

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – X FOR THE SESSION 2026-2027

SUBJECT: ENGLISH

Textbook: 1.
2.

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	F. 1 - Two Gentlemen of Verona – A.J. Cronin	<p>Understand themes of sacrifice, resilience, and family devotion.</p> <p>Develop comprehension and analytical skills through character study.</p> <p>Enhance vocabulary and appreciation of narrative style.</p>	<p>Students create sketches of the two brothers symbolizing sacrifice.</p> <p>Role-play or dramatization of key scenes.</p>	<p>Group discussions to ensure participation from all learners.</p> <p>Simplified summaries for students needing extra support.</p>	<p>Write a short diary entry from Nicola or Jacopo’s perspective.</p>	<p>Debate on “Selflessness vs. Personal Ambition.”</p> <p>Peer teaching: students explain themes to classmates.</p>	<p>Students will be able to articulate the moral values in the story.</p>
		M.C.B U. 1 - Unit 1: Health And Medicine	<p>Explore the importance of sleep, laughter, exercise, and natural remedies in maintaining health.</p>	<p>Poster-making on “Healthy Lifestyle Habits.”</p>	<p>Group reading with simplified summaries for learners needing support.</p>	<p>Survey classmates on sleep patterns and present findings.</p>	<p>Role-play: doctor-patient conversation about healthy habits.</p>	<p>Improved empathy and critical thinking through literary analysis.</p>
		W.B U. 1 – Determiners	<p>Develop reading comprehension and critical thinking through diverse texts.</p>	<p>Comic strip illustrating “Laughter as Medicine.”</p>	<p>Encourage peer sharing of personal health routines.</p>	<p>Prepare a short presentation on traditional Indian medicinal practices.</p>	<p>Group debate: “Modern Medicine vs. Nature’s Remedies.”</p>	<p>Students will be able to analyze health-related issues critically.</p>
		P. 1 – The Frog and the Nightingale – Vikram Seth	<p>Understand the relationship between lifestyle choices and well-being.</p> <p>Enhance vocabulary related to health and medicine.</p> <p>Understand the concept and usage of determiners in sentences.</p>	<p>Create a grammar chart illustrating types of determiners with examples.</p> <p>Word collage activity using determiners in creative sentences.</p> <p>Illustration of frog</p>	<p>Provide scaffolded exercises for learners at different levels.</p> <p>Pair work: stronger students guide peers through practice tasks.</p> <p>Group reading with simplified notes;</p>	<p>Collect newspaper/magazine clippings and highlight determiners used in headlines.</p> <p>Prepare a mini booklet of sentences showing different categories of determiners.</p> <p>Group reading with simplified notes; peer discussion for weaker learners; encourage creative expression for diverse learners.</p>	<p>Fill-in-the-blanks exercises with contextual sentences.</p> <p>Group quiz on identifying and correcting errors in determiner usage.</p> <p>Write a reflective poem on self-confidence; compose a diary entry from the nightingale’s perspective; prepare a short skit showing the frog’s manipulation.</p>	<p>Improved awareness of lifestyle choices and their impact on well-being.</p> <p>Ability to connect textual knowledge with real-life practices.</p> <p>Students will be able to identify and use determiners accurately.</p> <p>Improved grammatical</p>

			<p>Differentiate between articles, demonstratives, possessives, quantifiers, and numbers.</p> <p>Apply determiners correctly in writing and speaking.</p> <p>Strengthen grammar foundation for effective communication.</p> <hr/> <p>1. Understand themes of exploitation, talent, and self-confidence. 2. Analyze poetic devices such as rhyme, imagery, and personification. 3. Develop critical thinking about manipulation and self-worth.</p>	and nightingale; dramatization of the poem; poster on “True Talent.”	peer discussion for weaker learners; encourage creative expression for diverse learners.			<p>competence in both spoken and written English.</p> <p>Ability to self-correct errors in sentence construction.</p> <p>1. Students appreciate poetic devices and their effect. 2. Students recognize exploitation and manipulation in literature and life. 3. Students apply moral lessons of self-confidence and resilience in creative writing.</p>
May	07	<p>F. 2 – Mrs Packletide’s Tiger – Saki</p> <hr/> <p>W.B. U. 11: Modals - Expressing Attitudes</p>	<p>1. Appreciate satire and irony in literature. 2. Understand human vanity, jealousy, and social pretensions. 3. Develop critical reading and analytical skills through humor.</p> <p>1. Understand the functions of modals in expressing attitudes, probability, necessity, and obligation. 2. Apply modals correctly in spoken and written communication. 3. Strengthen grammatical competence by using modals in varied contexts.</p>	<p>Comic strip illustrating Mrs Packletide’s plan; dramatization of the hunting scene; poster on “Vanity and Pride.”</p> <hr/> <p>Poster on “Different Uses of Modals”; collage of sentences with modals; role-play dialogues.</p>	<p>Group reading with role-play; simplified summaries for weaker learners; peer discussion for diverse perspectives.</p> <hr/> <p>Scaffolded grammar practice for weaker learners; peer guidance for collaborative learning; differentiated worksheets for diverse levels.</p>	<p>Write a humorous short story using irony; compose a diary entry from Mrs Packletide’s perspective; prepare a skit showing the tiger hunt.</p> <hr/> <p>Collect sentences from newspapers/magazines using modals; prepare a booklet of sentences showing different categories of modals; write a short dialogue using at least five modals.</p>	<p>Group debate: “Is vanity harmless or dangerous?”; peer teaching on identifying irony in texts; quiz on satire and humor in literature.</p> <hr/> <p>Role-play conversations using modals; grammar quiz on modal usage in real-life contexts; peer teaching of modal functions.</p>	<p>1. Students identify satire and irony in texts. 2. Students analyze vanity and social behavior critically. 3. Students improve empathy and critical thinking through humor.</p> <hr/> <p>1. Students will use modals accurately in speech and writing. 2. Students will self-correct errors in modal usage. 3. Students will apply modals effectively in real-life communication.</p>
June	16	D. 1. The Dear Departed – Stanley Houghton	1. Understand themes of greed, hypocrisy, and	Role-play dramatization of	Simplified play summary for weaker	Write a diary entry from Abel	Group quiz on identifying irony in the	Students will analyze hypocrisy in

