided to stay on? 4. Who was finally blamed for the crime and why? 5. Why did the servants of the king catch the disciple? 6. Why does the disciple decide to stay in the Kingdom of Fools? Is it a good idea? 7. Name all the people who are tried in the king's court, and give the reasons for their trial. 8. Who is the real culprit according to the king? Why does he escape punishment? 9. What are the Guru's words of wisdom? When does the disciple remember them? 10. How does the guru manage to save his disciple's life?
LEARNING OUTCOMES	<p>The students learn and understand that</p> <ul style="list-style-type: none"> • Decisions should be made with a cool and rational mind. • Hasty decisions are often wrong decisions. • The importance of a teacher as a mentor. • One should act using presence of mind to save oneself. • To appreciate the benefits of collaborative work.
SELF EVALUATION	<ul style="list-style-type: none"> • Do the character web of the Guru and the disciple. • Do all the literature questions given at the end of the text after a discussion in the class. • Story Writing: Students will write the following value based story in their language notebook using the story starter given below. <i>The disciple touched the feet of the guru and asked for apology.....</i> <u>Grammar</u> : Reported speech (Interrogative sentences)
FOLLOW UP ACTIVITY	Students will present a short skit on the incident of the punishment given to the disciple by the king.
RESOURCES	Literature textbook- Beehive, Class IX, NCERT

पाठ योजना

विषय—हिन्दी (साहित्य)

कक्षा—9

पाठ— दो बैलों की कथा

लेखक — प्रेमचंद

परिचय

प्रस्तुत कहानी 'दो बैलों की कथा' के माध्यम से लेखक ने किसानों और पशुओं के आपसी भावात्मक रिश्तों का सजीव और जीवंत चित्र प्रस्तुत किया है। स्वतंत्रता हमारा जन्मसिद्ध अधिकार है, यह पशुओं और मनुष्यों दोनों को प्रिय है। इसे पाने के लिए संघर्ष करना पड़ता है। यह कहानी परोक्ष रूप से आज़ादी की भावना से जुड़ी हुई है। इस कहानी के माध्यम से लेखक ने 'पंचतंत्र' और 'हितोपदेश' की कथा परंपरा का उपयोग किया है।

1.	समय	4 कालांश
2.	प्रकरण	दो बैलों की कथा
3.	विधा का नाम	कहानी
4.	लेखक	प्रेमचंद
5.	संदेश / सीख	संघर्ष एवं आज़ादी का संदेश प्रतिपादित करना गाँव का परिवेश, पशुओं एवं मनुष्यों के भावात्मक संबंध एवं मानवीय मूल्य समझाना।
6.	भाषिक कौशल	कथा का आदर्श वाचन। उदाहरणों द्वारा वास्तविक चित्र दर्शन एवं काठिन्य निवारण
7.	विधि एवं गतिविधियाँ	स्पष्ट वाचन द्वारा पाठ पढ़ाना एवं विद्यार्थियों से पढ़वाना विद्यार्थियों ने कथा वाचन किया एवं पाठ से संबंधित वाद-विवाद गतिविधि प्रस्तुत की। गाँव के कुछ चित्र बनाकर कलात्मक प्रस्तुति दी।
8.	उद्देश्य	<ul style="list-style-type: none"> ● पशुओं एवं मनुष्यों के भावनात्मक संबंधों को प्रस्तुत करना। ● आज़ादी का महत्त्व समझाना ● मानवीय मूल्यों का विकास करना ● जागरूकता की भावना प्रतिपादित करना ● संघर्ष एवं क्रिया-प्रतिक्रिया का महत्त्व समझाना
9.	मूल्यांकन	<ul style="list-style-type: none"> ● विद्यार्थियों ने कथा की सरलता एवं जीवंतता का आनंद उठाया। ● संघर्ष एवं आज़ादी का गठबंधन समझा ● सकारात्मक सोच एवं जागरूकता का माहौल उत्पन्न हुआ। ● गाँव एवं शहर के वातावरण का अन्तर समझ में आया।
10.	सहायक सामग्री	श्यामपट्ट, चॉक, डस्टर, पाठ से संबंधित चित्र एवं चार्ट।

पाठ योजना

विषय—हिन्दी (साहित्य)

कक्षा—9

कविता— कैदी और कोकिला

कवि — माखनलाल चतुर्वेदी

परिचय—

कैदी और कोकिला अत्यन्त लोकप्रिय कविता है। भारतीय स्वतन्त्रता सेनानियों के साथ जेल में दुर्व्यवहार एवं यातनाओं का इस कविता में मार्मिक उल्लेख है। कवि ने मन के दुःख एवं असंतोष को प्रकट किया है। ब्रिटिश शासन के प्रति आक्रोश का वर्णन है। कवि कहते हैं यह समय मधुर गीत गाने का नहीं अपितु मुक्ति गान सुनाने का है। कवि को लगता है कोयल पूरे देश को जेल के रूप में देख रही है, वह आधी रात को चीख उठती है।

1.	समय	3 कालांश
2.	प्रकरण	कैदी और कोकिला
3.	विधा का नाम	कविता (पद्य)
4.	रचनाकार	माखनलाल चतुर्वेदी
5.	संदेश / सीख	भारतीय स्वतंत्रता सेनानियों व क्रांतिकारियों को दी गई यातनाओं का वास्तविक चित्र अंकित करना, आज़ादी का संदेश, मन की भावनाओं का मार्मिक चित्र एवं आक्रोश के संदेश का प्रतिपादन।
6.	भाषिक कौशल	आदर्श वाचन, काठिन्य निवारण, शाब्दिक एवं भावार्थ स्पष्टीकरण।
7.	विधि एवं गतिविधियाँ	सस्वर कविता वाचन करना एवं विद्यार्थियों से वाचन कराना लय बद्धता एवं भाव सहित प्रस्तुतिकरण बच्चों ने सस्वर कक्षा में कविता वाचन किया। प्रार्थना सभा में भी कविता वाचन करवाया गया। कविता से संबंधित नारे लिखकर कलात्मक चित्र बच्चों द्वारा कक्षा में लगाए गए।
8.	उद्देश्य	<ul style="list-style-type: none"> ● आज़ादी से पूर्व स्वतंत्रता सेनानियों को दी गई यातनाओं का वास्तविक दृश्य प्रस्तुत करना। ● आज़ादी का स्वर जाग्रत करना।

		<ul style="list-style-type: none"> ● कविता का भावार्थ सूक्ष्म रूप से समझाना। ● देशभक्ति की भावना का विकास। ● समर्पण की भावना एवं मानवीय मूल्यों का विकास ● लेखन क्षमता हेतु प्रेरणा प्रदान करना ● हिन्दी भाषा की मार्मिकता एवं भावों के प्रदर्शन हेतु प्रेरणा प्रदान करना ● कविता में मुख्य उपादान : लय, तुक, यति से परिचित।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● विद्यार्थियों ने सुरुचिपूर्ण ढंग से अर्थ ग्रहण किया। ● आज़ादी से पूर्व का वातावरण एवं अंग्रेजों द्वारा किए गए अत्याचारों की जानकारी ली। ● भारतीय स्वतंत्रता सेनानियों के कर्मों एवं समर्पण को वास्तविक रूप से जाना। ● जागरूकता का भाव अनुभव किया।
10.	सहायक सामग्री	श्यामपट्ट, चॉक एवं डस्टर, आज़ादी के रखवालों से संबंधित चार्ट इत्यादि।

पाठयोजना
विषय—संस्कृत
कक्षा—9

पाठयपुस्तक – शेमुषी (प्रथमः भागः)

1.	प्रकरण	द्वितीयः पाठः 'स्वर्णकाकः' (कथा)
2.	अवधि	1 – 6 कालांश ।
3.	उद्देश्य	<ul style="list-style-type: none"> ● पाठ के माध्यम से लोभ और उसके दुष्टपरिणाम से छात्रों को अवगत करना । ● छात्रों में कल्पना-शक्ति का विकास करना । ● उनकी तर्कशक्ति को उजागर करना । ● मानव-चरित्र की विशेषताओं से परिचित कराते हुए उनके चरित्र-निर्माण में योग देना । ● संस्कृत के अनूठे कथा-साहित्य से परिचित कराना । ● छात्रों को स्वस्थ मनोरंजन की ओर प्रवृत्त करना ।
4.	पद्धति	सरल हिन्दी भाषा में कथा सुनाना, तत्पश्चात् पाठवाचन व अनुवादपद्धति से पाठ का हिन्दी भाषा में सरलानुवाद ।
5.	भाषा कौशल एवं गतिविधि	पाठान्तर्गत सन्धि, समास, प्रत्यय, क्रिया-कर्ता-अन्विति, पर्याय-विलोम-चयन, विशेषण-विशेष्य-चयन पर चर्चा व स्पष्टीकरण ।
6.	मूल्यांकन	छात्रों द्वारा संस्कृत व्याकरण के नियमों को समझते हुए श्रवण-ग्रहण-वाचन-लेखन आदि कौशलों को अर्जित करना ।
7.	सहायक सामग्री	श्यामपट्ट, चॉक, डस्टर आदि ।
8.	गृहकार्य	<ul style="list-style-type: none"> ● सरल संस्कृत के प्रश्नोत्तरों द्वारा कथा की पुनरावृत्ति कीजिए । ● कथा को कलात्मक चित्रण के माध्यम से सामूहिक चार्ट बनाकर प्रस्तुत कीजिए ।

GRADE – IX (FRENCH)

Chapter covered	leç 1: La Famille
Name of the book	Entre Jeunes Class IX
Subject and art integrated	<p>Dialogue writing on a chart "Se présenter et présenterquelqu'un"</p> 
objectives	<ul style="list-style-type: none"> ● “Decrireunepersonne” – Students will have to know how to describe someone ● To understand and use les articles ● Students will learn how to make the identity card ● Students will also learn how to make “Un arbre de famille” ● Conjugate les verbesen- ER ● Text comprehension- improve their text comprehension skill
Time required	4 periods of 40mins each
Classroom arrangement	flexible
Material required	Smartboard, laptop, white board, colored markers, charts
Introduction	<ul style="list-style-type: none"> ● The students will make a chart and write the dialogue themselves. ● After learning the new words “les formules de politesse” by small group of the students, they will use these words in front of class by a small role play.
Methodology	<ul style="list-style-type: none"> ● The students read the dialogue out loud (they are allocated roles)

Discussion on the text	<ul style="list-style-type: none"> • Loud reading of the text to work on the student's understanding pronunciation and the hard words (new vocabulary with correct accents) • The teacher will explain the conjugation des verbes en ER • She would explain the usage "les articles"- How to use them and why • The teacher will encourage the children to understand and ask general questions in French
Learning outcomes	<ul style="list-style-type: none"> • Develop their interest of learning French by making charts and learning at the same time. • To know the difference between les articles définis/ indéfinis et les articles contractés and when and how to use • To recognize and conjugate ER ending verbes
Self-evaluation and follow-up	<ul style="list-style-type: none"> • The teacher at the end of the activity analyses the response, interest and ideas of students. The ideas are shared with the class • Test by the end of the class
Follow up activity	<ul style="list-style-type: none"> • The students will make the chart and write the dialogues/ sentences using all the greeting words.
Resources	<ul style="list-style-type: none"> • Textbook : entre jeunes, class ix • Dictionary(French and English)

GRADE – IX (PHYSICS)

Chapter -6 Tissues

Number of periods – 11 (9 theory 2 practicals)

Learning Objectives - It will enable the students to:

- Understand the meaning and concept of tissues
- know the meaning of tissue and its types
- understand the structure and functions of meristematic and permanent tissues
- classify permanent tissues as simple and complex tissues
- explain the functioning of various animal tissues
- draw the shapes of various tissues
- differentiate between cells and tissue
- differentiate between various epithelial tissues and connective tissues
- explain importance of nervous and muscular tissues

Topic	Classwork	Homework	Pedagogy
Chapter – 6 Tissues Introduction to Tissues and correlate with Cells Cell-tissue-organ-organ system-organism relation	Introduction with videos	Revise and Read Text	Activating prior knowledge by random questioning.
Tissues Types of Tissues Plant tissues and Animal tissues difference	Discussion with Videos https://www.youtube.com/watch?v=xWUuDM1g4Rg	Do questions from Pg 63 and 69	Introducing the topic to be taught after getting the expected response from the student
<ul style="list-style-type: none"> • Types of plant tissues • Meristematic Tissues • Features of Meristematic Tissues • Permanent Tissue introduction 	Discussion		Developing the hypothesis by brainstorming

Types of permanent tissues in Plants Simple permanent tissue and types Complex permanent tissue-	Diagrams with explanation	Revise Do questions from Pg 74	Lecture method
Animal tissues and its types Epithelial Tissues Types of Epithelial tissues	Diagrams with explanation	Art Integration Prepare charts for the various types of Animal tissues on an A4 size sheet with appropriate label and paste in the notebook	Discussion followed by performing activity in which active participation of students will be made possible.
<ul style="list-style-type: none"> • Introduction to connective tissue • Connective tissue and its types 	Discussion with explanation	Revise	Lecture method followed by videos on Smart board
<ul style="list-style-type: none"> • Muscular tissue and Types • Nervous tissue 	Diagram and explanation	Revise Do questions from Pg 78	
<ul style="list-style-type: none"> • Revision of the Chapter with doubt session • Discussion of NCERT back exercise • Discussion of Assertion-Reason sheet 	Discussion and doubt solving	NCERT back exercise	

<p>Expected Learning Outcomes</p>	<p>Students would be able to: -</p> <p>interpret various types of tissues</p> <p>differentiate between meristematic and permanent tissues</p> <p>locate different tissues in the plant body</p> <ul style="list-style-type: none"> • understand the structure and functions of meristematic and permanent tissues • classify permanent tissues as simple and complex tissues • explain the functioning of various animal tissues • draw the shapes of various tissues • differentiate between cells and tissue • differentiate between various epithelial tissues and connective tissues • explain importance of nervous and muscular tissues
<p>Teaching aids</p>	<ul style="list-style-type: none"> • Class Board, Videos, Permanent slides, Compound Microscope
<p>Assessment</p>	<ul style="list-style-type: none"> • Question bank and NCERT questions • Class Test • Diagram based assessment
<p>Practicals</p>	<p>Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibres and nerve cells in animals from prepared slides. Drawing of their labeled diagrams.</p>

GRADE – IX (CHEMISTRY)

CHAPTER 1: Matter in our surrounding

Number of periods: 12

Learning objectives: Students will be able to:

1. Understand physical nature of matter
2. Understand characteristic of particles of matter
3. Apply knowledge in drawing molecules of different states of matter.
4. Analyze different states of matter.
5. Understand and apply knowledge of evaporation in day to day life.

TOPIC	CLASSWORK	HOMEWORK
Physical nature of matter Matter is made up of particles How small are these particles of matter?		
Characteristics of particles of matter Particles of matter have space between them Particles of matter are continuously moving Particles of matter attract each other	Science and technology: Take 100ml of water in a beaker and add some potassium permanganate crystals. Take 10 ml of this solution and add in 90 ml water containing beaker. Repeat this for 4-5 times. (page 1 activity 1.2 NCERT)	Read till page 3 and do intext questions.
States of matter Solid Liquid Gas Plasma B.E.C.		Read till page 6 and do the intext questions as discussed in class in your notebook.
Can matter change its state? Effect of change of temperature		Learn for the class test.
Effect of change of pressure		Do intext questions of page 9

Evaporation		
Factors effecting evaporation Evaporation increases a) by increasing surface area b) by increasing temperature c) by decrease in humidity d) increase in wind speed	Art integration: Will perform a group activity based on NCERT page 13 to prepare a model to demonstrate movement of particles and draw the observations in the Notebook.	Read till page 9. Do intext questions of page 10
Buffer period		Do back exercise questions of page no. 12 and 13.
Class test –evaporation		
Doubt clearance session		
Class test chapter 1		

Learning Outcomes –

The students will learn –

- Particles of matter are very small.
- Particles of matter have space between them.
- Particles of matter are continuously moving.
- Particles of matter attract each other.
- Concept about that matter around us exists in three different states.
- Students learn about that solids have definite shape(Rigidity) definite boundaries and fixed volume.
- They will learn about that liquids that have no fixed shape but have fixed volume.
- Concept about that liquids can flow (fluidity.)
- Concept about gaseous state that gases neither have definite volume nor definite shape.
- They will learn about that due to temperature particles start vibrating that overcome the force of attraction between the particles and change into another state.

GRADE – IX (BIOLOGY)

Chapter- 5 The Fundamental Unit of Life

Number of periods – 8 (THEORY – 6, PRACTICAL - 2)

Learning Objectives - It will enable the students to:

- understand the discovery of cells
- understand the importance of types of cells
- understand the meaning of division of labour in a body
- explain the functioning of cell organelles
- differentiate between osmosis and diffusion
- draw various parts of a cell
- compare between plant cell and animal cell

Topic	Classwork	Homework	Pedagogy
<ul style="list-style-type: none"> • Discovery of cell • Unicellular and multicellular and structures of organisms • Why is cell Structure and functional unit of life • Parts of a microscope 	Introduction to Cell and its functions Explanation	Revise and Do Q1 and 2 from Pg 59	Activating prior knowledge by random questioning.
<ul style="list-style-type: none"> • Division of labor in a cell and multicellular organisms • Cell organelles • Plasma membrane • Diffusion and osmosis 	Explanation With notes and diagram of Plasma Membrane	Revise	Introducing the topic to be taught after getting the expected response from the student
<ul style="list-style-type: none"> • Types of solution • Hypertonic, Isotonic and Hypotonic • Importance of osmosis • Cell wall and Plasmolysis 	Explanation With notes and diagram of Types of solution	Do Q 1 and 2 from Pg 61	Developing the hypothesis by brainstorming
<ul style="list-style-type: none"> • Structures and functions of Nucleus. • Different types of organelles. • Functions and composition of Cytoplasm. 	Discuss terms like DNA, Genes, Chromosomes	Revise	Lecture method

<ul style="list-style-type: none"> • Discuss Protoplasm 	and chromatin Network.		
<ul style="list-style-type: none"> • Discuss the different organelles with functions. • Endoplasmic reticulum (SER and RER) • Golgi bodies 	Diagrams with explanation	Revise	
<ul style="list-style-type: none"> • Semi- Autonomous organelles – Mitochondria and Plastids • Suicidal bags - Lysosome 	Diagram of the organelles with notes	Art Integration Prepare charts for an Animal cell, Plant cell and Bacterial cell with appropriate label	Discussion followed by performing activity in which active participation of students will be made possible.
<ul style="list-style-type: none"> • Recall activity of all the parts of the cell 	Oral Revision and Test	Revise	
<ul style="list-style-type: none"> • Types of cell on the basis of nucleus • Definition and explanation of Prokaryotic and Eukaryotic cell • Draw and differentiate between Plant and Animal Cell 	Draw diagram of Prokaryotic cell with all the parts Diagram of Plant and Animal cell	Do questions from Pg 63 and 65	
<ul style="list-style-type: none"> • Study Cell Division • Types of Cell Division • Mitosis and Meiosis 	Discussion with videos related to the chapter	Revise	
<ul style="list-style-type: none"> • Revision of the Chapter with doubt session • Discussion of NCERT back exercise • Discussion of Assertion-Reason sheet 	Discussion and doubt solving	NCERT back exercise	

Expected Learning Outcomes	Students would be able to: <ul style="list-style-type: none"> • analyse the history behind discovery of cells • interpret the importance of types of cells • differentiate between prokaryotic and eukaryotic cell • explain the structure and functions of plasma membrane • explain the structure and functions of different organelles • differentiate between diffusion and osmosis with daily based examples
Teaching aids	Class Board, Videos, Permanent slides, Compound Microscope
Assessment	Question bank and NCERT questions Class Test Diagram based assessment
Practicals	To prepare stained temporary mounts of: (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.

GRADE – IX (SOCIAL SCIENCE)

MONTH : APRIL

CONTENT/TOPIC				
<p>History Ch-1The French Revolution</p>	<p>History Introduction French society during 18th century. Struggle to survive.</p>	<p>History The Growing middle class. Outbreak of revolution. French became a constitutional monarchy.</p>	<p>History The reign of terror. Dictatorship rules France. Women’s role in revolution. Abolition of Slavery. Revolution in everyday life.</p>	<p>History Abolition of Slavery. Revolution in everyday life.</p>
<p>Economics Ch-1The Story of Village Palampur</p>	<p>Economics Introduction to the concept of Farming using the story of Palampur-an imaginary village. Concept of factors of production.</p>	<p>French abolishes monarchy and becomes republic.</p> <p>Economics Farming in Palampur. Land is fixed. Way to grow more from the same land.</p>	<p>Revolution in everyday life.</p> <p>Economics Traditional and new methods of farming. Concept of Green Revolution.</p>	<p>Economics Distribution of land between the farmers of Palampur with the help of a case study.</p>
<p>Geography Ch-1India- Size and Location</p>	<p>Geography Location and size with reference to the concept of latitude and Longitude Political division of India</p>	<p>Geography Political division of India.</p>	<p>Geography Traditional and new methods of farming. Concept of Green Revolution.</p> <p>Geography Location and size on the basis of application of Latitude and Longitude.and time.</p>	<p>Geography Longitude and time (Contd.)</p>
<p>Art Integration</p>	<p>History: Theatre and role play Geography : Cartography Economics : Visit to nearby rural area</p>			

Learning Objectives	<ul style="list-style-type: none"> • Identify and appreciate the role of French Revolution in promotion of democracy and rights. • Develop an understanding of the causes of the French revolution. • Understand about rural development and major issues associated with it. • Analyse the importance of latitude and longitude in the location of India. • Understand the Local and Standard time.
Expected Learning Outcome	<ul style="list-style-type: none"> • Understanding the long lasting impact of the French revolution. • Appreciate the importance of Green revolution in raising farm production. • Critically analyse Geographical, Social and Political issues. • Initiate the learners into a study of his/her own region, state and country in the global context. • Evaluate the role of longitude in determining the time lag from west to east.
Assessment / Activity	<ul style="list-style-type: none"> • Assignment. • Oral questions • Map skills. • Pictures and source based questions.
Teaching Aids	<ul style="list-style-type: none"> • Maps. • Textbooks case studies. • Articles from magazines and newspapers. • Flash cards. • Power Point Presentation. • E-modules.

GRADE – X (ENGLISH)

Subject	:	English Literature (First Flight)
Grade	:	X
Topic	:	Ch 2 Nelson Mandela: Long walk to Freedom
Periods	:	6 (40 min)

Objective	<ul style="list-style-type: none"> ○ To help the children know about a great freedom fighter of South Africa ○ how the mental grit and determination can change the course of life of a determined youth ○ if there is a will, there is a way ○ there is nothing that can defeat you if you so desire ○ about the sacrifices of the great freedom fighters of South Africa
Skills developed	<ul style="list-style-type: none"> ➤ Thinking and reflecting ➤ Critical Analysis ➤ Logical reasoning ➤ Thinking in sequential order ➤ Communication ➤ Comprehending ➤ Vocabulary enhancement ➤ Writing
Class arrangement	Flexible
Material required	White board , Marker, Smart board, Text book, Props as per requirement
Subject and Art Integrated	Role Play - students will choose different eminent leaders, scholars, philosophers, freedom fighters and enact their personality and style.
Pre-preparation activity	<p>A Brainstorming session on</p> <ul style="list-style-type: none"> • What is independence according to them? • Conditions which will affect their independence. • Discuss freedom fighters like Gandhiji, Sardar Bhagat Singh, Bal Gangadhar Tilak, Subhash Chandra Bose.
Ice- Breaker activity	<p>Show a video on Nelson Mandela. Links:- https://video.search.yahoo.com/search/video?fr=mcafee&p=nelson+mandela#id=7&vid=0f5d034125f9b76665d11bc33844409d&action=view</p> <p>The class is divided in 5 groups – a Group discussion to be held ‘Independence is a myth’.</p> <p>Discrimination faced as a teenager.</p>

<p>Introduction</p>	<p>The teacher will discuss:-</p> <ul style="list-style-type: none"> • What is the setting of the chapter? • Name the Characters (Protagonist and Antagonist, supporting). • What is the achievement? • What is apartheid? • Differences between autobiography, biography and bio sketch will be briefed. • What is the mood? • Which genre it comes under? • What is the Key Idea? • Encourage children to share names of some revolutionaries and their contribution <p>Let us read the chapter to know more about Nelson Mandela</p>
<p>Methodology</p>	<ul style="list-style-type: none"> ➤ Reading ➤ Discussion ➤ Writing ➤ Interactive session ➤ Brainstorming
<p>Discussion on the text</p>	<p>Reading followed by questions to elicit response to find the comprehension level.</p> <ul style="list-style-type: none"> • Who accompanied Nelson Mandela? • What was the pledge Nelson Mandela took at the amphitheatre? • What does Mandela thank international leaders for? • What ideals does he set for the future of South Africa? • What all performances are organised on the autumn day as a part of celebration? • What was the attitude of military generals? How did it change towards him? • Why does Mandela call himself a sum of all the patriots? • What does Mandela refer to when he says “It requires the depths of Oppression to create such height of character”. • What is the meaning of courage according to him? • What are the twin obligations Mandela has talked about? • What transformed Mandela? • What is the greatest wealth of the country according to Nelson Mandela?

	<ul style="list-style-type: none"> • What were the transitory freedoms that Mandela yearned for? • According to Mandela how are the Oppressor and the oppressed prisoners.
Learning Outcomes	<ul style="list-style-type: none"> ❖ Respect your freedom ❖ Perseverance is the key to success ❖ Compassion and empathy is the essence of life. ❖ Freedom is our birthright
Self Evaluation and Follow up	<p><u>Make children think and discuss</u></p> <ul style="list-style-type: none"> ➤ Do the character web <p>Nelson Mandela</p> <ul style="list-style-type: none"> ➤ Along with the text book questions a few value based questions are given to be done in the note book. ➤ Underline keywords ➤ Oral comprehension check – pg. 18 ;Discuss question 1 to 5 ➤ Oral comprehension check – pg. 21 ;Discuss question 1 to 5 ➤ Oral comprehension check – pg. 24 Discuss question 1 to 3 ➤ Thinking about the text- pg 24 Discuss the questions 1 to 5 <p>Do all the questions given after the chapter in the Literature notebook</p>
Follow up activity	<ul style="list-style-type: none"> ▪ Speech (2 minutes) – ‘True liberty is freedom from, poverty, deprivation and all forms of discrimination’. ▪ Write a letter to the Editor – with Rights come Responsibility.
Resources	Text book – First Flight, Class X, NCERT

AMANDA

CHAPTER COVERED	Amanda by Robin Klein
SUBJECT AND ART INTEGRATED	English + Art+ Theatre
Skills	<ul style="list-style-type: none"> • Thinking • Reflecting • Analysing poetic style. • Revising figures of speech.
Objectives	<ul style="list-style-type: none"> • Make poetry reading / listening an enjoyable experience • Inculcate an appreciation for poetry and the poem in this unit • Connect learning with the learner's context and experiences • Learn the use of new words and phrases • Learn the use of imperatives • Give confidence to create a new poem
MATERIAL REQUIRED	Computer and internet Resources, line paper, pen, pencil, markers, Literature textbook, construction paper, magazines, internet resources
TIME REQUIRED	2 periods (40 min. each)

ICE BREAKER ACTIVITY	<ul style="list-style-type: none"> Teacher gives a questionnaire to the students asking them to tick those things that their parents tell them not to do
INTRODUCTION	<ul style="list-style-type: none"> Teacher initiates a discussion about how they feel when the parents tell them not to do certain things Also, students discuss why do they think their parents stop them from doing those things
DISCUSSION ON THE TEXT	<p>The teacher will ask them questions like:</p> <ol style="list-style-type: none"> What is the mood of the poem? What is the tone of the speaker? How many speakers are there in the poem? What does Amanda wish for? Do you think that Amanda is moody? Why do you think Amaanda is finding it hard to follow instructions given to her? Why do you think the speaker is constantly giving instructions to Amanda?
METHODOLOGY	<p>The teacher will direct students through activities and read out the poem more than once, silently or with partners. The teacher then discusses the meaning of keywords. Then the overall meaning of the poem is drawn out extending it to real life situations. The teacher discusses the theme of the poem. The teacher will guide students into the reading of the poem, and into the evaluation of theme.</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> students learn the use of imperative sentences students learn to create poetry of their own students try to develop a better understanding of their parents
SELF EVALUATION	<ul style="list-style-type: none"> Pick up words and phrases in the poem that indicate that Amanda is happy in her own world. (For example drifting blissfully, freedom is sweet Create some imperative sentences of your own.
FOLLOW UP ACTIVITY	<ul style="list-style-type: none"> Replace the name Amanda in this poem, by your own name. Create your own imaginary world and what you would like to be in place of stanzas 2,4,6. You have created a new poem. Record the poem in your own voice Do you also feel like Amanda? Do you think you are nagged and you become moody? Write your feelings in your diary.
RESOURCES	The First Flight Grade X NCERT text book

पाठ योजना

विषय—हिन्दी

कक्षा—10

पाठ—1 (सूरदास)

परिचय (कवि एवं कविता)

प्रस्तुत पद 'सूरदास' की प्रसिद्ध काव्य रचना 'भ्रमरगीत' से लिए गए हैं। इस पदों में सूरदास जी ने अपने अराध्य देव कृष्ण के प्रति अपने भक्तिभाव को प्रकट किया है। कृष्ण भक्तिकाल के कृष्ण भक्ति शाखा के मुख्य कवि रहे हैं। वात्सल्य व श्रृंगार रस, ब्रज भाषा की मधुरता इनकी प्रमुख विशेषताएँ हैं। हमारी पाठ्यपुस्तक में चार पद हैं। प्रथम पद में गोपियाँ अपने व्यंग्य बाणों का प्रयोग करते हुए उद्धव जो कि कृष्ण के संदेश वाहक बनकर आए हैं, उन्हें विभिन्न उदाहरणों द्वारा प्रेम का पाठ पढ़ाती हैं।

दूसरे पद में कृष्ण पर व्यंग्य करती हैं कि उनकी मन की इच्छा मन में ही रह गई। उन्हें कृष्ण का इन्तज़ार था किंतु उद्धव द्वारा लाए ज्ञान व निर्गुण ब्रह्म के उपदेश ने उनकी विरह अग्नि को और भी अधिक प्रज्वलित कर दिया। तीसरे पद में कृष्ण को ही अपने जीवन का आधार बताती हैं तथा चौथे पद में कृष्ण को राजनीतिज्ञ बताती हैं।

अंततः सूरदास जी ज्ञान व निर्गुण ब्रह्म पर प्रेम व सगुण भक्ति की विजय पताका फहराते हैं तथा स्पष्ट करते हैं कि प्रेम की शक्ति की सर्वोपरि है जिस पर दुनिया टिकी है।

1.	समयावधि	5 कालांश
2.	प्रकरण	सूरदास
3.	विधा का नाम	कविता (पद्य)
4.	रचनाकार	सूरदास
5.	सीख / संदेश	प्रेम व भक्ति की श्रेष्ठता साबित करना, मानव प्रेम की गौरव गाथा के माध्यम से सामान्य मनुष्यों को हीनता के बोध से मुक्त करना,
6.	गतिविधियाँ	कविता वाचन, भक्तिकाल के कवियों का चार्ट बनाना। सूर व तुलसी का तुलनात्मक अध्ययन
7.	शिक्षण पद्धति	आदर्श वाचन, काठिन्य निवारण, अर्थ स्पष्टीकरण, रस अलंकार, भाषा कौशल, छंद आदि से संबंधित तथ्यों का स्पष्टीकरण।
8.	उद्देश्य	<ul style="list-style-type: none"> छात्रों में प्रेम व भक्ति के भाव जागृत करना। काव्यपद व भावपक्ष संबंधी ज्ञान से परिचित कराना।

		<ul style="list-style-type: none"> ● उच्चारण क्षमता व स्मरण शक्ति का विकास करना। ● लय, ताल व संगीतात्मक रूप से भावों की अभिव्यक्ति की क्षमता विकसित करना। ● तुलनात्मक व तार्किक विवेचन की क्षमता का विकास करना ● कविता वाचन व श्रवण के प्रति रुचि जागृत करना।
9.	मूल्यांकन	<ul style="list-style-type: none"> ● चार्ट द्वारा कृष्ण की मनमोहक छवि का प्रदर्शन ● छात्रों ने रुचिपूर्वक पाठ पढ़कर अर्थ ग्रहण किया। ● पठन-पाठन के दौरान रुचि व एकाग्रभाव दिखाकर वांछित उद्देश्य प्राप्त किया। ● कृष्ण के प्रति भक्तिभावना का विकास।
10.	सहायक सामग्री	श्यामपट्ट, चॉक, 'डस्टर', सॉफ्टबोर्ड / भक्तिकाल के कवियों से संबंधित चार्ट

पाठयोजना
विषय—संस्कृत
कक्षा—दशमी

पाठयपुस्तक – शेमुषी (द्वितीय : भागः)

1.	प्रकरण	प्रथमः पाठः – 'शुचिपर्यावरणम्' (पद्य)
2.	अवधि	1 – 5 कालांश ।
3.	उद्देश्य	<ul style="list-style-type: none"> ● शुद्ध और पवित्र पर्यावरण के प्रति छात्रों को जागरूक करना । ● संस्कृत कविता के प्रति छात्रों में अनुराग उत्पन्न करना । ● लय, गति व भावानुसार श्लोक—वाचन करने की योग्यता उत्पन्न करना । ● शुद्ध उच्चारण की क्षमता का समुचित विकास करना । ● भाषा कौशल का विकास करना ।
4.	पद्धति	सस्वर पाठवाचन, श्लोकान्वय सहित अनुवाद पद्धति से श्लोकों का हिन्दी में सरलानुवाद ।
5.	भाषा कौशल एवं गतिविधि	श्लोकान्तर्गत सन्धि, समास, प्रत्यय, विशेषण—विशेष्य—चयन, कर्ता—क्रिया—अन्विति, पर्याय और विपर्ययपदों पर चर्चा व उनका स्पष्टीकरण ।
6.	मूल्यांकन	छात्रों द्वारा संस्कृत के नियमों को समझते हुए श्रवण—ग्रहण—वाचन—लेखन आदि कौशलों को अर्जित करना ।
7.	सहायक सामग्री	श्यामपट्ट, चॉक, डस्टर आदि ।
8.	गृहकार्य	<ul style="list-style-type: none"> ● श्लोकों का अन्वय लिखिए । ● शुद्ध पर्यायवरण पर आधारित सचित्र कलात्मक चार्ट तैयार कीजिए ।



GRADE – X (FRENCH)

Grade X : Leçon 1 : Retrouvons nos amis

Chapter covered	Leçon 1 : Retrouvons nos amis
Name of the book	Entre Jeunes class X
Subject and art integrated	Theater, art
objectives	<ul style="list-style-type: none"> ● Recapitulation of presenting oneself / someone ● To describe a place ● To ask for an opinion and express one's preferences ● Recapitulation of tenses, articles, adjectifs démonstratifs, ● To write letters describing one's vacation ● To know french proverbs and expressions. ● To learn about the Tour de France and other french festivals.
Time required	4 periods of 40 mins each
Classroom arrangement	flexible
Material required	Smartboard, laptop, white board, coloured markers
Pre preparation activity	The teacher introduces herself / himself [<i>je m'appelle xyz, je suis né(e) le dd mois, j'adore faire de la natation etc.]</i>
Ice breaker activity	The teacher gives them sheets of paper on which they have to write down the names of their classmates, their hobbies and their parents' occupation.
introduction	A student presents another student of the class, the second student presents a third, and so on, until all the students have been presented.
methodology	The text is read aloud in the class by the students.
Discussion on the text	<p>The teacher verifies the comprehension of the vocabulary by asking them to tell / infer the meanings of difficult words eg : <i>milieu, perchés etc.</i></p> <p>The understanding of the text is also verified by asking questions [<i>qui sont ces personnes? Qui écrit à qui? D'où?</i>]</p> <p>The teacher recapitulates all the grammar topics [tenses, adjectifs démonstratifs, articles etc]</p> <p>The acquisition is also verified through exercises.</p> <p>The teacher guides them to understand the popular french expressions and proverbs</p> <p>The students are divided in groups to write a letter to a friend telling them about their vacations. They are encouraged to use a variety of tenses.</p>