		<p>W.B. U.2. – Tenses</p> <hr/> <p>W.B. U. 12 – Active and Passive Voice</p>	<p>family conflict. 2. Analyze the use of satire and irony in drama. 3. Develop empathy and critical thinking through character study.</p> <hr/> <p>Understand the concept of tense and its role in sentence construction. Apply correct tense usage in spoken and written communication. Strengthen grammatical competence by practicing tense transformations.</p> <hr/> <p>1. Understand the rules of transforming sentences between active and passive voice. 2. Apply voice changes in different contexts such as narratives, reports, and dialogues. 3. Strengthen grammatical competence by practicing sentence transformations.</p>	<p>the play; poster depicting family conflict; comic strip of the climax scene.</p> <hr/> <p>Timeline chart showing past, present, and future tenses; creative posters with examples of tense usage; dramatization of short dialogues in different tenses.</p> <hr/> <p>Poster illustrating active vs. passive structures; grammar chart with examples; dramatization of dialogues rewritten in passive voice.</p>	<p>learners; group reading with role allocation; peer discussion to ensure participation.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse</p>	<p>Merryweather’s perspective; prepare a short skit showing the quarrel between the daughters; create a newspaper report of the incident.</p> <hr/> <p>Write short stories using different tenses; prepare a diary entry in past tense; rewrite a news report in present tense.</p> <hr/> <p>Rewrite a newspaper report in passive voice; prepare a short dialogue in both active and passive forms; collect examples of passive sentences from magazines.</p>	<p>play; peer teaching of dramatic elements; debate: “Does greed destroy family values?”</p> <hr/> <p>Group quiz on tense correction; role-play conversations using varied tenses; peer teaching of tense rules.</p> <hr/> <p>Grammar quiz on active-passive transformations; peer teaching of voice rules; role-play conversations rewritten in passive voice.</p>	<p>family relationships. Students will recognize satire and irony in drama. Students will apply moral lessons about values and relationships in real-life contexts.</p> <hr/> <p>Students will use tenses accurately in speech and writing. Students will self-correct errors in tense usage. Students will apply tense rules effectively in real-life communication</p> <hr/> <p>1. Students will apply active-passive transformations accurately in speech and writing. 2. Students will self-correct errors in voice usage. 3. Students will use active and passive voice effectively in real-life communication.</p>
July	26	<p>M.C.B U. 2 – Education</p> <hr/> <p>F. 3 – The Letter – Dhumketu</p> <hr/> <p>W.B. U. 3 - Subject-Verb Agreement</p>	<p>1. Explore challenges and opportunities in the field of education. 2. Analyze the importance of literacy, reforms, and equal access to education. 3. Develop critical thinking and communication skills through discussions on educational issues.</p>	<p>Poster-making on “Education for All”; collage of inspirational quotes on learning; role-play of teacher-student interactions.</p> <hr/> <p>Dramatization of Ali waiting for his</p>	<p>Group discussions on education reforms; simplified reading passages for weaker learners; peer sharing of personal experiences with schooling.</p> <hr/> <p>Simplified summaries for</p>	<p>Conduct a survey on literacy levels in the community; prepare a short presentation on innovative teaching methods; write an essay on the importance of inclusive education.</p> <hr/> <p>Write a letter from</p>	<p>Debate: “Is modern education effective in preparing students for life?”; group quiz on global education facts; peer teaching of key concepts.</p> <hr/> <p>Group discussion on “Is communication more important than</p>	<p>1. Students will critically analyze issues in education. 2. Students will connect textual knowledge with real-life educational practices. 3. Students will demonstrate improved communication and critical thinking</p>

			<p>1. Understand themes of loneliness, human connection, and the emotional impact of communication.</p> <p>2. Analyze the narrative style and character development, especially Ali's perseverance.</p> <p>3. Develop empathy and reflective thinking through literary analysis.</p>	<p>daughter's letter; poster on "The Power of Communication"; sketch of Ali as a symbol of patience.</p>	<p>weaker learners; group reading with role allocation; peer discussion to ensure participation from all students.</p>	<p>Ali's perspective to his daughter; prepare a diary entry capturing Ali's emotions; create a short skit showing Ali's visit to the post office.</p>	<p>presence?"; peer teaching of narrative techniques; quiz on identifying themes and character traits.</p>	<p>skills.</p>
			<p>1. Understand the rules of subject-verb agreement in different sentence structures.</p> <p>2. Identify and correct errors in subject-verb agreement in spoken and written contexts.</p> <p>3. Strengthen grammatical competence by applying rules in real-life communication.</p>	<p>Grammar chart illustrating common rules; poster with examples of correct and incorrect usage; role-play dialogues highlighting agreement errors.</p>	<p>Scaffolded worksheets for weaker learners; peer correction activities; group reading of sentences with varied structures.</p>	<p>Collect sentences with subject-verb errors from newspapers; rewrite them correctly; prepare a booklet of common mistakes and corrections.</p>	<p>Grammar quiz on subject-verb agreement; peer teaching of rules; group activity to spot and correct errors in sample texts.</p>	<p>1. Students will empathize with human emotions and relationships.</p> <p>2. Students will analyze narrative techniques and character portrayal.</p> <p>3. Students will apply lessons of empathy and perseverance in their own writing and discussions.</p>
								<p>1. Students will apply subject-verb agreement rules accurately in speech and writing.</p> <p>2. Students will self-correct errors in agreement.</p> <p>3. Students will demonstrate improved grammatical competence in everyday communication.</p>
Aug	24	<p>P. 2. Not Marble nor the Gilded Monuments (Sonnet 55) – William Shakespeare</p> <hr/> <p>D. 2. Julius Caesar – William Shakespeare</p> <hr/> <p>W.B. U.4 - Non-Finites - Infinitives and Participles</p>	<p>1. Understand the theme of immortality of art and poetry over material monuments.</p> <p>2. Analyze poetic devices such as imagery, metaphor, and personification in the sonnet.</p> <p>3. Develop critical appreciation of Shakespeare's style and connect the poem's message to contemporary life.</p>	<p>Recitation of the sonnet with visual aids; poster illustrating "Immortality through Art"; sketch contrasting monuments and poetry.</p>	<p>Simplified paraphrase of the sonnet for weaker learners; group reading with line-by-line explanation; peer-led discussion for diverse perspectives.</p>	<p>Write a modern version of the sonnet highlighting today's values; compose a reflective essay on "Art vs. Material Wealth"; prepare a collage of famous works of art that outlasted monuments.</p>	<p>Group discussion on "Is art more powerful than wealth?"; peer teaching of poetic devices; quiz on identifying imagery and metaphors in the sonnet.</p>	<p>1. Students will appreciate Shakespeare's use of poetic devices.</p> <p>2. Students will recognize the enduring power of art over material possessions.</p> <p>3. Students will apply the theme of immortality to</p>
				<p>Dramatization of the assassination</p>	<p>Simplified summaries for</p>	<p>Prepare a skit on</p>	<p>Group debate: "Is betrayal ever</p>	