GRADE – X (MATHS)

Subject	Mathematics	Class work	Home work
Chapter covered	Introduction to trigonometry		
Art integrated	Grid activity Students will have to write the values of the trigonometric ratios of some specific angles. Chart on trigonometric ratios and trigonometric identities.		
Objective	<ul style="list-style-type: none"> • Acquires the knowledge of terms like angle, , trigonometry, sine , cosine and tangent of angles related to trigonometry. • To develop understanding of the processes and principles underlying the formation of trigonometric ratio of given angles. • To develop understanding of the processes and principles underlying the formation of complementary angles and trigonometric identities. • To apply the knowledge of trigonometric ratios for solving different types of problems. 		
Material required	Flash cards, charts and grid		
Methodology	<p>Begin the lesson by recalling the Pythagoras theorem</p> <p>Introduce the concepts of the angle of elevation and angle of depression using some practical examples.</p> <p>For example a girl is looking at a plane from her garden and a boy looking down from the balcony of his apartment at a festival procession at one end of the street. Explain how a right angled triangle can be imagined to be formed and used to calculate heights and distances with the help of trigonometry in these situations.</p> <p>Thereafter, explain the concept of trigonometry and talk briefly about its history. Ancient Egyptians used the idea from trigonometric functions and similar triangles while building pyramids. In ancient Greece, trigonometric were used to observe the position of the stars to predict the time of the day</p>	<p>Ex 8.1 Q1, 3, 4 ,5, 7, 9, 11</p> <p>Ex 8.2 Q1-(i), (iii) Q3</p> <p>Ex 8.3 Q1, 3, 4, 6, 7</p> <p>Extra questions given</p>	<p>Ex 8.1 Q2, 6,8,10</p> <p>Ex 8.2 Q1- (ii), (iii) Q2, 4</p> <p>Ex 8.3 Q2,5, 6</p> <p>Ex 8.4 Q2, 4 Q5- (ii),(iv),(vi),(viii),(</p>

	<p>or the period of the year.</p> <p>Tell the students about some practical applications of trigonometry. It is used in physics, engineering , astronomy and chemistry. Trigonometry helps in various fields such as optics and static . In mathematics , it is used in linear algebra and statistics.</p> <ul style="list-style-type: none"> • Trigonometric ratios • Trigonometric ratios of specific angles • Trigonometric ratios of complementary angle • Trigonometric identities. 	Ex 8.4 Q1, 3 Q5-(i), (iii),(v), (vii),(ix)	x)
Learning outcome	<ul style="list-style-type: none"> • To know about Trigonometric Ratios of a right angled triangle $\sin \theta$, $\cos \theta$, $\tan \theta$ $\operatorname{Cosec} \theta$, $\sec \theta$, $\cot \theta$ • To identify the relationship between different trigonometric ratios. • To understand the common trigonometric identities: a) $\sin^2 \theta + \cos^2 \theta = 1$ b) $1 + \tan^2 \theta = \sec^2 \theta$ c) $1 + \cot^2 \theta = \operatorname{cosec}^2 \theta$ • To understand about Trigonometric ratios of complementary angles: a. $\sin (90 - \theta) = \cos \theta$ b. $\cos (90 - \theta) = \sin \theta$ c. $\tan (90 - \theta) = \cot \theta$ d. $\operatorname{cosec} (90 - \theta) = \sec \theta$ e. $\sec (90 - \theta) = \operatorname{cosec} \theta$ f. $\cot(90 - \theta) = \tan \theta$. • To know about Trigonometric Ratios of some specific angles and to use for solving sums. • To prove and verify trigonometric identities <p>CONCEPT</p>		
Self evaluation and follow up	<ul style="list-style-type: none"> • MCQ, Quiz 		
Resources	<p>https://www.nextgurukul.in/wiki/concept/cbse/class-10/maths/introduction-to-trigonometry/trigonometric-identities/3957224</p>		

GRADE – X (PHYSICS)

Chapter :Ch -10 (Light)

Number of periods : 20

Learning objectives .

1. Children will be able to understand the use of mirrors and lenses in practical sense.
2. Children will be able to enhance their diagrammatic skills
3. They will be able to compare the different types of mirror on the basis of touch as well as on the basis of without touch.
4. Children will be able to understand the image formations by mirrors and lenses.

SubTopic	Class activity	Assignment
Spherical mirrors	Explanation of the terms related to the concave mirror and convex mirror with the help of drawing the ray diagrams and discussing the activity no. 10.2. Children will be divided into 2 groups. Take these children to the ground and demonstrate the activity to all and ask children to perform and see the principal focus.	Write the definitions of all the terms related to the both the type of mirrors in their own language . Read the relevant pages from book
Ray diagrams of concave and convex mirror and their uses	To enhance the diagrammatic skill of children distribute plane pages to each child in class ask them to draw each ray diagram with you in the page. After drawing each case on the board the teacher must tell the child the practical application of that in day to day life.	Children will draw the ray diagrams which they have learned in class again in notebook after going home
Numericals on concave and convex mirrors	First the teacher will explain the sign convention of concave and convex mirror and then start doing the	Children will do the numericals from sheet given . Topic Refraction and refractive index

	examples given in NCERT intext followed by back exercise numericals . One practice sheet of numericals to be given to children to paste in notebook	
Refraction and refraction through a glass slab	This topic the teacher will explain in the class and made them write questions in the notebook direct as well as concept based questions.Discussion of the activity of glass slab	The activity which children performed in lab must write in lab file and will paste the activity paper also, showing the lateral displacement and angle $i = e$
Laws of refraction and concept based numericals	Discussion on statements of laws of refraction and physical significance followed by conceptual concept based questions related to the topic in class. Then the teacher will solve the questions given on page 176 on board Children will note down the solutions of the numericals.numerical sheet to be given to the children to practice at home.	Children will practice the numericals from sheet given in class i the notebook.
Refraction by lenses. Ray diagrams of convex and concave lens	Teacher will explain the type of lenses and related terms on board and make them write definitions in class.And then teacher must give a convex and concave lens to children to touch and see practically .Explanation of differences between the two on touch and without touch . Followed by drawing the ray diagrams of convex lens and concave lens on board	Children will draw the ray diagrams in notebook after going home and will write for each of them the use of it.

Numericals on convex and concave lens	Teacher will first make them understand the sign conventions of both the lenses and make a table of it on board to copy in the notebook. Numericals given as examples and intext to be solved by the teacher in class and back exercise numericals to given as home assignment .	Children will do the back exercise questions in notebook. Topic . Power of lens
Power of lens and its SI unit	Explanation of power of lens and SI unit and concept of total power . Application of combination of lenses in various instruments to be discussed in class.	Questions given on page no.184 and 185 to be done in notebook Learning outcomes.

Learning outcome:

1. Children will be able identify the different types of mirrors and lenses
2. Students will be able to draw the raydiagrams of both the mirrors as well as lenses.
3. Students will be able to draw of a glass slab and will be able to explain the principle of reversibility of light .
4. Students will be able to understand physical significance of refractive index ..
5. Students will be able to explain the use of each case of concave mirror practically and convex mirror in daily life.
6. Students will be able to analyze the significance of power of lens in telescopes and microscopes.

Resources: NCERT book, physics laboratory, internet and smart board.

GRADE – X (CHEMISTRY)

Chapter 1 Chemical Reactions and Equations

Number of periods: 13

Text book: Science textbook NCERT

Learning objective:

Students shall be able to

Write chemical equations.

Balance chemical equations.

Identify the different types of chemical reactions.

Explain each type of chemical reaction.

State the effects of oxidation reaction in everyday life.

	Subtopic	Class activities	Assignment
	Introduction to chemical reactions and equations. General chemical reactions.	Students will identify following pictures that illustrate chemical change 1. The reaction of vinegar and baking soda showing bubbles. 2. Rusted nails 3. Digestive system Draw these chemical changes in the notebook	Read the chapter.
	Activities to determine whether a chemical reaction has taken place. Chemical changes and reactions. Definition and characteristics of chemical reactions.	Students will perform the following activities in the lab. Activity 1.1 Burning of magnesium in the air. Activity 1.2 Reaction of lead nitrate and potassium iodide Activity 1.3 Reaction of zinc and hydrochloric acid. They will record the observations.	Write the observations in the practical file
	Definition of chemical equation .Balanced	Write notes on the topic.	Read the topics covered

	<p>and unbalanced chemical equations (skeletal).</p> <p>How to make chemical equation more informative?</p>		
	<p>Balancing of chemical equations (hit and trial method).</p> <p>Steps of balancing and why should we balance an equation?</p> <p>Practice of balancing equations.</p>	<p>Equations to be done in the notebook.</p> <p>Practice of balancing equations.</p>	<p>Do intext questions 1 to 3 of page 6.</p> <p>Practice more equations of balancing.</p>
	<p>Types of chemical reactions, general idea of displacement, double displacement, combination, decomposition, oxidation reduction, precipitation, exothermic and endothermic reactions</p> <p>Definition of combination reaction examples with equation.</p>	<p>Write notes on the topic.</p> <p>Activity 1.4</p> <p>Students will perform and observe the action of water on quicklime. They will record the observations.</p>	<p>Write the observations in the practical file. Draw diagram also.</p>
	<p>Definition, example and equations of decomposition reactions.</p>	<p>Activity 1.5</p> <p>Students will perform and observe the</p>	

<p>Types of decomposition reactions</p> <p>1. Thermal decomposition reaction</p> <p>2. Photo decomposition reaction.</p> <p>3. Electrolytic decomposition.</p> <p>Activity 1.8 Demonstrate electrolysis of water.</p>	<p>action of heat on iron sulphate crystals.</p> <p>Activity 1.6 Students will heat lead nitrate in a test tube.</p> <p>Activity 1.8 students will keep silver chloride in the sunlight and observe white silver chloride turns grey. They will record the Observations.</p> <p>Explain the activity with the help of a diagram.</p>	<p>Write observations in the practical file.</p> <p>Do intext questions of page 10 in the notebook.</p>
<p>Definition, example and equations of displacement reaction.</p> <p>Activity series of metal</p> <p>Definition, example and equations of</p>	<p>Write notes on the topic.</p> <p>Draw activity series of metal.</p> <p>Activity 1.9 students will perform and observe the reaction of iron nails in copper sulphate solution. They will record the observations.</p> <p>Activity 1.10 Students will perform and observe the</p>	<p>Write observations in the practical file</p>

	double displacement reaction.	reaction of sodium sulphate and barium chloride. They will record the observations.	
	<p>Definition of oxidation and reduction reactions ,example and equations</p> <p>Effects of oxidation reaction in everyday life.</p> <p>Corrosion and rancidity.</p>	<p>Practice of oxidation and reduction reactions</p> <p>Activity 1.11 oxidation of copper to copper oxide. Students will perform and observe that when copper powder is heated it becomes black.</p>	<p>Activity find the items in your house which are protected from corrosion and write down in your note book . Do intext questions page 13 in the notebook. Do Chapter end questions in the notebook.</p>
	Group discussion on the role of oxidising and reducing agents in chemistry.	A group of 10 students will be given a topic to discuss. Students may choose their group leader.He has to ensure that all the students participate in the group discussion.	Research on corrosion.
	Seminar on corrosion of various metals and effective ways to prevent corrosion	Topic was divided among 10 students for research and present it in the class.	Revise for class test
	Class test		
	Worksheets to be discussed in the workbook	Some questions to be done in class.	Complete the worksheets.
	Recapitulation of chapter 1	Interaction	

GRADE – X (BIOLOGY)

Chapter: Ch 6 Life Processes

Number Of Periods: 17

Learning Objective:

1. Students will be able to analyze different life processes.
2. Students will be able to illustrate different life processes.
3. Students will be able to state the significance of each life process.
4. Students will be able to prepare the temporary mount of leaf peel.

SubTopic	Class activity	Assignment
Ch 6 Life Processes	Reading and explanation.	Revise
Ch 6 Nutrition a) Types of nutrition b) Autotrophic Nutrition: <ul style="list-style-type: none"> ● Photosynthesis ● Definition ● Equation of the reaction ● Steps of photosynthesis 	Line diagram showing different types of nutrition and their examples was drawn by each child in the class.	Do Q 1 to 4 from pg no. 95 and draw figures 6.1 and 6.2
Ch 6 Photosynthesis <ul style="list-style-type: none"> ● Chlorophyll is essential for photosynthesis ● Carbon dioxide is essential for photosynthesis. Sunlight is essential for photosynthesis.	Activity 6.1 and 6.2 were demonstrated in the class on the smart board.	Revise
Ch 6 Stomata <ul style="list-style-type: none"> ● Structure ● Function Photosynthesis in desert plants	Lab Activity: Students prepared a temporary mount of leaf peel from lower epidermis of lily leaf and observed it under the microscope.	Q Draw a well labeled diagram of stomata and label its parts.

<p>Ch 6 Heterotrophic nutrition</p> <ul style="list-style-type: none"> • Types • Examples <p style="padding-left: 40px;">Nutrition in amoeba and paramecium</p>	<p>Animation of nutrition in amoeba was shown on smart board.</p>	<p>Q Draw different steps of holozoic nutrition.</p>
<p>Ch 6 Nutrition in human beings Human alimentary canal: Organs and enzyme action:</p> <ul style="list-style-type: none"> • Mouth • Esophagus • Stomach • Small intestine • Large intestine • Rectum • Anus 	<p>Explanation.</p>	<p>Q Write main digestive glands in human body.</p>
<p>Ch 6</p> <ul style="list-style-type: none"> • Peristalsis • Emulsification • Dental caries 	<p>Video showing working of digestive system was shown.</p>	<p>Revise</p>
<p>Ch 6</p> <ul style="list-style-type: none"> • Respiration • Respiration and breathing • Aerobic respiration • Anaerobic respiration/Fermentation • Respiration in lack of oxygen 	<p>Schematic representation of different types of respiration drawn on board and explained.</p>	<p>Revise</p>
<p>Ch 6</p> <ul style="list-style-type: none"> • Respiration in aquatic animals • Human respiratory system • Inhalation and exhalation 	<p>Image of respiratory system shown on smart board.</p>	<p>Do questions from Pg 101(1 to 5) and Pg 105 (1 to 4) and draw fig 6.5, 6.6 6.8.</p>
<p>Ch 6 Transportation in human beings</p> <ul style="list-style-type: none"> • Components of transport system • Blood • Blood vessels 	<p>Explanation</p>	<p>Revise</p>

<p>Ch 6</p> <p>Transportation in human beings</p> <ul style="list-style-type: none"> • Structure of human heart • Double circulation and its significance 	<p>Video showing working of human heart.</p> <p>Learning outcome:</p>	<p>Q What is the significance of double circulation?</p>
<p>Ch. 6</p> <p>Transportation in Plants</p> <ul style="list-style-type: none"> • Components of transport system • Transportation of water 	<p>Explanation</p> <p>Video of ascent of sap was shown.</p> <p>Activity 6.8 was done in class.</p>	<p>Revise</p>
<p>Ch. 6</p> <p>Transportation in plants</p> <ul style="list-style-type: none"> • Transport of food and other substances 	<p>Explanation</p> <p>Video of translocation shown.</p>	<p>Revise</p>
<p>Ch 6</p> <p>Excretion</p> <ul style="list-style-type: none"> • Definition • Excretion in human beings <ul style="list-style-type: none"> ➤ Structure of human excretory system ➤ Structure of nephron <p>Function of nephron</p>	<p>Diagram of human excretory system and nephron was drawn on board.</p>	<p>Q What is the significance of excretion?</p>
<p>Ch. 6</p> <p>Excretion</p> <ul style="list-style-type: none"> • Artificial kidney/Hemodialysis • Excretion in Plants 	<p>Explanation</p> <p>Video of hemodialysis was shown.</p> <p>Students will be able to understand the process of hemodialysis.</p>	<p>Do questions from Pg 11 0,112 and end exercises. Draw figures 6.10,6.11, 6.13 and 6.14.</p>
<p>Ch 6</p> <p>Integration of Science with Art</p>	<p>Students were divided into groups of 6. Each group prepared a mind map of different life processes.</p>	

Learning outcome:

7. Children will be able to identify the raw materials for photosynthesis and their source. They will also be able to analyze the significance of each.
8. Students will be able to illustrate diagram of stomata and label its different parts.
They will also be able to write functions of stomata.
9. Students will be able to draw a diagram showing the process of nutrition in amoeba.
10. Students will be able to write the role of different digestive enzymes.
11. Students will be able to understand the significance of transpiration in plants.
12. Students will be able to explain the process of ascent of sap and translocation.
13. Students will be able to analyze the significance of excretion in living organisms.
14. Students will be able to name different waste products produced in our body.
15. Students will be able to analyze the significance of excretion in living organisms.
16. Students will be able to name different waste products produced in our body.
17. Children will be able to identify different organisms present around them showing different types of nutrition.
18. Students will be able to draw a line diagram of digestive system.
19. Students will be able to identify types of respiration in organisms found around them.
20. Students will be able to analyze the significance of separation of oxygenated and deoxygenated blood in warm blooded animals.
21. Students will be able to draw the line diagram of human respiratory system in their notebooks.
22. Students will be able to identify different blood vessels in human beings.

Resources: NCERT book, biology laboratory, internet and smart board.