			<p>1. Understand themes of betrayal, loyalty, and political conflict.</p> <p>2. Analyze dramatic techniques such as dialogue, soliloquy, and rhetorical persuasion.</p> <p>3. Develop critical thinking by evaluating moral dilemmas faced by characters.</p> <hr/> <p>1. Understand the concept of non-finites and their role in sentence construction.</p> <p>2. Apply infinitives and participles correctly in spoken and written contexts.</p> <p>3. Strengthen grammatical competence by practicing transformations using non-finites.</p>	<p>scene; poster on “Power and Betrayal”; sketch of Caesar and Brutus.</p> <hr/> <p>Grammar chart illustrating infinitives and participles; poster with examples of non-finites; creative booklet of sentences using non-finites.</p>	<p>weaker learners; role allocation in group reading; peer discussion to ensure participation.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.</p>	<p>Caesar’s assassination; write a diary entry from Brutus’s perspective; compose a newspaper report on Caesar’s death.</p> <hr/> <p>Collect sentences using non-finites from newspapers/magazines; prepare a booklet of examples; write a short story using at least five non-finites.</p>	<p>justified?”; peer teaching of rhetorical devices; quiz on identifying dramatic techniques</p> <hr/> <p>Grammar quiz on identifying and applying non-finites; peer teaching of rules; group activity to transform sentences using infinitives and participles.</p>	<p>modern contexts in creative writing.</p> <hr/> <p>1. Students will analyze political and moral conflicts in the play.</p> <p>2. Students will recognize betrayal and loyalty as recurring themes.</p> <p>3. Students will apply dramatic analysis and moral reasoning in discussions and writing.</p> <hr/> <p>1. Students will apply non-finites accurately in speech and writing.</p> <p>2. Students will self-correct errors in non-finite usage.</p> <p>3. Students will demonstrate improved grammatical competence in everyday communication.</p>
Sep	23	<p>F. 4. A Shady Plot – Elsie Brown</p> <hr/> <p>P.3 Ozymandias – P B Shelley</p>	<p>1. Understand the theme of supernatural humor and its role in literature.</p> <p>2. Analyze irony, satire, and narrative techniques used in the story.</p> <p>3. Develop creative and critical thinking by exploring</p>	<p>Comic strip illustrating the ghost’s appearance; dramatization of the humorous ghost scene; poster on “Supernatural</p>	<p>Simplified summaries for weaker learners; group reading with role allocation; peer discussion to ensure participation.</p>	<p>Write a humorous ghost story; compose a diary entry from the narrator’s perspective; prepare a skit showing the ghost’s interaction.</p>	<p>Group discussion on “Do supernatural elements make stories more engaging?”; peer teaching of irony and satire; quiz on</p>	<p>1. Students will analyze humor and supernatural elements in literature.</p> <p>2. Students will recognize irony and satire in</p>

	<p>W. B. U. 5 – Relatives</p> <hr/> <p>W. B. U. 6 - Connectors</p>	<p>the blend of fantasy and reality.</p> <hr/> <p>1. Understand the theme of transience of power and the inevitable decay of human achievements. 2. Analyze imagery, symbolism, and irony used in the poem. 3. Develop critical appreciation by connecting the poem’s message to modern contexts.</p> <hr/> <p>1. Understand the use of relative pronouns and clauses in sentence construction. 2. Apply relative clauses to combine sentences and add descriptive detail. 3. Strengthen grammatical competence by practicing transformations using relatives.</p> <hr/> <p>1. Understand the role of connectors in linking ideas and sentences. 2. Apply connectors correctly in spoken and written communication to ensure coherence. 3. Strengthen grammatical competence by practicing varied types of connectors (contrast, cause, addition, sequence).</p>	<p>in Literature.”</p> <hr/> <p>Poster on “Rise and Fall of Empires”; sketch of the ruined statue; recitation with visuals.</p> <hr/> <p>Grammar chart illustrating relative pronouns; poster with examples of relative clauses; creative booklet of sentences using relatives.</p> <hr/> <p>Poster illustrating categories of connectors; flowchart showing sentence linking; creative booklet of sentences using connectors.</p>	<p>Simplified paraphrase of the poem for weaker learners; group reading with line-by-line explanation; peer-led discussion for diverse perspectives.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.</p>	<p>Write a reflective essay on “Power and Time”; prepare a newspaper article reporting the discovery of Ozymandias’s statue; compose a modern poem on impermanence.</p> <hr/> <p>Collect sentences using relatives from newspapers/magazines; prepare a booklet of examples; write a short descriptive paragraph using at least five relative clauses.</p> <hr/> <p>Collect sentences using connectors from newspapers/magazines; prepare a booklet of examples; write a short essay using at least ten connectors.</p>	<p>identifying narrative techniques.</p> <hr/> <p>Group debate: “Is power permanent or fleeting?”; peer teaching of imagery and symbolism; quiz on identifying irony in the poem.</p> <hr/> <p>Grammar quiz on identifying and applying relatives; peer teaching of rules; group activity to transform sentences using relative pronouns.</p> <hr/> <p>Grammar quiz on identifying and applying connectors; peer teaching of connector categories; group activity to transform sentences using appropriate connectors.</p>	<p>storytelling. 3. Students will apply narrative techniques creatively in their own writing.</p> <hr/> <p>1. Students will appreciate Shelley’s use of imagery and irony. 2. Students will recognize the theme of impermanence in human endeavors. 3. Students will apply the poem’s moral lesson to contemporary life in creative writing.</p> <hr/> <p>1. Students will apply relative pronouns accurately in speech and writing. 2. Students will self-correct errors in relative clause usage. 3. Students will demonstrate improved grammatical competence in everyday communication.</p> <hr/> <p>1. Students will apply connectors accurately in speech and writing. 2. Students will self-correct errors in connector usage. 3. Students will demonstrate improved coherence and cohesion in everyday communication.</p>
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Oct	22	F. 5 – Patol Babu – Satyajit Ray	<p>1. Understand the theme of dignity of labour and the value of sincerity in work.</p> <p>2. Analyze characterization and narrative techniques used by Satyajit Ray.</p> <p>3. Develop empathy and reflective thinking by connecting Patol Babu’s experience to real-life situations.</p>	Dramatization of Patol Babu’s film scene; poster on “Dignity of Work”; sketch of Patol Babu as a symbol of perseverance.	Simplified summaries for weaker learners; group reading with role allocation; peer discussion to ensure participation.	Write a diary entry from Patol Babu’s perspective; prepare a skit showing his film shooting experience; compose a reflective essay on “Sincerity in Small Roles.”	Group discussion on “Is sincerity more important than success?”; peer teaching of narrative techniques; quiz on identifying themes and character traits.	<p>1. Students will appreciate the dignity of labour and sincerity in work.</p> <p>2. Students will analyze narrative techniques and character portrayal.</p> <p>3. Students will apply moral lessons of perseverance and humility in their own life contexts.</p>
		M.C.B U. 3 – Science	<p>1. Explore the role of science in everyday life and its impact on society.</p> <p>2. Analyze ethical issues and responsibilities associated with scientific progress.</p> <p>3. Develop critical thinking and communication skills through discussions on scientific innovations.</p>	Poster-making on “Science for Humanity”; collage of scientific inventions; role-play of a scientist explaining discoveries.	Simplified reading passages for weaker learners; group discussions with guided questions; peer sharing of personal experiences with science in daily life.	Conduct a survey on how science has changed community life; prepare a short presentation on a recent scientific innovation; write an essay on “Ethics in Science.”	Debate: “Is science a boon or a bane?”; group quiz on scientific facts and discoveries; peer teaching of key concepts.	<p>1. Students will critically analyze the role of science in society.</p> <p>2. Students will connect textual knowledge with real-life scientific applications.</p> <p>3. Students will demonstrate improved communication and critical thinking skills.</p>
		W. B. U. 7 – Conditionals	<p>1. Understand the rules and types of conditionals (zero, first, second, third).</p> <p>2. Apply conditional sentences in spoken and written contexts to express possibilities, hypotheses, and consequences.</p> <p>3. Strengthen grammatical competence by practicing transformations using conditionals.</p>	Poster illustrating types of conditionals with examples; flowchart showing cause-effect links; creative booklet of dialogues using conditionals.	Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.	Collect conditional sentences from newspapers/magazines; prepare a booklet of examples; write a short story using at least five conditional sentences.	Grammar quiz on identifying and applying conditionals; peer teaching of rules; group activity to transform sentences using different types of conditionals.	<p>1. Students will apply conditional sentences accurately in speech and writing.</p> <p>2. Students will</p>
		W. B. U. 8 – Comparison	<p>1. Understand the rules of comparison using adjectives and adverbs (positive,</p>	Poster illustrating degrees of comparison; chart with examples of comparative and superlative forms; creative booklet of sentences using comparisons.	Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.	Collect sentences using comparisons from newspapers/magazines; prepare a booklet of examples; write a short descriptive essay using at least ten comparative structures.	Grammar quiz on identifying and applying comparisons; peer teaching of rules; group activity to transform sentences using comparative and superlative forms.	<p>1. Students will</p>

			<p>comparative, superlative).</p> <p>2. Apply comparison structures correctly in speech and writing.</p> <p>3. Strengthen grammatical competence by practicing transformations and contextual usage of comparisons.</p>					<p>self-correct errors in conditional usage.</p> <p>3. Students will demonstrate improved ability to express possibilities and consequences in everyday communication.</p> <hr/> <p>1. Students will apply degrees of comparison accurately in speech and writing.</p> <p>2. Students will self-correct errors in comparative usage.</p> <p>3. Students will demonstrate improved descriptive and analytical skills in everyday communication.</p>
Nov	16	<p>P. 4 Snake – D. H Lawrence</p> <hr/> <p>M.C.B U. 4 – Environment</p> <hr/> <p>W.B. U. 9 - Avoiding Repetition-Substitution and Omission</p> <hr/> <p>W.B. U. 10 - Nominalization</p>	<p>1. Understand the theme of conflict between instinctive respect for nature and societal conditioning.</p> <p>2. Analyze imagery, symbolism, and narrative voice in the poem.</p> <p>3. Develop empathy and critical reflection on human attitudes towards animals and nature.</p> <hr/> <p>1. Explore environmental issues such as pollution, deforestation, and climate</p>	<p>Sketch of the snake at the water trough; dramatized reading of the poem; poster on “Respect for Nature.”</p> <hr/> <p>Poster-making on “Save Earth”; collage of endangered species; role-play of a community meeting on</p>	<p>Simplified paraphrase of the poem for weaker learners; guided group reading with pauses for explanation; peer-led discussion to include diverse perspectives.</p> <hr/> <p>Simplified reading passages for weaker learners; group discussions with guided questions;</p>	<p>Write a reflective essay on “Man vs. Nature”; compose a diary entry from the poet’s perspective; prepare a collage of animals symbolizing wisdom and fear.</p> <hr/> <p>Conduct a survey on local environmental problems; prepare a short presentation on eco-friendly practices; write an essay on “My</p>	<p>Group discussion on “Should instinct or social conditioning guide our actions?”; peer teaching of imagery and symbolism; quiz on identifying poetic devices in the poem.</p> <hr/> <p>Debate: “Is development possible without harming the environment?”;</p>	<p>1. Students will appreciate Lawrence’s use of imagery and symbolism.</p> <p>2. Students will recognize the conflict between instinct and societal norms.</p> <p>3. Students will apply lessons of empathy and respect for nature in their</p>