GRADE – X (HISTORY)

Name of the Book: NCERT Textbook, India and the Contemporary World - II

Chapter: Ch. 1 - "The Rise of Nationalism in Europe"

LEARNING OBJECTIVE: Students will be able to

1. Identify and comprehend the forms in which nationalism developed
2. Understand the formation of nation states in Europe in the post 1830 period.
3. Establish the relationship and differences between European nationalism and anti-colonial nationalisms
4. Understand how the idea of nationalism emerged and led to the formation of nation states

Topic	Teaching Methodology	Class Activities	Assignment
<ul style="list-style-type: none"> ➤ The French Revolution and the Idea of the Nation ➤ Concept of the Nation State ➤ Napoleonic Code 	<ul style="list-style-type: none"> - Quiz testing the previous knowledge - Explanation 	Overview of the lesson	Q. What steps did the French Revolutionaries take to create a sense of collective identity among the French people?
<ul style="list-style-type: none"> ➤ The making of Nationalism in Europe ➤ Meaning of Liberalism and New Conservatism after 1815 ➤ Treaty of Vienna ➤ The Revolutionaries 	Narration and Explanation	<ul style="list-style-type: none"> - Reading of the chapter - Oral Questioning 	Q. Explain the concept of Liberalism. What did they emphasize in the economic, political and social sphere? Q. Who hosted the 'Vienna' Congress in 1815? Analyzed the changes brought by the Vienna treaty.
<ul style="list-style-type: none"> ➤ The Age of Revolutions ➤ The July Revolution ➤ The Greek war of Independence ➤ Romanticism ➤ Hunger, hardship and popular revolt ➤ 1848 – The revolution of the liberals 	Brainstorming and Oral explanation through mind maps	<ul style="list-style-type: none"> - Discussion and Notes - Crossword Puzzles 	Q. Write a short note on: A) Guiseppe Mazzini b) The Greek War on Independence c) The Frankfurt Parliament d) The role of women in nationalist struggles

<ul style="list-style-type: none"> ➤ The making of Germany and Italy ➤ Germany: Can the army be the architect of a nation? ➤ Italy: Unified ➤ The strange case of Britain 	Explanation through flow charts	Narration and Notes using Flow charts	Q. Briefly trace the process of German unification Q Why did nationalist tensions emerge in the Balkans?
<ul style="list-style-type: none"> ➤ Visualizing the nation 	Lecture Method	Narration and Notes using Mind Maps Integration with Art: - Find out more about the nationalist symbols in countries outside Europe. For a couple of countries collect examples of pictures, posters or music that are symbols of nationalism.	Q. Who were Marianne and Germania? What was the importance of the way in which they were portrayed?
<ul style="list-style-type: none"> ➤ Nationalism and Imperialism 	Explanation	Interaction and Class Test	Q. "Nationalism, aligned with imperialism, led Europe to disaster in 1914". Elucidate.

Learning Outcome: Students will be able to:

1. Understand the various forms of nationalism and the development thereof
2. Comprehend the formation of nation states in Europe in the post 1830 period.
3. Elucidate the relationship and differences between European nationalism and anti-colonial nationalisms
4. Understand how the idea of nationalism emerged and led to the formation of nation states

Resources/ Teaching Aid: NCERT Book, Internet and Smart Board.



GRADE – X (CIVICS)

Name of the Book: NCERT Textbook, Democratic Politics - II

Chapter: Ch. 1 - "Power Sharing"

LEARNING OBJECTIVE: Students will be able to

1. Familiarize with the centrality of power sharing in a democracy
2. Understand the working of spatial and social power sharing mechanisms

Topic	Teaching Methodology	Class Activities	Assignment
<ul style="list-style-type: none"> ➤ Case study of Belgium and Sri Lanka ➤ Ethnic composition 	Class discussion and Explanation	Overview of the lesson Integration with Art: <u>Map Exercise</u> – Identify and shade in the map, the three regions representing the three ethnic communities for: <ul style="list-style-type: none"> ➤ Belgium (including neighboring countries) ➤ Sri Lanka 	Read the Lesson. Q) Describe the ethnic composition of Sri Lanka. Q) Describe the ethnic composition of Belgium.
<ul style="list-style-type: none"> ➤ Forms of Government in Belgium and Sri Lanka <ul style="list-style-type: none"> - Majoritarianism in Sri Lanka - Accommodation in Belgium 	Explanation using Mind Maps	Reading of the chapter and self-learning.	Q) Enlist three steps taken by the Sri Lankan government to achieve Majoritarianism. Q) Describe the main elements of the Belgian model of Power Sharing.
<ul style="list-style-type: none"> ➤ Why is Power Sharing desirable? <ul style="list-style-type: none"> - Prudential and moral reasons 	- Oral explanation - Brainstorming	Discussion and Notes	Q) State the prudential and moral reasons for power sharing.
<ul style="list-style-type: none"> ➤ Forms of Power Sharing 	- Quiz testing the previous knowledge - Explanation	<ul style="list-style-type: none"> ➤ Interaction and Notes ➤ <u>Cross-Word Puzzle:</u> Testing the knowledge gained by the student 	Q) What are the different forms of power sharing in modern democracies?

Learning Outcome: Students will be able to:

- 1) Understand the concept of centrality of Power sharing in a democracy
- 2) Understand the mechanisms of power sharing mechanisms, namely spatial and social

Resources/ Teaching Aid: NCERT Book, Internet and Smart Board.

GRADE – X (GEOGRAPHY)

Name of the Book: NCERT Textbook, Contemporary India II

Chapter:Ch. 1 - "Resources and Development"

Learning Objective:-Students will be able to understand the value of resources and the need for their judicious utilization and conservation

Topic	Teaching Methodology	Class Activities	Assignment
<ul style="list-style-type: none"> • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures 	Flipped classroom [students prepare for the lesson before class]	<ul style="list-style-type: none"> • Explanation about the need of judicious use of resources. • Reading the chapter and self-learning. <p>Integration with Art: Role play on a resource, exhibiting its importance and need for conservation.</p>	<p>Q1. How are resources Classified?</p> <p>Q2. What is meant by NSA? Why the pattern of varies greatly from one state to another?</p> <p>Q3. How does land get degraded due to human activities?</p>
<ul style="list-style-type: none"> • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation 	Class discussion, wherein students come up with the answer	<ul style="list-style-type: none"> • Discussion and Notes • Overview of the lesson through Group Analysis. <p>Integration with Art: Map work – To identify the various soil types of India.</p>	<p>What are the different causes of soil erosion pertaining to the following regions and Suggest remedial measures for the same.</p> <p>a. Mountain</p> <p>b. Steep slopes and Plateaus</p> <p>c. Coastal areas</p>

Learning Outcome: Understand the usability of the resource.

Classify the resource into different groups.

Suggest measures to check its wastage & preserve for future.

Identify areas where the resource is depleted.

Resources/ Teaching Aid: NCERT Book, Internet and Smart Board.

GRADE – X (ECONOMICS)

Name of the Book: NCERT Textbook, :- Understanding Economic Development

Chapter: Ch. 1 - "Development"

Learning Objective:-Students will be able to understand the value of economic development

Topic	Teaching Methodology	Class Activities	Assignment
1) Development: What Development Promises – 2) Different people different goals Income and other goals 3) National Development 4) How to compare different countries or states? Income and other criteria 5) Public Facilities 6) Sustainability of development	1) Reading of the chapter 2) Discussion of developmental goals 3) Explanation of the economic terms and notes to be written in the notebook.	Q1 Why different people have different development goals? Give examples Q2 “Material goods are not all that you need to live”. Comment Integration with Art: *E-module * Chart on Human development index was prepared. * Chart on the statistics of IMR, literacy rate, life expectancy in different states was made..	Q4 , Q5,Q6 ,Q7,Q8,Q9,Q10 of book pg -16 Worksheets for ch-1 to be completed

Learning Outcomes: Students will understand that there are different perspectives on development .

* Economic development can be measured and income is the most common method for measuring development. However, the income method, though useful, has several weaknesses.

Resources/ Teaching Aid: NCERT Book, Internet and Smart Board.

GRADE – XI (ENGLISH)

DATES/ MONTH	TOPIC	METHOD	ACTIVITIES/ASS IGNMENTS	LEARNING OUTCOME	RESOURCES/T EACHING AIDS
16-18 April	The Portrait of A lady	Pre Reading Warm up activity The session would begin with the discussion about- relationship with the grandparents The background of the author would be discussed The chapter would be read and explained emphasizing on the three phases of relationships. Difficult words and expressions would be highlighted and explained	Discussions- Relationship with grandparents Their experience of staying in a village and its lifestyle How The Portrait Of A Lady is a reminder about a growing distance between the young and the older generation. Textual and extra questions would be discussed	At the end of the lesson the students were able to- understand the relationship between the author and his grandmother - highlight the changes in the relationship and the lifestyle of the grandmother and author after moving into the city - understand the grandmother's relationship with nature till and after death. -A glance into Indian society/a comparative study with a fast life, western education dominated society. - appreciate the development of the character and the story. -enhance vocabulary	-Research on Kushwant Singh PPT

आदर्श पाठ-योजना

विषय-हिन्दी (साहित्य)

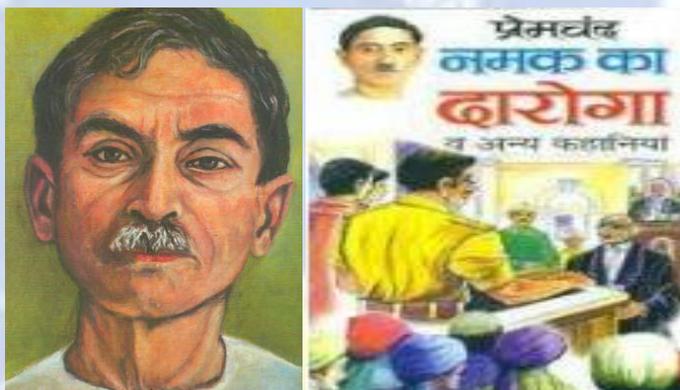
कक्षा-11

पाठ- नमक का दारोगा

कहानीकार - मुंशी प्रेमचंद

समयावधि - 4 कालांश

विधा - गद्य (कहानी)



पूर्व परिचय-

यह कहानी उस समय को ध्यान में रखकर लिखी गयी जब अंग्रेज सरकार ने नमक जैसी अति आवश्यक चीज़ पर प्रतिबन्ध लगा दिया था उसी समय गांधीजी ने दांडी यात्रा करके नमक कानून तोड़ा था।



कवि परिचय

उपन्यास सम्राट प्रेमचंद पहले रचनाकार हैं जिन्होंने कहानी और उपन्यास की विधा को कल्पना और रूमनियत के धुँधलके से निकालकर यथार्थ की ठोस जमीन पर प्रतिष्ठित किया। इन की कहानियाँ विषय के कटु यथार्थ का चित्रण करते हुए भी समस्याओं और अंतर्विरोधों को अंततः एक आदर्शवादी और मनोवांछित समाधान तक पहुँचा देती है। 'नमक का दारोगा' भी इसी प्रकार की नीति प्रतिष्ठित कहानी है।

पाठ का सार

'नमक का दारोगा' प्रेमचंद की बहुचर्चित कहानी है जो आदर्शोन्मुख यथार्थवाद का एक जीवंत दस्तावेज है। यह कहानी 'धन' के ऊपर 'धर्म' की जीत है। ईमानदार कर्मयोगी मुंशी वंशीधर को खरीदने में असफल रहने के बाद पंडित अलोपीदीन अपने धन की महिमा का उपयोग कर उन्हें नौकरी से बर्खास्त करवा देते हैं, लेकिन अंतः सत्य के आगे वे नतमस्तक हो जाते हैं तथा वंशीधर को अपनी स्थायी सम्पत्ति का सर्वोच्च मैनेजर पद प्रदान करते हैं।

उद्देश्य—

- सत्य व ईमानदारी का पाठ पढ़ाना।
- सत्य की जीत का विश्वास दिलाना।
- देश भक्ति की भावना—जगाना।
- कर्तव्यनिष्ठ व्यक्तित्व के रूप में छात्रों को उभारना।
- विद्यार्थियों को कहानी विधा से परिचित कराना।
- हिन्दी साहित्य के श्रेष्ठ कथाकार व उपन्यास सम्राट मुंशी प्रेमचन्द के योगदान से छात्रों को परिचित करवाना।

पाठ प्रवर्धन एवं संवर्धन—

आदर्श वाचनोपरान्त अनुकरण वाचन, कठिन्य निवारण, व्याख्यान व स्पष्टीकरण विधि द्वारा पाठ का पूर्ण अर्थ गृहण करवाना।

विधि एवं गतिविधियाँ –

स्पष्टीकरण, प्रश्नोत्तरी विधि, व्याख्यान विधि।

प्रेमचन्द की विभिन्न कहानियों का संग्रह कर एक परियोजना तैयार करना।

पाठ में आए पाँच मुहावरों को छाँटकर वाक्य में प्रयोग कर चार्ट तैयार करवाना।

कठिन शब्द—

प्रदत्त—दिया हुआ, निषेध—मनाही, छल प्रपंच—धोखाधड़ी, कौड़ियों पर ईमान बेचना—धन के लिए बेईमानी करना।

भाषा—अध्ययन

ऊर्दू के शब्दों का प्रयोग—ओहदे, मज़ार, निगाह आदि।

तत्सम शब्द – प्रदत्त, प्राबल्य, सर्वसम्मानित।

तद्भव शब्द – चाँद।

लोकोक्ति एवं मुहावरे – पूर्णमासी का चाँद, घाट के देवता को भेंट चढ़ाना।

हिन्दी—ऊर्दू की साझा भाषा – नौकरी में ओहदे की तरफ।

मूल्यांकन

छात्रों ने रुचिपूर्वक कहानी पढ़कर अर्थ गृहण कर सभी उद्देश्यों को प्राप्त करने में सफलता प्राप्त की। पुस्तकालय में जाकर मुंशी प्रेमचन्द की कहानियाँ पढ़ी।

बोध प्रश्न

- वंशीधर का व्यवहार कैसा था?
- कचहरी को अगाध वन क्यों कहा गया?
- 'दुनिया सोती थी, पर दुनिया की जीभ जगती थी।' पंक्ति से क्या तात्पर्य है?

गृह कार्य-

- पीर का मज़ार किसे कहा गया है?
- वंशीधर के पिता ने वंशीधर को कैसी नौकरी खोजने की सलाह दी।

सहायक सामग्री-

श्यामपट्ट, चॉक, 'डस्टर', शब्द भण्डार व मुहावरे के चार्ट।

आधुनिक उपकरणों की सहायता

- प्रोजेक्टर के माध्यम से सम्बंधित पाठ पढ़ाया जा सकता है।
- विविध चित्रों के माध्यम से पात्रों का चरित्र वर्णन दिखाया जा सकता है।

GRADE – XI (PHYSICS)

References used: # NCERT physics text book # Concepts of physics by H.C Verma # New millennium physics (dinesh publication) # New simplified physics (S.L Arora)
Pedagogy: # activating prior knowledge by random questioning. # Introducing the topic to be taught after getting the expected response from the students. # Developing hypothesis by lecture, discussion and in-text questions.
Skills taken in consideration: # Scientific aptitude # Thinking skills # Reasoning skills # Attentiveness # Listening skills
Assesment: # Checking the notes on the topics # Random questioning # Class test # Term examinations # Practical activities
Learning Objectives: At the end of the chapters, students will be able to; # Write and derive the expressions for the physical quantities contained in the chapter. # Compare and inter-relate the quantities. # Draw graph between the quantities and analyze the graphs. #solve the numerical problems based on the topics in the chapter. # understand the basic concept and laws of physics and their constraints.

DATE	CHAPTER	TOPICS	CLASSWORK	HOMEWORK	REMARK
3 rd Week (22 April - 27 April) 7 periods	2 nd Chapter (Units and Measurement)	Need for measurement, Units of measurement, system of units , SI Units , fundamental and derived units	Notes, basic concepts,	Revise the classwork	Completed on time
		Length , mass and time measurement, accuracy and precision of measuring instruments, errors in measurements , significant figures	discussion of NCERT questions	Do the ncert questions discussed	Completed on time
		Dimensions of physical quantity, dimensional analysis and its application	discussion of NCERT questions	Do the ncert questions discussed	Completed on time

GRADE – XI (CHEMISTRY)

DATE	CHAPTER	TOPICS	ACTIVITIES	CLASS WORK	HOME WORK
10.04.19 to 12.04.19	UNIT -1 Some basic concepts of chemistry	<ul style="list-style-type: none"> Laws of chemical combinations 		Some simple numerical done .	
15.04.19 to 20.04.19	UNIT-1 Some basic concepts of chemistry	<ul style="list-style-type: none"> Atomic and molecular masses Mole concept and molar masses 	Basic laboratory techniques – washing & filling of burette, pipette etc	C.W – 1.4, 1.6, 1.8, 1.10	H.W – 1.2, 1.3, 1.5, 1.7
22.04.19 to 27.04.19	UNIT-1 Some basic concepts of chemistry	<ul style="list-style-type: none"> Percentage composition Stoichiometry and stoichiometric calculations 	Single acid-base titration of NaOH vs M/20 Oxalic acid . Demonstration & principle behind it .	C.W – 1.1 1, 1.23, 1.26, 1.30, 1.35, 1.36	H.W – 1.12,1.24, 1.25, 1.28, 1.29, 1.33, 1.34

GRADE – XI (BIOLOGY)

DATE	CONTENTS	TOPICS	CLASS WORK	HOME WORK	PEDAGOGICAL PROCESS	LEARNING OUTCOMES
	UNIT I: DIVERSITY OF LIVING ORGANISMS	CHAPTER 01: THE LIVING WORLD				
Week 1: 3/04/19 – 6/04/19	CHAPTERS: 1. The Living World 2. Biological Classification 3. Plant Kingdom 4. Animal Kingdom	<ul style="list-style-type: none"> - Introduction to Biology - Characteristics of Living Beings - Diversity in the Living World - Systematics - Nomenclature 	<ul style="list-style-type: none"> - Explanation of Living and their characteristics - Explanation of the concept of Metabolism, Cellular Structure, Growth, Reproduction, Consciousness, Organization, Homeostasis, Adaptations - Explanation of Systematics - Classical Taxonomy - Modern Taxonomy - Binomial Nomenclature - Rules of Binomial Nomenclature 	<ul style="list-style-type: none"> - Revise the chapter from NCERT. - NCERT Page 15 and extracted questions from the text. - Discussion of questions from previous year papers. 	<ul style="list-style-type: none"> - Lecture based delivery - Discussion of observations, ideas. - Collect information from books, e-books and internet. - Random questioning 	<ul style="list-style-type: none"> - The students will be able to: 1. Define the various taxonomic groups and name them in correct order. 2. Write the scientific names of common plants and animals. 3. Name and state the importance of taxonomical aids.
		<ul style="list-style-type: none"> - Taxonomic Categories /Hierarchy - Taxonomical Aids 	<ul style="list-style-type: none"> - Species, Genus, Family, Order, Class, Phylum or Division, Kingdom - Taxon, Herbarium - Botanical Gardens - Museum, Zoological Parks - Key for Identification, Manuals 	<ul style="list-style-type: none"> - Revise pages 8 to 14. 	<ul style="list-style-type: none"> - Discussion and explanation 	
		Practical – Study of compound microscope				

GRADE – XI (ACCOUNTANCY)

DAY & DATE	TOPICS	METHOD	ACTIVITY	PERIOD	REMARKS	Learning Objectives
September 23, 2019 To September 28, 2019	Chapter – 13 Depreciation Discussion of Concepts , features, causes, factors, depletion, amortization Methods of Depreciation : Straight line method and written down value method.	Lecture Method	Explanation of Depreciation with suitable examples. Understanding of different terms and methods.	08		<ul style="list-style-type: none"> explain the meaning of depreciation and distinguish it from amortisation and depletion compute depreciation using straight line and written down value methods
September 30, 2019 To October 05, 2019	Chapter – 13 Depreciation Accounting treatment of the depreciation : (a) Charging to asset account	Lecture method	Explanation of accounting treatment through straight line method and written down value method by practical questions and examples.	08	Questions in practice	<ul style="list-style-type: none"> state the need for charging depreciation and identify its causes
October 09, 2019 To October 12, 2019	Chapter – 13 Depreciation Accounting treatment of the depreciation : a)Creating provision for depreciation	Lecture method	Explanation of creating provision for depreciation account through straight line method with practical questions and examples.	08		record transactions relating to depreciation and disposition of assets
October 14, 2019 To October 19, 2019	Chapter – 13 Depreciation Accounting treatment of the depreciation : a)Creating provision for depreciation	Lecture method	Explanation of creating provision for depreciation account through Written down value method with practical questions and examples.	08		
October 21, 2019 To October 24, 2019	Chapter – 13 Depreciation Accounting treatment of the depreciation : Treatment of Disposal of Asset	Lecture method	Explanation of Asset Disposal Account through straight line method and written down value method with practical questions and examples.	04	Class test	

GRADE – XI (BUSINESS STUDIES)

Chapter 5 Emerging Modes of Business

Date	Content Topics Covered	Assignment/H.W.	Learning Outcomes
<p>19th -21st Sept</p> <p>23rd Sept - 28th Sept</p>	<p>Introduction- Meaning of e-business(Business activities using computer network)</p> <p>Scope-</p> <ul style="list-style-type: none"> ➤ B2B Commerce ➤ B2C Commerce ➤ Intra B Commerce ➤ C2C Commerce <p>Benefits of e-business</p> <ul style="list-style-type: none"> ➤ Ease of formation ➤ Convenience of 24 hours a day ➤ High Speed ➤ Global Access ➤ Movement towards paperless society <p>Limitations of E- Business</p> <ul style="list-style-type: none"> ➤ Low personal touch ➤ Incongruence between order taking and giving ➤ Need for technological competency ➤ Increased risk due to anonymity ➤ People resistance ➤ Ethical fallouts <p>Resources required</p> <ul style="list-style-type: none"> ➤ Well-designed website ➤ Adequate computer hardware ➤ Technically qualified and responsive workforce ➤ Effective telecommunication system <p>Online Transactions- Stages-</p>	<p>Notes on the given topic</p> <p>HOTS questions discussed</p> <p>Relate the live example for each scope of e-buisness</p> <p>Complete the work -book of the topic covered</p> <p>students will share their experience of online purchase</p> <p>Presentation on impact of e-business on economy.</p>	<p>After studying this chapter, student should be able to:</p> <ul style="list-style-type: none"> • state the meaning of e-business; • explain the process of online buying and selling as a part of e-business; • distinguish e-business from traditional business; • state benefits of switching over to electronic mode; • explain requirements for a firm's initiation into e-business; • identify major security concerns of electronic mode of doing business; • discuss the need for business process outsourcing; and • appreciate the scope of business process outsourcing.

	<ul style="list-style-type: none"> ➤ Registration ➤ Placing order ➤ Delivery of products <p>Payment Mechanism-</p> <ul style="list-style-type: none"> ➤ Cash on Delivery ➤ Cheque ➤ Net banking ➤ Debit/Credit cards ➤ Digital cash 	<p>Worksheet on OTQs' of the related topic</p>	
<p>30th Sept - 5th Oct</p>	<p>Risks-</p> <ul style="list-style-type: none"> ➤ Threat to intellectual Property and Privacy ➤ Data Storage and Transmission Risk ➤ Transaction Risks <p>Measures for security of e-Transactions</p> <ul style="list-style-type: none"> ➤ Verification from cookies ➤ Confirming the order before the delivery of goods ➤ Anti virus programmes ➤ Cryptography <p>Activity: Worksheet will solved in the class</p>	<p>HOTS questions discussed</p> <p>Complete the HOTS in the notebook</p> <p>Revise the class topic</p> <p>Debate on Pros and Cons of e-business and online shopping</p>	

GRADE – XI (MATHEMATICS)

TOPIC _ TRIGONOMETRY (PERIODS 7)

Date	Content	Method	Activities	Learning Outcomes	Periods	Test/H.W
15 th April	Sign of TF's in four quadrants	Brain Storming questionnaire	Geometrical relation of unit circle and T F's.	<ul style="list-style-type: none"> • Sign of TF's in 4 quadrants • $\sin(-x) = -\sin x$ • $\cos(-x) = \cos x$ 	1	Revision
16 th April	Period of TF's	Brain Storming questionnaire	Geometrical relation of unit circle and T F's.	<ul style="list-style-type: none"> • $\sin(2n\pi+x) = \sin x$ • $\cos(2n\pi+x) = \cos x$ • And TF's for other multiples of π 	1	Revision
17 th April	MahaveerJay anti					
18 th April	TF's for $\cos(x+y)$	Brain Storming questionnaire	Geometrical relation of unit circle and T F's.	<ul style="list-style-type: none"> • Proof of $\cos(x+y) = \cos x \cos y - \sin x \sin y$ 	1	Revision
19 th April	Expanding TF's for angle $(x \pm y)$ for other \tan , \cot and \sin .	Brain Storming questionnaire	Use of algebra as $(x-y) = (x+(-y))$ in identities	<ul style="list-style-type: none"> • Proof of TF's for $(x \pm y)$ using $\cos(x+y)$ identity 	1	Revision
20 th April	Expanding TF's for angle $(x \pm y)$ for other \tan , \cot and \sin .	Brain Storming questionnaire	Use of algebra as $(x-y) = (x+(-y))$ in identities	<ul style="list-style-type: none"> • Proof of TF's for $(x \pm y)$ using $\cos(x+y)$ identity 	1	Revision

Date	Content	Method	Activities	Learning Outcomes	Periods	Test/H.W.
22 nd April	TF's for angle $2x$	Algebraic Method of taking $2x = x + x$ as $(x+y)$	Use of identities	<ul style="list-style-type: none"> • Proof of TF's for angle $2x$ 	1	Revision
23 rd April	TF's for angle $3x$	Algebraic Method of taking $3x = x + 2x$ as $(x+y)$	Use of identities	<ul style="list-style-type: none"> • Proof of TF's for angle $3x$ 	1	Revision
24 th April	Transformation Formulae of TF's	Algebraic Method	Use of identities	<ul style="list-style-type: none"> • Proof of TF's for Transformation Formulae • $\sin x + \sin y = 2 \sin(x+y)/2 \cos(x-y)/2$ and more . • $2 \sin A \cos B = \sin(A+B) + \sin(A-B)$. 	1	Revision
25 th April	Introduction of Sine and Cosine Rule	Explanation	Use of complementary and supplementary angle	<ul style="list-style-type: none"> • Sine and cosine rule and their application 	1	Revision
26 th April	Trigonometric equations	Geometrical representation of rotations	Use of Geometry for overlapping angles	<ul style="list-style-type: none"> • Principal and General solutions of Trigonometric equations. 	1	Revision
27 th April	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> • Application of Formulae 	1	Ex 3.2

Date	Content	Method	Activities	Learning Outcomes	Periods	Test/H.W.
29 th April	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Ex 3.2
30 th April	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Ex 3.2
1 st May	Activity to find the sign of sine and cosine functions in different quadrants	Discussion and Application	Use of Co-ordinate geometry and Trigonometric concepts	<ul style="list-style-type: none"> Use of unit circle to find the sign of sine and cosine functions in different quadrants 	1	Ex 3.2
2 nd May	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Ex 3.3
3 rd May	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Supplementary Exercise
4 th May	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Supplementary Exercise

Topic _ TRIGONOMETRY (Periods 7)(Continued)

Date	Content	Method	Activities	Learning Outcomes	Periods	Test/H.W.
6 th May	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Miscellaneous Exercise
7 th May	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Miscellaneous Exercise
8 th May	Application of Formulae	Discussion and Application	Use of Algebra and Trigonometric concepts	<ul style="list-style-type: none"> Application of Formulae 	1	Miscellaneous Exercise
9 th May	Test of Trigonometry	Oral test of formulae	Class discussion	<ul style="list-style-type: none"> Preparation for exam 	1	Work book
10 th May	Test of Trigonometry	Written test	Class discussion	<ul style="list-style-type: none"> Revision 	1	Work book
11 th May	Test of Trigonometry	Written test	Class discussion	<ul style="list-style-type: none"> Revision 	1	Work book

GRADE – XI (HISTORY)

Date	Topics Discussed	Teaching methodology	Assignment	Learning Objective	Resources
10th April – 20 th April	<p>SECTION - 1</p> <p>EARLY SOCIETIES</p> <p>Chapter – 1</p> <p>From The Beginning of Time</p> <ul style="list-style-type: none"> • Focus: Africa , Europe till 15000 BCE • Views on the origin of human beings • Early Societies • Historian's views on present day gathering – hunting societies 	<p>Conduct a classwidediscussion, sharing different Views of historians to reconstruct the evolution theory.</p> <p>Discussion on the concept of bipedalism by watching the video “Walking Tall” and comparing it to the present day humans.</p> <p>PowerpointPresentation : The timeline of human evolution</p>	<ul style="list-style-type: none"> • Home Assignment <p>All NCERT questions (Discussed in the class)</p> <p>Workbooks</p> <p>Maps(Identification, location & label)</p> <p>Home Assignment</p> <p>Activity :</p> <p>Report Writing</p> <p>Collect the information about the discovery of the fossils at different parts of the world</p> <p>Class Work :MindmapActivites</p> <p>Class Activity :</p> <p>Debate on the contemporary topic Were “Hobbits” Human ?</p>	<ul style="list-style-type: none"> • Familiarize the students with ways of reconstructing human evolution • The students will be able to comprehend about our past which have shaped our present. • The learners will comprehend the importance of sources (Archaeological, literary and others) <p>The students will also be able to critically analyze the story of Human Evolution</p>	<p>Further Reading :</p> <p>“ Lone Survivors : How We Came to be the Only Humans on Earth” - Chris Stringer</p> <p>Video: Evolving Ideas : Did Humans evolve</p> <p>Animal Planet Documentary</p> <p>“The Cannibal in the Jungle”</p>

GRADE – XI (POLITICAL SCIENCE)

DATE	TOPIC	TEACHING METHOD	ASSIGNMENT	LEARNING OBJECTIVES
APRIL 15 TH TO APRIL 20 TH	<p>Ch-1 Constitution why and how and philosophy of the Constitution</p> <p>Sub topic</p> <p>(Recap of previously covered topics)</p> <p>1. Constitution: Why and How,</p> <p>2. The making of the Constitution</p> <p>3. The Constituent Assembly</p> <p>(Topics of this week)</p> <p>4. Procedural achievements and Philosophy of the Constitution</p> <p>5. Constitution as a Living Document Are Constitutions static?</p> <p>6. The procedure to amend the Constitution.</p> <p>7. Why have there been so many amendments?</p> <p>8. Basic Structure and Evolution of the Constitution.</p>	<p>Discussion and explanation.</p> <p>Flow charts</p> <p>Question probing.</p> <p>Mind maps.</p> <p>Notes.</p> <p>Worksheets and</p> <p>Picture illustration</p>	<p><u>Home assignment:</u></p> <p>Read and revise notes according to the topics covered</p> <p>Revise cartoons with their description.</p> <p>NCERT back exercise question answers</p> <p><u>Class activity:</u></p> <p>Activity:</p> <p>Thought experimentation:</p> <p>Election of class representative and assigning him/her powers according to the principle of majority.</p> <p>Group discussion:</p> <p>Topic – Indian Constitution is a living document</p>	<p>Enable students to understand the historical processes and the circumstances in which the Constitution was drafted.</p> <p>Provide opportunity for students to become familiar with the diverse visions that guided the makers of the Indian Constitution.</p> <p>Enable students to identify certain key features of the Constitution and compare these to other constitutions in the world.</p> <p>Analyse the ways in which the provisions of the Constitution have worked in real political life.</p>

GRADE – XI (GEOGRAPHY)

Name of the Book: NCERT Textbook Microeconomics

Chapter: Ch. 5 - "Theory of demand"

DATE	CONTENTS	TOPICS DISCUSSED	CLASSWORK	HOMEWORK	REMARKS	LEARNING OUTCOMES
JULY	Chapter 5: Theory of Demand.	<ul style="list-style-type: none"> • Concept of demand. • Demand schedule. • Demand curve. • Demand function or determinants of demand. • Market demand function • Law of Demand • Exceptions of law of demand • Shifts in demand curve: <ul style="list-style-type: none"> • Extension • Contraction • Forward • Backward • Cross price effects : (Substitute and complementary goods) • Relationship between Income and Demand. • Normal goods • Inferior goods • Impact of tastes and preferences on demand for a commodity: <ul style="list-style-type: none"> • Favorable. • Unfavorable. 	<p>Case study discussed.</p> <p>Topics discussed notes discussed</p> <p>Application based questions discussed</p> <p>Notes dictated.</p> <p>Topics discussed and notes dictated</p> <p>Applications based questions done</p>	<p>Workbook and worksheet to be done</p> <p>Workbook and worksheet to be done</p>	<p>Sample E – modules covered.</p> <p>Class test conducted for Ch – 3</p>	<ul style="list-style-type: none"> • Explain the concept of demand. • Discuss the concept of demand schedule and curve and solve questions related to it. • Understand the market demand function. • State the different types of components of the law of demand. • Able to discuss the various shifts in demand curve • Will be able to understand the concept of cross price effects such as substitutes and complementary goods. • Discuss relation between income and demand in an economic ecosystem. • Categorize goods into normal and inferior goods. • State the impact of tastes and preferences on demand. • Discuss the impact of tastes and preferences.

GRADE – XI (ECONOMICS)

Name of the Book: NCERT Textbook Microeconomics

Chapter: Ch. 5 - "Theory of demand"

DATE	CONTENTS	TOPICS DISCUSSED	CLASSWORK	HOMEWORK	REMARK	LEARNING OUTCOMES
JULY	Chapter 5: Theory of Demand	<ul style="list-style-type: none"> • Concept of demand. • Demand schedule. • Demand curve. • Demand function or determinants of demand. • Market demand function • Law of Demand • Exceptions of law of demand • Shifts in demand curve: <ul style="list-style-type: none"> • Extension • Contraction • Forward • Backward • Cross price effects : (Substitute and complementary goods) • Relationship between Income and Demand. • Normal goods • Inferior goods • Impact of tastes and preferences on demand for a commodity: <ul style="list-style-type: none"> • Favorable. • Unfavorable. 	<p>Case study discussed.</p> <p>Topics discussed notes discussed</p> <p>Application based questions discussed</p> <p>Notes dictated.</p> <p>Topics discussed and notes dictated</p> <p>Applications based questions done</p>	<p>Workbook and worksheet to be done</p> <p>Workbook and worksheet to be done</p>	<p>Sample</p> <p>E – modules covered.</p> <p>Class test conducted for Ch – 3</p>	<ul style="list-style-type: none"> • Explain the concept of demand. • Discuss the concept of demand schedule and curve and solve questions related to it. • Understand the market demand function. • State the different types of components of the law of demand. • Able to discuss the various shifts in demand curve • Will be able to understand the concept of cross price effects such as substitutes and complementary goods. • Discuss relation between income and demand in an economic ecosystem. • Categorize goods into normal and inferior goods. • State the impact of tastes and preferences on demand. • Discuss the impact of tastes and preferences.