		<p>change. 2. Analyze the importance of conservation and sustainable living. 3. Develop awareness and responsibility towards protecting the environment.</p> <hr/> <p>1. Understand the importance of avoiding repetition in writing for clarity and conciseness. 2. Apply substitution and omission techniques to improve sentence structure. 3. Strengthen grammatical competence by practicing transformations using substitution and omission.</p> <hr/> <p>1. Understand the concept of nominalization and its role in making writing more formal and concise. 2. Apply nominalization techniques to transform verbs/adjectives into nouns in sentences. 3. Strengthen grammatical competence by practicing nominalization in academic and professional contexts.</p>	<p>environmental protection.</p> <hr/> <p>Poster illustrating examples of substitution and omission; flowchart showing how repetition can be avoided; creative booklet of sentences rewritten using these techniques.</p> <hr/> <p>Poster illustrating examples of nominalization; chart showing transformations (verb → noun, adjective → noun); creative booklet of sentences rewritten using nominalization.</p>	<p>peer sharing of personal experiences with environmental practices.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.</p> <hr/> <p>Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.</p>	<p>Role in Saving the Environment.”</p> <hr/> <p>Collect repetitive sentences from newspapers/magazines and rewrite them using substitution/omission; prepare a booklet of examples; write a short essay applying these techniques.</p> <hr/> <p>Collect sentences from newspapers/magazines and rewrite them using nominalization; prepare a booklet of examples; write a short essay applying nominalization for formal tone.</p>	<p>group quiz on environmental facts; peer teaching of conservation methods.</p> <hr/> <p>Grammar quiz on identifying and applying substitution and omission; peer teaching of rules; group activity to transform repetitive sentences into concise ones.</p> <hr/> <p>Grammar quiz on identifying and applying nominalization; peer teaching of rules; group activity to transform informal sentences into formal ones using nominalization.</p>	<p>own reflections and writing.</p> <hr/> <p>1. Students will critically analyze environmental challenges. 2. Students will connect textual knowledge with real-life environmental practices. 3. Students will demonstrate improved awareness and responsibility towards sustainable living.</p> <hr/> <p>1. Students will apply substitution and omission accurately in speech and writing. 2. Students will self-correct errors related to repetition. 3. Students will demonstrate improved clarity and conciseness in everyday communication.</p> <hr/> <p>1. Students will apply nominalization accurately in</p>
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								speech and writing. 2. Students will self-correct errors related to nominalization. 3. Students will demonstrate improved ability to write in a formal, concise, and academic style.
Dec	24	F. 6 – Virtually True – Paul Stewart	<p>1. Understand the theme of technology, virtual reality, and its impact on human relationships.</p> <p>2. Analyze narrative techniques and the blending of reality with the virtual world.</p> <p>3. Develop critical thinking by evaluating advantages and disadvantages of technology in modern life.</p>	Poster on “Virtual vs. Real World”; dramatization of a virtual reality scene; sketch of the protagonist in both worlds.	Simplified summaries for weaker learners; guided group reading with pauses for explanation; peer-led discussion to include diverse perspectives.	Write a diary entry from Sebastian’s perspective; prepare a skit showing the virtual rescue; compose an essay on “Technology – Boon or Bane.”	Group debate: “Does technology bring us closer or isolate us?”; peer teaching of narrative techniques; quiz on identifying themes and character traits.	<p>1. Students will appreciate Stewart’s use of narrative blending between real and virtual worlds.</p> <p>2. Students will recognize the impact of technology on human interaction.</p> <p>3. Students will apply critical reflection on technology’s role in their own lives.</p>
		W.B. U. 13 – Reported Speech	<p>1. Understand the rules of converting direct speech into reported speech.</p> <p>2. Apply reported speech accurately in spoken and written contexts.</p> <p>3. Strengthen grammatical competence by practicing transformations across statements, questions, and commands.</p>	Poster illustrating rules of reported speech; chart showing tense changes; creative booklet of dialogues rewritten in reported speech.	Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.	Collect dialogues from newspapers/magazines and rewrite them in reported speech; prepare a booklet of examples; write a short story using reported speech.	Grammar quiz on identifying and applying reported speech; peer teaching of tense changes; group activity to transform dialogues into reported speech.	
		M.C.B U. - Travel and Tourism	<p>1. Explore the significance of travel and tourism in cultural exchange and economic growth.</p> <p>2. Analyze the impact of tourism on environment, heritage, and society.</p>	Poster-making on “Famous Tourist Destinations”; collage of world heritage sites; role-play of a travel guide.	Simplified reading passages for weaker learners; group discussions with guided questions; peer sharing of personal travel experiences.	Prepare a travel brochure for a chosen destination; conduct a survey on local tourism; write an article on “Eco-friendly Tourism.”	Debate: “Does tourism benefit or harm local communities?”; group quiz on famous tourist sites; peer teaching of tourism-related vocabulary.	

			3. Develop communication and creative skills through discussions and projects on tourism.					to narrate events and conversations effectively. 1. Students will critically analyze the role of tourism in society. 2. Students will connect textual knowledge with real-life travel experiences. 3. Students will demonstrate improved communication, creativity, and awareness of sustainable tourism.
Jan	14	P. 5 – The Rime of the Ancient Mariner – S. T Coleridge W.B. U. 14: Prepositions M.C.B U. 6 – National integration	1. Understand the central themes of sin, guilt, repentance, and redemption in the poem. 2. Analyze Coleridge’s use of imagery, symbolism, and supernatural elements. 3. Develop critical appreciation by connecting the moral lessons of the poem to contemporary life. 1. Understand the function of prepositions in connecting nouns, pronouns, and phrases to other words in a sentence. 2. Apply prepositions accurately in speech and writing to express relationships of time, place, and direction. 3. Strengthen grammatical	Illustration of the albatross and the mariner; dramatized reading of key stanzas; poster on “Journey of Sin to Redemption.” Poster illustrating categories of prepositions (time, place, direction); chart with examples; creative booklet of sentences using prepositions. Poster-making on	Simplified paraphrase of the poem for weaker learners; guided group reading with pauses for explanation; peer-led discussion to include diverse perspectives. Scaffolded grammar exercises for weaker learners; peer teaching for collaborative learning; differentiated worksheets for diverse levels.	Write a diary entry from the mariner’s perspective; prepare a skit showing the killing of the albatross and its consequences; compose an essay on “Respect for Nature and Life.” Collect sentences using prepositions from newspapers/magazines; prepare a booklet of examples; write a short descriptive paragraph using at least ten prepositions.	Group discussion: “Do actions always have consequences?”; peer teaching of imagery and symbolism; quiz on identifying supernatural elements and moral lessons. Grammar quiz on identifying and applying prepositions; peer teaching of rules; group activity to transform sentences by inserting correct prepositions.	1. Students will appreciate Coleridge’s use of imagery and symbolism. 2. Students will recognize the moral and spiritual journey of the mariner. 3. Students will apply the poem’s lessons of respect, repentance, and redemption in their own reflections. 1. Students will apply prepositions