GRADE – XI (HOME SCIENCE)

(Human Ecology and Family Sciences)

Date	Unit /Chapter	Topic	Teaching Method	Assignment	Learning outcomes
April 13 to April 15, 20.	Unit 2 Ch 2- Food Nutrition, health and fitness	Balanced diet. Nutrients- Macro and Micro nutrients. RDA. Health and Fitness.	Explanation of the content. Flow charts. Examples given. Discussion. Learning by doing. Investigation.	Notes dictation. Questions to be done as home assignment. Practical Assignment: -Record own diet for a day and evaluate it for qualitative adequacy. -Make a record. Make a list of fast foods commonly eaten and evaluate them for their Nutritional value..	The students will be able to: tell about various nutrients needed by our body for its proper functioning To make a list of foods consumed on every day basis and analyze them on the basis of their nutritive quality. To select appropriate and healthy food choices To understand the concept of balanced diet. Food pyramid. Recommended dietary allowances.
April 16 to April 20, 2019.	Ch 2- Food Nutrition, health and fitness.	Food Groups. Vegetarian food guide. Food Guide Pyramid.	Explanation of the content. Flow charts. Examples given. Discussion.	Activity: Make a food pyramid. Plan a balanced diet for yourself with the help of food groups.	To understand different food groups and their use in planning a balanced diet. To understand and discuss diet for an adolescent.
April 22 to 27th April, 2019	Ch 2- Food Nutrition, health and fitness	Diet for Adolescent Factors Affecting eating disorders- Anorexia Bulimia	Explanation of the content. Flow charts. Examples given. Discussion.	Notes given, Questions to be done as home assignment.	And factors affecting eating behavior.

GRADE – XI (PHYSICAL EDUCATION)

DATE	CHAPTER	TOPIC	TEACHING TECHNIQUE	PRACTICAL/CLASS TEST	HOME WORK/CLASS WORK	REMARK
10/4/19	1	CHAPTER 1 CHANGING TRENDS & CAREER IN PHYSICAL EDUCATION # Meaning and definition of physical education # aims and objective of physical education	-Oral explanation -Allowing student to read textbook -Showing picture and videos of relative content through smart board.	-	Home work	* Spot evaluation (11/04/19 to 16/04/19)
18/04/19 to 27/04/19	1	# aims and objective of physical education # career option in phy. Ed. # competition in various sports at national and international level # khelo India program	Oral explanation -Allowing student to read textbook		Home work	Done

GRADE – XI (ENTREPRENEURSHIP)

DATE	CONTENTS	TOPICS	CLASSWORK	HOMEWORK	REMARKS	LEARNING OUTCOME
10 th April 2019	<ul style="list-style-type: none"> • Importance and Relevance of Entrepreneurship as a subject discussed. • Scope of Entrepreneurship discussed. • Syllabus and Marking Scheme discussed. • Wherever necessary relevant live cases will be discussed with children • Projects to be done : <ol style="list-style-type: none"> 1. Case study on an Entrepreneur in their Locality to be done as project. 2. Handicraft of Jaipur- Case study 3. To emphasize also on Market Survey project to be done in grade XII after Chapter 5. 					
Time Duration	11 th April 2019 - 22 nd April 2019					
11/4/2019 – 13/4/2019	Unit 1: Entrepreneurship – What, Why and How <ul style="list-style-type: none"> • Entrepreneurship – Concept, Functions, Need and Importance • Why entrepreneurship for you • Myths about entrepreneurship • Pros and Cons of Entrepreneurship • Process of Entrepreneurship • Start-up and its stages • Entrepreneurship – The Indian Scenario 	<ul style="list-style-type: none"> • Introduction to the topic • Case studies • Real world examples • Entrepreneurship – Concept & function • Characteristic of entrepreneurship • Functions of an entrepreneurship • Entrepreneurial • Managerial 	Group discussion on real life based Case studies Topic discussed and notes dictated Case study – The earth at this innovators feet – discussed Topics discussed notes dictated	To find out the characteristics of an entrepreneur that the students relate to. Read on any 2 Start-up in Jaipur HOTS question related to the topic discussed to be done in notebook Q5(2,3,4,5)	Workbook given Discussion forum was also created to find the working model of OYO rooms, AIRBNB, FLIPKART, AMAZON,	The students/learner would be able to understand: <ul style="list-style-type: none"> • Understand the concept of entrepreneurship • Access how entrepreneurship can help shape one's career • Explain the functions of an Entrepreneur • Appreciate the need for Entrepreneurship in our economy • State the myths, advantages and disadvantages of Entrepreneurship • Describe the process of entrepreneurship understand the meaning and define a start-up

11/4/2019-19/4/2019		<ul style="list-style-type: none"> • Promotional • Commercial 	LijjatPapad case study discussed	Q6(1,2) from NCERT book to be done in notebook.	SWIGGY & ZOMATO	<input type="checkbox"/> Describe the current scenario of entrepreneurial activity in India
19/4/2019-22/4/2019		<ul style="list-style-type: none"> • Need and Myths of an entrepreneur • Advantages and disadvantages of entrepreneurship • Process of entrepreneurship 			To study for class test	
		<ul style="list-style-type: none"> • Start-up and its stages • Entrepreneurship – The Indian Scenario 		To find out about five Start Ups in India in 2019.	Hand out given for Start Up.	
					ALL NCERT QUESTIONS DISCUSSED	

GRADE – XI (PSYCHOLOGY)

DATE	CONTENTS	TOPICS DISCUSSED	CLASSWORK	HOMEWORK
Time Duration	4th April 2019 to 30th April 2019			
	Chapter 1: What is Psychology?			
Week 1 04/04/2019- 06/04/2019	<ul style="list-style-type: none"> • Introduction • What is Psychology • Psychology as a Discipline • Psychology as a Natural Science • Psychology as a Social Science 	<ul style="list-style-type: none"> • Introduction • Mental processes, experiences and behavior • Psychology as a discipline • As a natural and social science • Difference between the two • Brain and Behaviour • Famous ideas about psychology 	<ul style="list-style-type: none"> • Explanation and Discussion of Topics • Activity 1.1 • Preparation of Notes 	<ul style="list-style-type: none"> • Revision of Notes • NCERT Question 1 and 2
Week 2 08/04/2019- 13/04/2019	<ul style="list-style-type: none"> • Understanding Mind and Behaviour • Popular Notions about the Discipline of Psychology • Evolution of Psychology • Development of Psychology in India 	<ul style="list-style-type: none"> • Landmarks in the Evolution of Psychology • Status of Psychology in India • Branches of Psychology – cognitive, biological, neuro-developmental, social, cross-cultural, environmental, health, clinical, counseling, industrial, educational, sports, and others. 	<ul style="list-style-type: none"> • Explanation and Discussion of the topics • Dictation of notes 	<ul style="list-style-type: none"> • Revision of notes • NCERT questions 3 to 5
13/04/2019	<ul style="list-style-type: none"> • Development of Psychology in India 		<ul style="list-style-type: none"> • Dictation of notes 	
14/04/2019	<ul style="list-style-type: none"> • Branches of Psychology • Themmes of Research and Applications 	<ul style="list-style-type: none"> • Themes of research and applications 	<ul style="list-style-type: none"> • Activity 1.2 and 1.3 	
Week 3 16/04/2019- 21/04/2019	<ul style="list-style-type: none"> • Psychology and Other Disciplines 	Practical – Introduction to Experimentation		

20/04/2019	<ul style="list-style-type: none"> Psychologists at Work Psychology in Everyday Life 	<p>Discussion of newspaper articles related to psychology</p> <ul style="list-style-type: none"> Basic vs. Applied Psychology Relation with other disciplines- philosophy, medicine, economics, political science, sociology, computer science, law, mass communication, music and fine arts, architecture and engineering <p>Practical – Types of experiments, control and experimental groups. Examples of prominent experiments in Psychology</p> <ul style="list-style-type: none"> Psychologists at work- clinical, counselor, community, school and organizational psychologists Psychology in everyday life. 	<ul style="list-style-type: none"> Explanation of topics Writing down notes Understanding key terms 	<ul style="list-style-type: none"> Revision of Notes NCERT Questions 6 to 8 Revision of Notes and NCERT questions
23/04/2019-24/04/2019	<p style="text-align: center;">Class Test: Chapter 1</p> <p style="text-align: center;">Discussion of questions, tips on answer writing</p>			

GRADE – XI (INFORMATICS PRACTICES)

LESSON PLAN – Python

Python Programming	8TH JULY - 13TH JULY	Familiarization with the basic of Python programming: a simple "hello world" program, process of writing a program, running it, and print statements;
	15TH JULY - 20TH JULY	simple data-types: integer, float, string. Introduce the notion of variable, and methods to manipulate it (concept of L-value and R-value even if not taught explicitly). Tokens - keywords, identifiers, Literals, Delimiters
	22ND JULY - 27TH JULY	Knowledge of data type and operators: accepting input from the console, assignment statement, expressions, operators (assignment, arithmetic, relational and logical) and their precedence.
	29TH JULY - 3RD AUG	Conditional statements: if, if-else, if-elif-else; simple programs: e.g.: absolute value, sort 3 numbers, divisibility.
	5TH AUG - 10TH AUG	Notion of iterative computation and control flow: for (range() , len()), while, flowcharts.
	12TH AUG - 17TH AUG	Notion of iterative computation and control flow: for (range() , len()), while, flowcharts.
	19TH AUG - 24TH AUG	Introduction to Python modules: importing math (sqrt, ceil, floor, pow, fabs), random (random, randint, randrange), statistics (mean, median) modules.
	26TH AUG - 31ST AUG	Introduction to Python modules: importing math (sqrt, ceil, floor, pow, fabs), random (random, randint, randrange), statistics (mean, median) modules.

GRADE – XI (COMMERCIAL ARTS)

TOPICS	OBJECTIVES/ COMPETENCIES	TEACHING Methodology	CLASS ACTIVITY & HOME WORK	HOME ASSIGNMENT	LEARNING OUTCOME
<p>Pre-Historic rock painting and Indus Valley Civilization</p> <p>Study of following Pre – Historic Paintings A Roaring Animal, Bhimbethak a Wizard’s Dance, Bhimbethak a Harappa & Mohenjo – daro Extensions(Now in Pakistan) Ropar, Lothal, Rangpur, Alamgirpur, kali Bangan, Banawali and Dholavira (in India</p>	<p>understanding of the discipline of art history</p> <p>Familiarize them with the various styles and modes of art expressions from different parts of India.</p>	<p>Lecture method and discussion.</p> <p>internet access</p> <p>PowerPoint presentation</p>	<p>Notes dictated.</p> <p>Sample question and answers discussed.</p>	<p>Revision of discussed topics</p> <p>Notebook completion.</p>	<p>The student/learner would be able to</p> <p>Knowledge of the icon in the interpretation of artistic images</p> <p>Development of their mental faculties of Observation, imagination, creation and physical skills</p> <p>Acquainted with the approaches and methodologies that help to understand a work of art.</p> <p>Ability to think critically.</p>

TOPIC DISCUSSED	OBJECTIVES/COMPETENCIES	TEACHING Methodology	CLASS ACTIVITY & Home WORK	HOME ASSIGNMENT	LEARNING OUTCOME
Still life	<p>Learn the fundamental techniques of drawing and colouring.</p> <p>A step by step approach to building up a still life drawing</p> <ul style="list-style-type: none"> ▪ Grid method to construct basic drawing(geometry) ▪ Use of pencil to check proportions ▪ Free hand measurements <p>Development of 2D composition as well</p> <p>Use of various colouring mediums, shading, monochrome etc</p>	<p>Discussion on still life history from ancient time to modern contemporary</p> <p>Different images on still life to clear the concept of drawing, sketching and colouring</p> <p>Demonstration on still life process:</p> <p>Arrangement of objects for a composition(exercise on elements and principles of art to create art work)</p> <p>Observation of objects</p> <p>Perspective/angles</p> <p>Proportion</p>	<p>Arrangement of objects for still life composition</p> <p>seeing from different angles of still life</p> <p>Sketching of still life</p> <p>Shading and colouring exercises</p>	<p>sketches of 2D still life</p> <p>Explore different styles of shading</p> <p>Prepare an exercise sheet on various shading methods</p>	<p>Improve and develop the realism of their observational drawings</p> <p>Build their knowledge and visual skills</p> <p>Fine motor and coordination skill improves</p> <p>Able to arranged in different ways, creating original compositions so that multiple exciting works can be created</p>

GRADE – XI (VOCAL MUSIC)

दिनांक – 20 सितम्बर से 25 सितम्बर

अवधि – 40 मिनट

1.	समय	2 कालांश
2.	प्रकरण	ताल ज्ञान एवं अभ्यास
3.	पूर्वज्ञान	6 मात्रा, 8 मात्रा की जानकारी
4.	विशिष्ट उद्देश्य	पाठ्यक्रम से संबंधित तालों के बोल की जानकारी देना एवं उनका हस्त संचालन या क्रिया द्वारा अभ्यास करवाना।
5.	सहायक सामग्री	तबला वाद्य द्वारा बोल की पहचान करवाना।
6.	प्रस्तुतिकरण	ताल, त्रिताल, चौताल, सूलताल लिखवाने का अभ्यास करवाना।
7.	मूल्यांकन	सभी विद्यार्थी ताल-ज्ञान को स्मरण करेंगे।

GRADE – XII (ENGLISH)

Date/ Month	Topic	Teaching Methods	Activities	Learning Outcomes	Resources
13-15 July	On the Face of It	<p>.Pre-reading activity</p> <p>Discussion: The problems faced by physically impaired people. The students will share stories of such people they know .Who has a long lasting impression on them , a beautiful/handsome person or a plain/ ugly looking person but with a heart of gold?Why? What kind of people are generally introverts?</p>	<p>The lesson would be read aloud and discussed with explanation of difficult words and phrases.</p> <p>Discussion: Are stories like ‘ Beauty and the Beast’ really relevant in today’s scenario?</p> <p>Telling the students about cafes run by acid attack survivors, and such girls walking the fashion show ramps in our own country,movie being made on such a victim,Laxmi, who says,’ He threw acid on my face, not on my dreams’, a sign of their being accepted in the mainstream.</p> <p>Q and A from the text and board papers</p>	<p>The students would accept the physically challenged people positively in their life and expand their social interaction.</p> <p>They would be able to build up optimism and self confidence.</p>	<p>Wikipedia</p> <p>Examples of people with physical disability/ impairment yet very successful in life inspiring others.</p> <p>Helen Keller, SudhaChandran, Stephen Hawking, Deepa Malik, Arunima Sinha, Laxmi, an acid attack survivor.</p> <p>White board Smart board</p>

आदर्श पाठ–योजना

विषय–हिन्दी (साहित्य)

कक्षा–12

पाठ– शिरीष का फूल

लेखक – हजारी प्रसाद द्विवेदी

समयावधि – 4 कालांश

विधा – गद्य (ललित निबंध)



कवि परिचय

काशी हिंदु विश्वविद्यालय से ज्योतिषाचार्य की उपाधि प्राप्त आचार्य हजारी प्रसाद द्विवेदी का साहित्य भारतवर्ष के सांस्कृतिक इतिहास को दर्शाता है। ये ज्ञान को बोध और पांडित्य की सहृदयता में ढालकर एक ऐसा रचना संसार हमारे सामने उपस्थित करते हैं जिससे इनमें एक साथ कबीर, रवीन्द्रनाथ व तुलसी एकाकार हो उठते हैं।

पाठ का सार

‘शिरीष के फूल’ निबंध में लेखक ने आँधी, लू और गरमी की प्रचंडता में भी अवधूत की भाँति अविचल होकर कोमल पुष्पों का सौन्दर्य बिखेर रहे शिरीष के माध्यम से मनुष्य की अजेय जिजीविसा व कोलहल के बीच धैर्यपूर्वक कर्तव्यशील बने रहने के महान मानवीय मूल्यों को स्थापित किया है। गाँधीवादी मूल्यों के अभाव की पीड़ा भी यहाँ कसमसाती दिखाई देती है। इसके उपरांत मनुष्य को निरन्तर आगे बढ़ते रहने की प्रेरणा भी कवि का सराहनीय प्रयास है।

पाठ का केन्द्रीय भाव

- विपरीत परिस्थितियों में सहज बने रहने का संदेश।
- पुरानी पीढ़ी के लोगों की अधिकार लिप्सा।
- देहबल पर आत्मबल की विजय।
- गांधीवादी मूल्य, सत्य, अहिंसा, अपरिग्रह, कर्तव्यनिष्ठा आदि।
- नवागतों का स्वागत।

उद्देश्य—

- जीवन में कभी हार न मानने की प्रेरणा देना।
- हर परिस्थिति में मस्त रहने के लिए प्रेरित करना।
- तत्सम शब्दावली के साथ तद्भव, देशज, उर्दू-फ़ारसी शब्दों का ज्ञान करना।

पाठ प्रवर्धन एवं संवर्धन—

शिक्षक आदर्श वाचनोपरान्त छात्रों द्वारा अनुकरण वाचन, कठिन्य निवारण, व्याख्यान व स्पष्टीकरण विधि द्वारा पाठ का पूर्ण अर्थ ग्रहण करवाना।

विधि एवं गतिविधियाँ –

स्पष्टीकरण, प्रश्नोत्तरी विधि, व्याख्यान विधि।

विभिन्न प्रकार के फूलों की जानकारी देकर उनके चित्रों सहित चार्ट बनवाना।

कठिन शब्द—

धरित्री	पृथ्वी
निर्धूम	धुआँ रहित
कर्णिकार	कनेर या कनियार नामक फूल
आरग्वध	अमलतास नामक फूल
लहकना	खिलता
खंखड़	टूट या शुष्क
दुमदार	पूँछवाला
लंडूरे	बिना पूँछवाले

मूल्यांकन

छात्रों ने रुचिपूर्वक निबंध को पढ़कर पूर्ण अर्थ ग्रहण कर सभी उद्देश्यों को पाने में सफलता प्राप्त की। 'मन के हारे हार है मन के जीते जीत' विषय पर छात्रों को स्पष्टीकरण हेतु निबन्ध लिखवाया गया।

बोध प्रश्न

- शिरीष के फूल पाठ के लेखक का नाम बताइए तथा लेखन की दो विशेषताएँ भी बताइए।
- लेखक कहाँ बैठकर लिख रहे हैं? वहाँ कैसा वातावरण है?
- लेखक शिरीष के फूल की क्या विशेषता बताते हैं?
- कबीर को किस तरह के फूल पसंद नहीं थे और क्यों?