		<p>competence by practicing transformations and contextual usage of prepositions.</p> <hr/> <p>1. Understand the importance of unity in diversity and the role of national integration in strengthening democracy. 2. Analyze challenges to national integration such as regionalism, communalism, and social inequality. 3. Develop values of tolerance, respect, and cooperation through discussions and activities</p>	<p>“Unity in Diversity”; collage of cultural symbols of India; role-play of a community meeting promoting harmony.</p>	<p>Simplified reading passages for weaker learners; group discussions with guided questions; peer sharing of personal experiences of cultural diversity.</p>	<p>Prepare a speech on “India’s Strength Lies in Unity”; conduct a survey on local traditions and how they promote integration; write an essay on “My Role in Promoting National Integration.”</p>	<hr/> <p>Debate: “Is diversity a challenge or strength for India?”; group quiz on national symbols and movements; peer teaching of integration-related concepts.</p>	<p>accurately in speech and writing. 2. Students will self-correct errors in prepositional usage. 3. Students will demonstrate improved clarity and precision in everyday communication.</p> <hr/> <p>1. Students will critically analyze the role of national integration in society. 2. Students will connect textual knowledge with real-life examples of unity in diversity. 3. Students will demonstrate improved awareness, tolerance, and responsibility as citizens.</p>
Feb	22						

कक्षा—दसवीं
विषय—हिंदी

माह	कार्य दिवस	पाठ	अधिगम उद्देश्य	कला समेकन	समावेशी शिक्षण	परियोजना कार्य	कौशल आधारित गतिविधि अधिगम	अधिगम परिणाम
अप्रैल	23	क्षितिज (गद्य)— स्वयं प्रकाश—नेताजी का चश्मा काव्य खंड— सूरदास के पद कृतिका— माता का अँचल व्याकरण—वाक्य एवं रचना के आधार पर भेद लेखन—अनुच्छेद लेखन,	व्यंग्य कथा। नेताओं की अवसरवादिता और जनता की मानसिकता पर कटाक्ष। भक्ति भाव से भरे पद। बाल—कृष्ण की लीलाएँ और वात्सल्य रस का सुंदर चित्रण। माँ के स्नेह, ग्रामीण जीवन और बचपन की स्मृतियों का मार्मिक चित्रण। मातृ—स्नेह एवं पारिवारिक मूल्यों का महत्व स्पष्ट कर सकेंगे।	नेताजी के चश्मे या स्वतंत्रता आंदोलन से संबंधित पोस्टर बनाएं। पदों को राग में गाकर प्रस्तुत करना (भक्ति संगीत शैली में पद की व्याख्या या प्रस्तुति का अवसर देना। ग्रामीण जीवन के दृश्य का चित्रांकन। ग्रामीण जीवन की विशेषताएँ विषय पर चार्ट/प्रस्तुति।	समूह कार्य द्वारा सभी विद्यार्थियों की सहभागिता सुनिश्चित करते हुए चर्चा नेतृत्व या प्रस्तुति का अवसर। नेताजी का चश्मा' पाठ की कथा—वस्तु समझ सकेंगे। पाठ के नैतिक संदेश को स्पष्ट कर सकेंगे। समूह चर्चा—“माता—पिता का हमारे जीवन में योगदान।”	सुभाष चंद्र बोस के जीवन पर परियोजना तैयार करना। सूरदास के जीवन और कृतियों पर प्रोजेक्ट फाइल बनाना। बाढ़ में मानवता और सहयोग” विषय पर रचनात्मक लेखन। यदि मैं अपनी माँ के लिए कुछ लिखूँ ” विषय पर अनुच्छेद/कविता लेखन।	सुभाषचंद्र बोस के समूह चर्चा “ईमानदारी और नैतिकता का महत्व।” वाद—विवाद— “क्या आज के समाज में आदर्शों का पालन हो रहा है?” शुद्ध उच्चारण के साथ पद का वाचन। पद का भावार्थ अपने शब्दों में लिखना।	नेताजी का चश्मा' पाठ की कथा—वस्तु समझ सकेंगे। पाठ के नैतिक संदेश को स्पष्ट कर सकेंगे। सूरदास के जीवन एवं साहित्यिक योगदान को समझ सकेंगे। पद का भावार्थ स्पष्ट रूप से व्यक्त कर सकेंगे। ग्रामीण जीवन की विशेषताओं की पहचान कर सकेंगे।
मई	07	गद्य खंड—कृतिका— माता का अँचल लेखन—पत्र लेखन	आध्यात्मिक व्यक्तित्व और सादगीपूर्ण जीवन का चित्रण। माँ के स्नेह, ग्रामीण जीवन और बचपन की स्मृतियों का मार्मिक चित्रण। औपचारिक व अनौपचारिक पत्र रचनात्मकता और संप्रेषण कौशल का विकास।	ल्हासा की पहाड़ी और प्राकृतिक सुंदरता को चित्रित करें बाढ़ या जलप्रलय के दृश्य को चित्रों और रंगों के माध्यम से विद्यार्थियों को औपचारिक / शिकायती / संपादकीय पत्र लिखने का अवसर।	लेखक की कठिनाइयों और साहस पर चर्चा कर छात्रों को समझ और सहानुभूति विकसित करना। कल्पनाशील विषयों पर पत्र लेखन अभिव्यक्ति और तार्किक सोच का विकास।	ल्हासा के प्राकृतिक दृश्य, मंदिर, और संस्कृति को चित्र या कोलाज के माध्यम से दिखाना। औपचारिक, अनौपचारिक, आवेदन, संपादक के नाम) का संग्रह तैयार करना। दिखाना	विद्यार्थियों में विविधता और सहिष्णुता की समझ विकसित करना। पत्र के विभिन्न प्रकारों की पहचान कर सकेंगे।	विद्यार्थी सहानुभूति, सहयोग और टीमवर्क जैसे सामाजिक कौशल विकसित कर सकेंगे। सही प्रारूप में औपचारिक एवं अनौपचारिक पत्र लिख सकेंगे।
जून	16	क्षितिज (गद्य)— रामवृक्ष बेनीपुरी — बालगोबिन भगत काव्य खंड— जयशंकर प्रसाद—आत्मकथ्य व्याकरण—वाच्य एवं उसके भेद लेखन— ई—मेल लेखन	आध्यात्मिक व्यक्तित्व और सादगीपूर्ण जीवन का चित्रण। कवि ने अपनी साहित्यिक प्रेरणा और काव्य—दृष्टि को व्यक्त किया है।	ग्रामीण परिवेश और लोक—संस्कृति से जुड़े प्रतीकों का कोलाज बनाना। छायावादी भावों (प्रकृति, संवेदना, आत्म—अनुभूति) का चित्रांकन।	मंदगति शिक्षार्थियों के लिए सरल भाषा में भावार्थ। प्रतिभाशाली विद्यार्थियों को नेतृत्व व प्रस्तुति का अवसर।	ग्रामीण जीवन और लोकसंस्कृति पर चार्ट प्रस्तुति/जयशंकर प्रसाद के जीवन एवं साहित्य पर परियोजना।	सामाजिक समरसता और नैतिक मूल्यों का महत्व स्पष्ट कर सकेंगे। कविता में व्यक्त छायावादी विशेषताओं की पहचान।	बालगोबिन भगत' पाठ की कथा—वस्तु समझ सकेंगे। आत्म—अभिव्यक्ति और चिंतन क्षमता का विकास।

जुलाई	26	क्षितिज—यशपाल— लखनवी अंदाज़ काव्य खंड— सूर्यकांत त्रिपाठी 'निराला'— उत्साह / अट नहीं रही है कृतिका— साना—साना हाथ जोड़ि व्याकरण—पद परिचय लेखन— स्ववृत्त लेखन	लखनऊ की तहजीब, शिष्टाचार और विनम्रता का रोचक वर्णन। प्रकृति—चित्रण और जीवन में ऊर्जा, नवजागरण तथा सकारात्मकता का संदेश। सिक्किम की संस्कृति, प्रकृति और जनजीवन का सुंदर वर्णन।	कहानी पर पोस्टर एवं चित्रकला निर्माण उत्साह" विषय पर प्रेरक पोस्टर/कोलाज निर्माण वसंत ऋतु के सौंदर्य पर चित्रांकन भारत के मानचित्र में सिक्किम दर्शाकर वहाँ की प्रमुख विशेषताएँ लिखना।	विविध अधिगम शैलियों को ध्यान में रखकर पाठ योजना विशेष आवश्यकता वाले विद्यार्थियों हेतु अतिरिक्त समय/वर्कशीट स्थानीय संस्कृति से तुलना कर अनुभव—साझा करवाना।	किसी लेखक जैसे मुंशी प्रेमचंद के जीवन और कृतित्व पर परियोजना राष्ट्रप्रेम तथा प्रकृति—चित्रण पर प्रोजेक्ट फाइल बनाना सिक्किम की संस्कृति और पर्यटन पर परियोजना फाइल।	वाद—विवाद प्रतियोगिता वसंत ऋतु पर अनुच्छेद लेखन समूह—चर्चा: "भारत में सांस्कृतिक विविधता"	पाठ का भावार्थ समझना जीवन मूल्यों की समझ पाठ का शुद्ध उच्चारण सहित वाचन भावार्थ व केंद्रीय भाव की चर्चा प्राकृतिक सौंदर्य और सांस्कृतिक विविधता की पहचान
अगस्त	24	क्षितिज (गद्य)— मन्नू भंडारी — एक कहानी यह भी काव्य खंड— नागार्जुन— यह दंतुरित मुस्कान/फसल कृतिका—मैं क्यों लिखता हूँ अलंकार (उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति एवं मानवीकरण) लेखन—विज्ञापन एवं संदेश लेखन	लेखिका के जीवन के संघर्ष और साहित्यिक यात्रा का आत्मकथात्मक विवरण। सामाजिक यथार्थ और ग्रामीण जीवन का चित्रण। आम जन की पीड़ा व खुशी। लेखक के लेखन—प्रेरणा और साहित्य के उद्देश्य पर विचार।	नारी सशक्तिकरण" विषय पर रचनात्मक प्रस्तुति। मासूमियत" विषय पर पोस्टर/कोलाज निर्माण कृषि—चक्र का चार्ट/मॉडल निर्माण	हिंदी साहित्य में नारी लेखन" पर परियोजना फाइल। चित्र/वीडियो द्वारा शिशु और किसान	समूह—चर्चा: "नारी स्वतंत्रता और समाज" जीवन का परिचय भारतीय किसान का जीवन" पर परियोजना फाइल	आत्मविश्वास के साथ स्वतंत्रता की चाह और सामाजिक संवेदनाओं पर मौखिक अभिव्यक्ति "किसान का महत्व" और "बचपन की मासूमियत" केंद्रीय भाव और संदेश पर चर्चा	नारी सशक्तिकरण के महत्व को समझ सकें। किसान और बाल—मन के महत्व को समझ सकें।
सितंबर	23							
अक्टूबर	22	क्षितिज (गद्य)— यतीन्द्र मिश्र— नौबतखाने में इबादत काव्य खंड— तुलसीदास — राम—लक्ष्मण परशुराम संवाद पुनरावृत्ति— वाक्य एवं रचना के आधार पर भेद लेखन—अनुच्छेद लेखन एवं पत्र लेखन कृतिका— माता का अँचल	शास्त्रीय संगीत और उस्ताद बिस्मिल्लाह खाँ के जीवन का भावपूर्ण वर्णन। रामभक्ति, नीति और जीवन—मूल्यों पर आधारित पाठ। भाषा, लेखन और रचनात्मक अभिव्यक्ति कौशल में विकास।	शहनाई का चित्र/मॉडल निर्माण संवाद का नाट्य—रूपांतरण (भाव—भंगिमा सहित) जीवन—मूल्यों (मर्यादा, विनम्रता, साधना) पर चिंतन	भिन्न क्षमता वाले छात्रों के लिए सरल और गहन प्रश्न। प्रश्नोत्तर व चर्चा के माध्यम से सभी की सहभागिता सुनिश्चित करना।	भारतीय शास्त्रीय संगीत और शहनाई भक्ति कालीन साहित्य की विशेषताओं पर परियोजना कार्य। अलंकार की पहचान अनुच्छेद लेखन: "आदर्श मर्यादा का महत्व"	जीवन—मूल्यों (मर्यादा, विनम्रता, साधना) पर चिंतन दोनों पाठों का सार एवं भावार्थ स्पष्ट कर सकें।	
नवंबर	16	क्षितिज (गद्य)— भदंत आनंद कौसल्यायन—संस्कृति काव्य खंड— मंगलेश डबराल— संगतकार कृतिका— साना—साना हाथ जोड़ि	भारतीय संस्कृति की विशेषताओं और सहिष्णुता का विश्लेषण। संगीत में संगतकार की उपेक्षित भूमिका को रेखांकित करते हुए विनम्रता का महत्व।	भारतीय सांस्कृतिक प्रतीकों (वेशभूषा, त्योहार, लोककला) का पोस्टर/कोलाज	कविता का भावपूर्ण पाठ "टीमवर्क का महत्व" विषय पर समूह प्रस्तुति ऑडियो/वीडियो माध्यम से कविता का अनुभव।	भारतीय संस्कृति की विशेषताएँ" संगीत में संगतकार की भूमिका पर परियोजना फाइल।	समूह—चर्चा: "संस्कृति और पहचान" अनुच्छेद लेखन: "सहयोग का महत्व" केंद्रीय भाव और संदेश पर चर्चा।	सामाजिक एवं सांस्कृतिक मूल्यों को जीवन में अपनाने की प्रेरणा प्राप्त करें।
दिसंबर	24							पढ़ाए गए सभी पाठों की पुनरावृत्ति एवं बोर्ड के पूर्व परीक्षाओं के प्रश्नपत्रों का अभ्यास
जनवरी	14							सीबीएसई बोर्ड परीक्षा हेतु मॉडल प्रश्नपत्रों का अभ्यास