गृह कार्य-

- कोमल और कठोर दोनों भाव किस प्रकार गांधी जी के व्यक्तित्व की विशेषता बन गए?
- लेखक ने शिरीष को कालजयी अवधूत की तरह क्यों कहा?

सहायक सामग्री-

श्यामपट्ट, चॉक, 'डस्टर', शब्द भण्डार के चार्ट।

आधुनिक उपकरणों की सहायता

- प्रोजेक्टर के माध्यम से सम्बंधित पाठ पढ़ाया जा सकता है।
- विविध चित्रों के माध्यम से छात्रों को विभिन्न फूलों की जानकारी दी जा सकती है।



GRADE – XII (PHYSICS)

References used:

NCERT physics text book # Concepts of physics by H.C Verma # New millennium physics (dinesh publication)
New simplified physics (S.L Arora)

Pedagogy:

activating prior knowledge by random questioning.
Introducing the topic to be taught after getting the expected response from the students.
Developing hypothesis by lecture, discussion and in-text questions.

Skills taken in consideration:

Scientific aptitude # Thinking skills # Reasoning skills # Attentiveness # Listening skills

Assesment:

Checking the notes on the topics # Random questioning # Class test # Term examinations
Practical activities

Learning Objectives:

At the end of the chapters, students will be able to;
Write and derive the expressions for the physical quantities contained in the chapter.
Compare and inter-relate the quantities.
Draw graph between the quantities and analyze the graphs.
#solve the numerical problems based on the topics in the chapter.
understand the basic concept and laws of physics and their constraints.

DAT E	CHAP TER	TOPIC	CLASSW ORK	HOMEWO RK	REMARK
6 th Week (6 May – 11 May)	3 rd Chapter Current Electricity	Introduction to current electricity, flow of electric charges in a metallic conductor and charge carriers in solid, liquid and gas.	Notes, basic formulas & numerical	Revise the classwork	
		drift velocity, mobility and their relation with electric current	„ Q.13,14	„	
		Ohm’s law, electrical resistance, V-I characteristics (linear and non-linear), elementary form of ohms law.	„ Q.17,18,19	„	
		Factors affecting resistance of a conductor, electrical resistivity, conductance and conductivity, temperature dependence of resistance and resistivity with their graphs.	„ (discussion of ncert Q.5,6,7,16)	Do the ncert questions discussed	Workbook 1
Practical activity: To determine the resistance per cm of the given wire by plotting the graph between V and I.					
7 th Week (13 May – 18 May)	3 rd Chapter Current Electricity	Current density, its relation with v_d and microscopic, vector form of ohms law, various relations of v_d . Limitations of ohms law.	Notes, basic formulas & numerical	Revise the classwork	
		Carbon resistors and its colour coding, series and parallel combinations of resistors. Examples of different arrangements and combinations of resistances.	„ Q.3,4,20,21	„	
		Electrical energy, power and commercial unit of energy. Power rating of electric devices. Power calculation in combination of resistances.	(discussion of ncert questions)	Do the ncert questions discussed	
		Introduction to emf, terminal voltage and internal resistance of a cell. Relation between them ($V=E-Ir$) and $\{ r = (\frac{E}{V} - 1) R \}$, graphs of E-V, E-R and V-R.	Notes, basic formulas & numerical	Revise the classwork	
		Grouping of cells – series, parallel and mixed combination of identical and non identical cells, formula for maximum current in circuit.	„ Q.1,2,11,15	„	Class test

26 Jun- 6 July		Revision for mid term exams in after exam classes	Practice of numerical and concept analysis			
8 th Week (8 July – 13 July)	3 rd Chapter Current Electricity	Introduction to kirchoff's rule (junction and loop), sign convention used and numericals based on it,	Notes, basic formulas & numerical	Revise the classwork		
		Wheatstone bridge (balanced condition), application of wheatstone bridge – metre bridge and its derivation to find the unknown resistance.	„	”	Worksheet 5	
		Practical activity: (a) To verify the laws of series and parallel combination of resistors using a meterbridge. (b) To determine the specific resistance of the wire using a meterbridge.				
		Potentiometer - principle and its applications to measure potential difference and for comparing emf of two cells; measurement of internal resistance of a cell; Sensitivity of a potentiometer.	„ (discussion of ncert questions)	Do the ncert questions discussed	Class test	
		Practical activity: (a) To compare the emf of the given two primary cells using a potentiometer (b) To determine the internal resistance of a primary cell using a potentiometer.				

GRADE – XII (CHEMISTRY)

DATE	CHAPTER	TOPIC	ASSIGNMENT	LEARNING OUTCOME
15.04.19 to 20.04.19	Chapter – 2 Electrochemistry	<ul style="list-style-type: none"> ➤ Conductance in electrolytic solutions. ➤ Specific and molar conductivity and variation of conductivity with concentration. ➤ Kohlrausch's law ➤ Electrolysis and law of electrolysis. ➤ Electrolytic and Galvanic cells. <p>EMF of a cell and standard electrode potential.</p>	<ul style="list-style-type: none"> • Exercise and intext questions • Practicing previous year board questions. • Practical – Volumetric analysis (KMnO₄ against M/20 oxalic acid) • 	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Describe electrochemical cell and differentiate between galvanic and electrolytic cell ➤ Represent cell and write half cell reactions and calculate emf of cell. ➤ Define resistivity, conductivity and molar conductivity and calculate each of them using formula ➤ Differentiate between ionic and electronic conductivity. ➤ Define limiting molar conductivity at zero concentration. ➤ State and explain Kohlrausch law and apply it to calculate Λ_m of weak electrolyte.

				<ul style="list-style-type: none"> ➤ State and explain Faraday's law and solve numerical based on them. ❖ Write reaction of electrodes in electrolysis of molten and aqueous electrolyte.
22.04.19 to 27.04.19	Chapter – 2 Electrochemistry	<ul style="list-style-type: none"> ➤ Nernst equation and its application. ➤ Relation between Gibbs energy change and EMF of a cell. <p>Fuel cells; corrosion.</p>	<ul style="list-style-type: none"> • Exercise and intext questions • Practicing previous year board questions. • Practical – Volumetric analysis (KMnO_4 against M/40 oxalic acid) 	<ul style="list-style-type: none"> ➤ Apply Nernst equation of calculating emf. ➤ Solve numerical based on Gibbs free energy change, equilibrium constant E° of cell. ➤ Describe construction of primary and secondary cells and fuel cells. ➤ Explain corrosion as electrochemical phenomena and its prevention.

GRADE – XII (BIOLOGY)

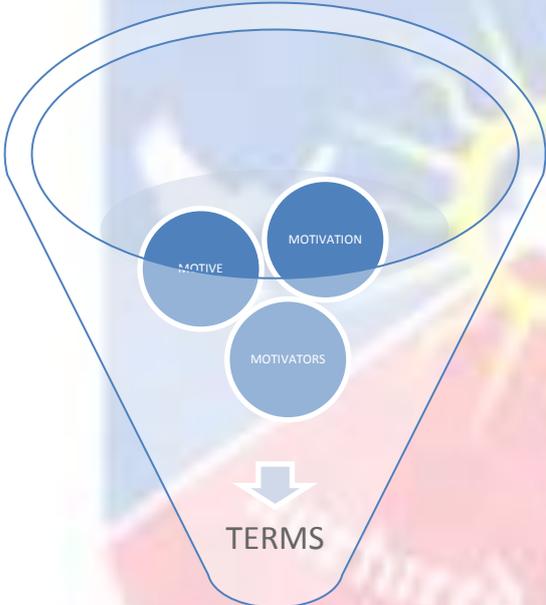
DATE	CONTENTS	TOPICS	CLASS WORK	HOME WORK	PEDAGOGICAL PROCESS	LEARNING OUTCOMES
	UNIT VI: REPRODUCTION	CHAPTER 01: REPRODUCTION IN ORGANISMS				
Week 1: 3/04 /19 – 6/04 /19	CHAPTER S: 5. Reproduction in Organisms 6. Sexual Reproduction in Flowering Plants 7. Human Reproduction 8. Reproductive Health	- Reproduction - Introduction - Types of Reproduction a) Asexual reproduction i) Types of asexual reproduction	- Explanation of reproduction - Types of asexual reproduction – binary fission, budding, fragmentation, spore formation, gemmule formation, vegetative propagation in plants.	- Revise the chapter from NCERT. - NCERT Page 17 and 18 and extracted questions from the text. - Discussion of questions from previous year board papers.	- Lecture based delivery. - Random questioning - Reflective discussion	- The students will be able to: 1. Explain different types of asexual reproduction with examples. 2. Differentiate between asexual and sexual reproduction. 3. Differentiate between fragmentation and regeneration. 4. Draw diagrams of a) different forms of asexual reproduction, b) fertilization, etc.

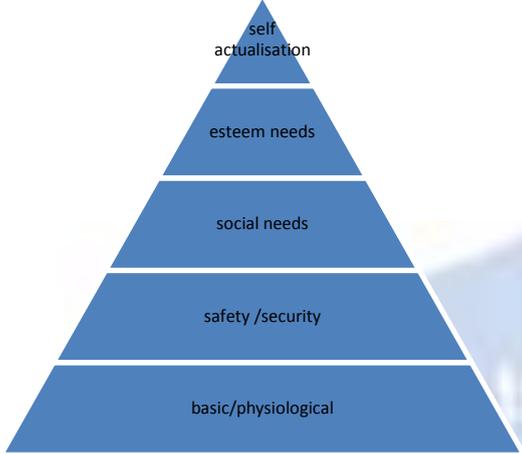
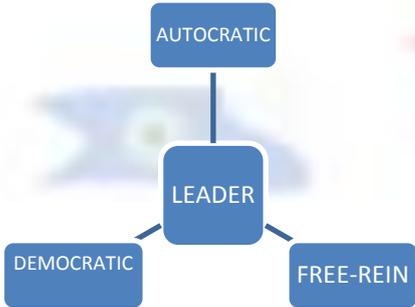
GRADE – XII (ACCOUNTANCY)

DATE	UNIT/CHAPTER	TOPIC	TEACHING METHODOLOGY	CLASS WORK /ACTIVITIES	HOME ASSIGNMENTS	LEARNING OUTCOMES
18/09/19 to 24/09/19	ANALYSIS OF FINANCIAL STATEMENTS Chapter 1 – Financial Statements of a Company	Meaning of Financial Statements, Characteristics and Nature of Financial Statements, Contents of Annual Report. Format of the Balance Sheet; Heads and Contents of the Balance Sheet; Format of Statement of Profit and Loss; Heads and Contents of Statement of Profit and Loss ; Notes to Accounts; Objectives, essentials, limitations of Financial Statements.	Explanation of each topic by lecture method. Class room discussion.	Question answers will be solved and discussed related to all the heads and subheads. Samples of various companies of Financial Statements will be shown. The Heads and sub heads will be discussed in the form of a class quiz.	Read and revise the chapter. Learn the Balance Sheet and Statement of profit and loss format. Learn all the heads and sub heads.	Develop the understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet as per the prescribed norms / formats. State the meaning, objectives and limitations of financial statement analysis
25/09/19 to 28/09/19	Chapter – 2 Financial Statement Analysis	Meaning of Financial Statement ; Tools or Techniques of Financial Statements ; Types of Financial Statements Analysis; Distinction between Horizontal and Vertical Analysis; Process , purpose and uses of Financial Analysis; Parties interested in Financial Analysis, Limitations of Financial Statement Analysis.	Explanation of Each topic by lecture method. Class Room Discussion.	Reading and Understanding the text given in the book.	Read and Revise the text.	State the meaning, objectives and limitations of financial statement analysis. Discuss the meaning of different tools of ' financial statements analysis'.

GRADE – XII (BUSINESS STUDIES)

CHAPTER 7 DIRECTING

DATE	TOPICS	Assignments	Learning Outcomes
<p>19-24 AUG</p>	<ul style="list-style-type: none"> • Introduction of the Topic-Directing • Features of Directing • Elements of Directing <ol style="list-style-type: none"> 1. Motivation 2. Leadership 3. Communication (Supervision not in course) <p>MOTIVATION-TERMS</p> <p>Define</p>  <ul style="list-style-type: none"> ❖ Features of Motivation ❖ Importance of Motivation ❖ Process of motivation <p>Maslow Need Hierarchy theory</p>	<p>Notes on the given topics.</p> <p>AUDIO-VISUAL CLIPS ON MOTIVATION – LAGAAN CHAK DE INDIA</p> <p>Worksheet on Incentives and Maslow need hierarchy theory</p> <p>WORKSHEET ON OTQS</p>	<p>After studying this chapter, Students should be able to:</p> <ul style="list-style-type: none"> • Explain the concept of directing and its importance in business organisations; • Explain the meaning of motivation and its importance in business management; • Understand and explain Maslow's theory of hierarchy of needs and its application to motivation of employees in an organisation; • Explain the financial and non-financial incentives through which managers motivate their employees • Explain the concept of leadership and its importance in management; • Explain about formal and informal communications in the organisations; and • Identify various barriers to effective communications and measures to overcome these barriers in the organisations.

	<p>Assumptions of Maslow Need Hierarchy.</p>  <p>FINANCIAL INCENTIVES</p> <ul style="list-style-type: none"> ➤ CO-PARTNERSHIP/STOCK OPTION ➤ PLWS ➤ PROFIT SARING ➤ RETIREMENT BENEFITS ➤ PERQUISITES ➤ PAY & ALLOWANCES ➤ BONUS <p>NON-FINANCIAL INCENTIVES:</p> <ul style="list-style-type: none"> ➤ EMPLOYEE EMPOWERMENT ➤ EMPLOYEE RECOGNITION ➤ EMPLOYEE PARTICIPATION ➤ JOB SECURITY ➤ JOB ENRICHMENT ➤ CAREER ADVANCEMENT ➤ ORGANISATIONAL CLIMATE 	<p>RELATE THEM TO A CLASS ROOM SCENERIO</p>	
<p>26-31AUG</p>	<p>LEADERSHIP</p> <p>DEFINE STYLES OF LEADERSHIP</p>  <ul style="list-style-type: none"> ❖ ADVANTAGES ❖ DISADVANTAGES ❖ SUITABILITY 	<p>WORKSHEET ON STYLES OF LEADERSHIP</p> <p>GIVE EXAMPLES OF SITUATIONS IN WHICH YOUR TEACHER EXERCISES ALL THREE STYLES OF LEADERSHIP</p>	

COMMUNICATION

- ❖ DEFINE
- ❖ IMPORTANCE
- ❖ ELEMENTS



- ❖ TYPES
- ❖ ADVANTAGES
- ❖ DISADVANTAGES
- ❖ DIFFERENCES

BARRIERS OF COMMUNICATION



MEASURES TO OVERCOME BARRIERS OF COMMUNICATION

TEST -20 MARKS

MIND-MAP CHAPTER7

ROLE PLAY

PERCEPTION EXERCISES:

NO. OF HIDDEN FACES ON THE IMAGE OF TREE.

Worksheet on barriers of communication

WORKBOOK CHAPTER 7

GRADE – XII (MATHS)

WEEK	CLASSES	NAME OF CHAPTER	TOPICS COVERED	CLASS WORK	HOME WORK	TEACHING METHODOLOGY	REMARKS	ACTIVITY PERFORMED
3 rd Apr. - 6 th Apr.	XII, B,E,G	Continuity and Differentiability	Continuity, differentiability, derivatives of implicit functions and inverse trigonometric functions	Ex. 5.1 - Q1, Q3, Q5, Q7, Q9, Q16, Q18, Q19, Q23, Q24, Q26, Q30, Q31, Q34 Ex. 5.2 - Q2, Q4, Q5, Q6, Q7, Q9, Q10, Ex. 5.3 Q2, Q3, Q6, Q7, Q8, Q9, Q10, Q12, Q14, Q15	All the questions discussed in the class and the remaining questions of the exercise	The basic concepts explained and suitable questions discussed from the NCERT and other reference books.	The work planned for the week completed.	To verify that the relation R in the set L of all lines in a plane, defined by $R = \{ (L, M) : (L \parallel M) \}$ is an equivalence relation.
8 th Apr. - 13 th Apr.	XII- B,E,G	Continuity and Differentiability	Differentiation of Exponential and logarithmic functions, logarithmic differentiation, differentiation of parametric functions, second order derivatives	Ex. 5.4- Q1, Q2, Q4, Q5, Q7, Q10 Ex. 5.5- Q1, Q2, Q3, Q6, Q7, Q10, Q11, Q12, Q14, Q15, Q16 Ex. 5.6 - Q1, Q3, Q6, Q7, Q8, Q10, Q11 Ex. 5.7 - Q3, Q5, Q7, Q9, Q11, Q12, Q13, Q16, Q17 Ex. 5.8 - Q1, Q2, Q3, Q4	All the questions discussed in the class and the remaining questions of the exercise	The basic concepts explained and suitable questions discussed from the NCERT and other reference books.	The work planned for the week completed.	To demonstrate a function which is not one-one but is onto.
15 th Apr. - 20 th Apr.	XII- B,E,G	Continuity & differentiability, application of derivatives	Miscellaneous questions of chapter 5, rate of change of quantities, increasing and decreasing functions, tangents & normals	Mis. ex : Q2, Q5, Q6, Q9, Q10, Q14, Q15, Q16, Q17, Q21, Q23 Ex 6.1 - Q2, Q5, Q7, Q8, Q10, Q11, Q13, Q14, Q15 Ex 6.2 - Q2, Q3, Q5, Q6(c), (e), Q7, Q9, Q11, Q13, Q14, Q15, Q16 Ex 6.3 - Q2, Q5, Q8, Q9, Q10, Q13, Q15, Q17, Q18, Q21, Q23, Q24	All the class work questions and the remaining questions of the exercise	The basic concepts explained and suitable questions discussed from NCERT and other reference books.	The work planned for the week completed.	To find analytically the limit of a function $F(x)$ at $x=c$ and also to check the continuity of the function at that point.

GRADE – XII (HISTORY)

Date	Topics Discussed	Teaching methodology	Assignment	Learning Objective	Resources
<p>3rd April- 11th April</p>	<p>Book 1 (Themes in Indian History -1)</p> <p>Ch – 1 “ Bricks, Beads & Bones- The Harappan Civilization</p> <p>The story of the First Cities: Harappan Archaeology</p> <ul style="list-style-type: none"> • Broad Overview : Early Urban Centres (Mohenjodaro - a planned urban centre) • Craft Production : Strategies for procuring Materials. • Ancient Authority • End of Civilization • Problems of Piercing together the past. 	<ul style="list-style-type: none"> • Discuss with the students about their prior knowledge of the topic (as discussed in class XI) about Indus Valley • Compare Mesopotamian town planning with Mohenjodaro • General Discussion (Sources , Artefacts , Sites) • Mindmaps and flowcharts for the chronological events • Showing and discussing a documentary • “ The Indus Valley Civilization : The Masters of the River” 	<ul style="list-style-type: none"> • Worksheet & Workbook to be done. • Sample Board questions given for practice. • All NCERT questions discussed . • Maps are given. <p>Class Activity:</p> <ul style="list-style-type: none"> • Debate: “How India and Pakistan are competing over the Mighty Indus River” • <u>Class Test of ch – 1 (12th April)</u> 	<ul style="list-style-type: none"> • Familiarize the students with early urban centres as economic and social institutions. • The contribution of Archaeologists in discovery of Harappan Civilization. • Illustrate , the legacy of Harappan civilization. 	<p>Further Readings: “Outline of History” – H.G. Wells “A history of India “– Romila Thapar</p> <p>Video: Exploring Indian Civilization By Michel Danino</p> <p>Indus Valley Civilization : World History a Documentary</p>

GRADE – XII (POLITICAL SCIENCE)

Date	Topic	Teaching method	Assignment	Learning objectives
AUGUST 12 TH TO AUGUST 17 TH	Ch-8 Environment and natural resources SUB TOPIC 1. Environment movement and evolution of global environmental norms. 2. Conflicts over traditional and common property resources. 3. Rights of indigenous people. 4. India's stand in global environmental debates. PROJECT/PRACTICAL Topic Environmental concerns Global commons Resource geopolitics	Question answer probing Flow charts Discussion and explanation, Worksheets Notes, Picture illustration Project topic explanation	<u>Home assignment</u> Read and revise the dictated notes topic wise. Revise the images along with their description. Workbook questions NCERT back exercise question answers. <u>Class activity:</u> Group discussion: Topic: Environment protection - Common responsibility but not commonly shared by all	This chapter helps children to understand and examine the growing significance of environmental as well as resource issues in world politics. Students are able to understand Notions of common property resources and the global commons. They also try to understand the stand taken by India in more recent environmental Debates.

GRADE – XII (ECONOMICS)

DATE	UNIT/CHAPTER	TOPICS	TEACHING METHODOLOGY	CLASSWORK/ACTIVITIES	ASSIGNMENTS	LEARNING OUTCOMES
23/09/19 To 28/09/19	Unit 6: Development Experience (1947-90) and Economic Reforms since 1991:	<p>Economic Reforms since 1991:</p> <p>Introduction</p> <p>Features and appraisals of</p> <p>Liberalization : Deregulation of industrial sector</p> <p>Financial sector reforms</p> <p>Tax reforms</p> <p>Foreign exchange reforms</p> <p>Trade and investment policy reforms.</p> <p>Privatization: Disinvestment</p> <p>Globalization: Outsourcing, WTO</p> <p>Indian economy during reforms : an assessment</p> <p>Concepts of Demonetization and Goods and service tax. Objectives ,merits and demerits of introducing Demonetization and GST</p>	<p>Explanation through lecture method</p> <p>Classroom discussion</p> <p>Question answer probing.</p> <p>Brainstorming</p>	<p>Reading and understanding the text given in the book.</p> <p>ACTIVITY: Students prepared a poster which contained 10-15 news clippings relating to navaratnas from newspapers . Students also collected the logos and advertisements of these PSEs. These were put on the notice board and discussed in the classroom.</p> <p>Class test conducted.</p>	<p>Read and revise the chapter.</p> <p>Solve the question answer in the notebook.</p> <p>Solve the workbook</p>	<p>After studying this chapter, the learners :</p> <ul style="list-style-type: none"> • understood the background of the reform policies introduced in India in 1991 • understood the mechanism through which reform policies were introduced • comprehended the process of globalisation and its implications for India • became aware of the impact of the reform process in various sectors. <p>Became aware of the impact of Demonetization and GST on the Indian Economy.</p>

GRADE – XII (HOME SCIENCE)

Dates	Unit/ Chapter	Topic	Method	Assignment	Learning outcomes
August 5 to August 10, 2019.	Ch. 7. Therapeutic meal modification.	Definition, Different ways of modifying normal meals to therapeutic meals in terms of consistency, frequency, nutrients, methods of cooking. Etc.	Questions answer probing. Explanation of the concept. Discussion of various examples.	Read and revise the content taught. Board based questions to be done as homework.	The students will be able to: To define the term Therapeutic nutrition. To understand different ways of modifying normal diet to suit illness.
August 19 to August 24, 2019.	Ch. 7. Therapeutic meal modification.	Therapeutic meal modification for: Diarrhoea Fever Jaundice Hypertension Diabetes. Constipation	Explanation of the concept. Points to be considered while planning meals. Discussion of various examples. List of suggested foods to be given. Demonstration and learning by doing.	Board based questions to be done as homework Practical Workbook given To understand the needs and nutritional requirements of different conditions To plan a family meal and modify it according to the needs of different physiological conditions. Cook and serve one dish from each.	To recognize the physiological changes, clinical symptoms and nutritional needs of different diseases like: diarrhea, fever constipation, jaundice, hypertension and diabetes. The students will be able to modify family meals to suit different illness. The students will learn to cook and serve modified meals for different illness.
August 19 to August 24, 2019	Ch. 7. Therapeutic meal modification				

GRADE – XII (PHYSICAL EDUCATION)

DATE	CHAPTER	TOPIC	TEACHING TECHNIQUE	PRACTICAL/ CLASS TEST	HOME WORK/CLASS WORK	REMARK
3/04/19	1	PLANNING IN SPORTS	-Oral explanation -Allowing student to read textbook	-	Home work	-
To	1	# Meaning and objective of planning. # various committees & their responsibilities	Oral explanation -Allowing student to read textbook		Home work	-
20/04/19		# Procedure to draw fixture # explaining know out fixture # explaining league fixture # explaining league cyclic method fixture # explaining league stair case method fixture # explaining league cum knock out fixture # explaining knock out cum league fixture	- Oral explanation, then solving all the fixtures on board. - Giving chance to students to solve equations on board -asking cross questions regarding the explained topic -giving questions to students (1/2) to solve in their notebook . - solving their problems on board.		Home work	Home work done till league tournament topic. Note book are checked.

GRADE – XII (PSYCHOLOGY)

DATE	CONTENTS	TOPICS DISCUSSED	CLASSWORK	HOMEWORK
3 rd April 2019	<ul style="list-style-type: none"> • Discussion of basic objectives of the course in the following year • Discussion of syllabus and marking scheme • Orientation to practical and project work • Methodology discussion: inclusion of real life examples, current affairs, documentaries, movies and short films to supplement the conceptual understanding of the subject as well as to make it more relatable. • Practicals: <ol style="list-style-type: none"> 1. Raven’s Standard Progressive Matrices 2. Differential Abilities using David’s Battery of Differential Abilities 3. High School Personality Questionnaire 4. Adjustment Inventory for School Students 5. Sodhi’s Attitude Scale • Project <ol style="list-style-type: none"> 1. Psychological Case Profile 			
Time Duration	4 th April 2019 to 30 th April 2019			
Chapter 1: Variations in Psychological Attributes				
Week 1 04/04/2019- 06/04/2019	<ul style="list-style-type: none"> • Introduction • Individual Differences in Human Functioning • Assessment of Psychological Attributes 	<ul style="list-style-type: none"> • Individual Differences • Assessment • Some Domains of Psychological Attributes • Assessment Methods • Intelligence • Psychometric Theories of Intelligence 	<ul style="list-style-type: none"> • Explanation and Discussion of Topics • Activity 1.1 • Preparation of Notes 	<ul style="list-style-type: none"> • Revision of Notes • NCERT Question 1
Week 2 08/04/2019- 13/04/2019	<ul style="list-style-type: none"> • Intelligence • Theories of Intelligence 	<ul style="list-style-type: none"> • Theory of Multiple Intelligences 		<ul style="list-style-type: none"> • Exercise based on IQ Calculation
13/04/2019	<ul style="list-style-type: none"> • Individual Differences in Intelligence 	<ul style="list-style-type: none"> • Triarchic Theory • PASS Model 		
14/04/2019	<ul style="list-style-type: none"> • Individual Differences in Intelligence 	<ul style="list-style-type: none"> • Intelligence: Interplay of 		

<p>Week 3 16/04/2019- 21/04/2019 20/04/2019</p>	<ul style="list-style-type: none"> • Culture and Intelligence • Emotional Intelligence • Special Abilities • Creativity 	<p>Nature and Nurture</p> <ul style="list-style-type: none"> • Assessment of Intelligence • Assessment of Intelligence • Variation- Intellectual Deficiency and Giftedness <p>Practical – Introduction to RSPM</p> <p>Movie screening: A Beautiful Mind – related to the concept of intellectual giftedness</p> <ul style="list-style-type: none"> • Types of Intelligence: Tests, Verbal, Non-verbal, Performance, Group vs Individual, Culture fair vs Culture biased <p>Practical –Discussion on basic concepts of intelligence/guidelines of conduction</p> <ul style="list-style-type: none"> • Culture and Intelligence • Emotional Intelligence • Aptitude and Interest • Creativity 	<ul style="list-style-type: none"> • Explanation and Discussion of the topics • Dictation of notes • Diagrammatic representation of theories and normal curve • Explanation of topics • Writing down notes 	<ul style="list-style-type: none"> • Revision of Notes • NCERT Questions 2-9 • Revision of Notes • NCERT Questions 10-12
<p>23/04/2019- 24/04/2019</p>	<p style="text-align: center;">Class Test: Chapter 1</p> <p style="text-align: center;">Discussion of questions, tips on answer writing</p>			

GRADE – XII (ENTREPRENEURSHIP)

DATE	CONTENTS	TOPICS DISCUSSED	CLASSWORK	HOMEWORK	REMARK	LEARNING OUTCOMES
3 rd April 2019	<ul style="list-style-type: none"> • Importance and Relevance of Entrepreneurship as a subject discussed. • Scope of Entrepreneurship discussed. • Syllabus and Marking Scheme discussed. • Wherever necessary relevant live cases will be discussed with children. • Projects: <ol style="list-style-type: none"> 1. Market Survey 2. Business Plan 					
Time Duration	4 th April,2019 to 30 th April 2019					
4/4/2019-6/4/2019	Unit 1: Entrepreneurial opportunities.	<ul style="list-style-type: none"> • Business Opportunity • Sensing entrepreneurial opportunity. • Factors involving in perceiving opportunities. • Exploring opportunities in the environment. • Case study – Meals on wheels 	Topics discussed and explained Notes dictated, 3 applications based question discussed, HOTS question discussed. Q1 – Q2.	Worksheet and Workbook to be done.	Workbook given for Ch – I – III.	The student/learner would be able to: <ul style="list-style-type: none"> • Understand the concept and elements of business opportunity • Understand the process involved in sensing opportunities • Give the meaning of environment scanning • To understand the need to need to environment scanning • Enlist the various forces affecting business environment • Understand the different fields of ideas • Enlist the various
8/4/2019-13/4/2019	<ul style="list-style-type: none"> • Sensing Entrepreneurial Opportunities • Environment Scanning. • Problem Identification • Spotting Trends • Creativity and Innovation • Selecting the Right Opportunity 	<ul style="list-style-type: none"> • Environment Scanning meaning, importance, service of data. • PESTEL Model • Problem Identification meaning and importance • Idea fields: Meaning and types. 	Notes dictated, Application based questions discussed.	Format Topics discussed for Market Survey project. Sample projects shown	Guidelines given and topics finalized.	

15/4/2019-20/4/2019	<ul style="list-style-type: none"> • Product Identification on meaning, positioning, between basic and post scanning ideas. 	– strategic difference opportunity	HOTS questions discussed	Questionnaire formulation.	source of idea fields
22/4/2019-27/4/2019	<ul style="list-style-type: none"> • Ideas and assessment • Market assessment factors 	and its	Notes dictated and Application based questions discussed	Questionnaire formulation. Sample questions given for practice.	<ul style="list-style-type: none"> •Understand the process of transformation of ideas into opportunities •Explain the meaning of trend spotting •Understand the concept of opportunity assessment
29/4/2019-30/4/2019	<ul style="list-style-type: none"> • Trend Spotting meaning, ways • Creative Process • Innovative Process elements 		HOTS questions discussed Objective Type questions discussed	All NCERT questions discussed. Worksheet given for Objective type question.	<ul style="list-style-type: none"> •Explain the meaning of trend spotting •Identify the different ways of spotting trends •Differentiate the process of creativity and innovation

GRADE – XII (INFORMATICS PRACTICES)

PANDAS	8TH JULY - 13TH JULY	Advanced operations on Data Frames: pivoting, sorting, and aggregation
	15TH JULY - 20TH JULY	Descriptive statistics: min, max, mode, mean, count, sum, median, quartile, var
	22ND JULY - 27TH JULY	Create a histogram, Charts and quantiles.
	29TH JULY - 3RD AUG	Create a histogram, Charts and quantiles.
	5TH AUG - 10TH AUG	Function application: pipe, apply, aggregation (group by), transform, and apply map.
	12TH AUG - 17TH AUG	Reindexing, and altering labels.
	19TH AUG - 24TH AUG	SQL commands: aggregation functions, having, group by, order by.
	26TH AUG - 31ST AUG	SQL commands: aggregation functions, having, group by, order by.

GRADE – XII (COMMERCIAL ARTS)

TOPIC DISCUSSED	OBJECTIVES/COMPETENCIES	TEACHING Methodology	CLASS ACTIVITY/CLASS WORK	HOME ASSIGNMENT	LEARNING OUTCOME
<p>Poster Design (introduction)</p>	<p>To understand the power of positive messaging with different techniques of lettering.</p> <p>To develop poster composition with the awareness of poster design basics/ tips.</p>	<p>Internet access for students.</p> <p>Shown them the different designs/references of posters.</p> <p>Poster design tips discussed and explained (elements, principles, role, purpose, design, characteristics, and qualities.)</p> <p>Given demonstrations of coloring techniques and lettering.</p>	<p>Choose a topic from course outline.</p> <p>Brainstorming of the topic.</p> <p>Practice lettering.</p> <p>Develop thumbnail sketches.</p> <p>Choose one thumbnail and block in composition.</p>	<p>Explore more designs.</p> <p>Get reference pictures related to the topic.</p> <p>Experiment different techniques.</p>	<p>The student/learner would be able to:</p> <ul style="list-style-type: none"> • Develop their mental faculties of observation, imagination, creation and physical & technical skills. • Design a poster with the balanced use of typography and illustration. • The Dual nature of a poster as visual communication and Art object. • Identify a poster as an expression of individuality. • Develop independent ideas and practice. • Designing posters for school functions and activities. • Understand social/ national/international ideas.

TOPIC DISCUSSED	OBJECTIVES / COMPETENCIES	TEACHING METHODOLOGY	CLASS ACTIVITY/CLASS WORK	HOME ASSIGNMENT	LEARNING OUTCOME
<p>Rajsthani School of Miniature Painting</p> <ul style="list-style-type: none"> ▪ Origin and development ▪ Sub-Schools ▪ Main features of the Rajsthani school ▪ Study of main Rajsthani paintings. 	<p>Understanding of the discipline of art history.</p> <p>Familiarize them with the various styles and modes of art expressions from different parts of Rajasthan.</p>	<p>Lecture method and discussion.</p> <p>PowerPoint presentation .</p> <p>Worksheets and workbooks.</p> <p>Field trips/visiting historical monuments, museums or exhibitions.</p>	<p>Notes dictated.</p> <p>Sample Questions and Answers discussed.</p>	<p>Revision of discussed topics.</p> <p>Notebook completion.</p>	<p>The student/learner would be able to:</p> <ul style="list-style-type: none"> • Understand characteristics and functions of art in all its manifestations throughout history and in the context of different cultures. • Enhance their knowledge of the history of aesthetic thought. • Know about the materials and techniques used in the production of artistic products. • Increase the ability to analyse, summarise and think critically. • Knowledge of geography, sensitivity to cultural diversity.

GRADE – XII (VOCAL MUSIC)

पाठ योजना

विषय–संगीत (कष्ठ)

कक्षा–12

दिनांक – 20 सितम्बर से 25 सितम्बर

अवधि – 40 मिनट

1.	समय	3 कालांश
2.	प्रकरण	राग मालकौंस एव भैरव राग के पूर्ण परिचय की जानकारी देना।
3.	पूर्वज्ञान	कक्षा में सिखाई राग को अभ्यास करने के साथ स्वरों की विकृति, थाट, जाति, वादी–संवादी आदि परिचय की जानकारी।
4.	विशिष्ट उद्देश्य	रागों का विवरण याद करवाना, जिससे रागों से संबंधित जानकारी स्पष्ट हो सकें।
5.	सहायक सामग्री	ब्लैक बोर्ड, हारमोनियम, तानपुरा।
6.	प्रस्तुतिकरण	रागों के स्वरों को गाकर या बजाकर समझाना।
7.	मूल्यांकन	सभी विद्यार्थी रागों के परिचय को याद कर सकेंगे।



**NEERJA MODI SCHOOL,
Shipra Path, Mansarovar, Jaipur-302020**