विषयः : संस्कृतम्

निर्धारितपाठ्यपुस्तकानि --

पुस्तकानि :

पाठ्यपुस्तकम्	मणिका द्वितीयो भागः (रापरि .प्र .अनु .शै ..)
व्याकरणपुस्तकम्	व्याकरणवीथिः (रापरि .प्र .अनु .शै ..)
अभ्यासपुस्तकानि	अभ्यासवान् भव (रापरि .प्र .अनु .शै ..)
सहायकपुस्तकानि	1. प्रायोगिकसंस्कृतव्याकरणम् द्वितीयो भागः परमानन्द गुप्त .डा - 2 सरस्वती मणिका संस्कृतव्याकरणम् द्वितीयो भागः हरिओसम् शास्त्री 3 संस्कृतसहचर आचार्य राधामोहन उपाध्याय -, श्री घनश्याम पाण्डेय

Month	WD	अध्यायाः उपविषयाः च	शिक्षणस्य उद्देश्याः	कला-एकीकरणम्	समावेशीशिक्षणम्	परियोजनाकार्यम्/प्रयोगाः च	योग्यताधारितशिक्षणम्	शिक्षणस्य लाभाः
April	23	मणिकातः - प्रथमः पाठः -वाङ्मयं तपः द्वितीयः पाठः -नास्ति त्यागसमं सुखम्। व्याकरणे- समासाः अव्ययीभावः, समयलेखनम्, अनुवादकार्यम्, अपठितगद्यान्शः, चित्रवर्णनम्, संवादलेखनम्।	सद्व्यवहारस्य महत्त्वम्, त्यागस्य महत्त्वम्, समयज्ञानम्, शब्द परिचयः लेखनम् पदपरिचयः च, शब्द परिचयः, लेखनम् पदपरिचयः च।	पाठस्य अभ्यासकार्यम्, महाराजशिविः विषये ज्ञानार्जनम्, घटिकया समयज्ञानम्, बौद्धिकविकासः।	लयबद्धसंगीतशिक्षकमा ध्यमेन, अन्यकथामाध्यमेन शिक्षा, गणितशिक्षकसहायतया , हिन्दीशिक्षकसहायतया ।	श्लोकाधारेण अन्यश्लोकनिर्माणम्, अन्यत्यागी राजानं प्रति ज्ञानार्जनम्, विभक्तिप्रयोगः, व्याकरणज्ञानम्, वाक्यनिर्माणं च।	व्यवहारं कथं कर्तव्यम्, त्यागभावना, भाषाशुद्धता, वाक्यनिर्माणं अनुवादकार्यं च।	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च। भाषाशुद्धता।
May	07	मणिकातः- तृतीयः पाठः- रमणीया हि एषा सृष्टिः व्याकरणतः- समासाः नञ् तत्पुरुषः, सन्धयः वृद्धिः, यण् अयादिः पूर्वरूपश्च, अनुवादकार्यम्, अपठितगद्यान्शः, चित्रवर्णनम्	प्रकृतिः प्रेमः, नञ् तत्पुरुषसमासस्य प्रयोगः, सन्धिकार्यं किमर्थं करणीयम्? लाभाः के ?	अस्माभिः सर्वैः जीवैः सह स्नेहं कर्तव्यम्, सन्धिनिर्माणं कथं क्रियते?	छात्रान् क्रीडाक्षेत्रे नीत्वा प्रकृत्या सह मेलम्, हिन्दीशिक्षकसहायतया ।	गद्यपद्यात्मकविधिना अनुवादकार्यम् व्याकरणज्ञानम्, वाक्यनिर्माणं च।	प्रकृतिः प्रेमः, सन्धिपरिचयः, विभक्तिज्ञानम् ।	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च। भाषाशुद्धता।

June	16	<p>मणिकातः- चतुर्थः पाठः- आज्ञां गुरुणां हि अविचारणीया, मणिकातः - पञ्चमः पाठः- अभ्यासवशगं मनः व्याकरणे- समासः बहुब्रीहि, प्रत्ययाः- (टाप्, डीप्, ठक्, मतुप्, त्व, तल्,) अपठित अवबोधनम्, संवादलेखनम् चित्रवर्णनम् पत्रलेखनम् च।</p>	<p>गुरुणाम् आज्ञापालनम्, श्रीमद्भागवतगीतायाः ज्ञानम्, बहुब्रीहि समासस्य प्रयोगः लेखनकौशलस्य विकासः।</p>	<p>कथं किमर्थं च आज्ञापालनं करणीयम्? श्रीकृष्णार्जुन वर्णनम्, बहुब्रीहि समासपरिचयः, बौद्धिकविकासः।</p>	<p>कक्षायां छात्रैः सह नाटकमाध्यमेन चर्चा करिष्यते। समूहाभिनयः।</p>	<p>गुरुणाम् आज्ञापालनस्य लाभाः, समासपरिचयः, व्याकरणज्ञानम्, वाक्यनिर्माणं च।</p>	<p>गुरुणाम् आज्ञापालनम् लाभाः अलाभाः च। वाक्यनिर्माणम्, भाषाशुद्धता, वाक्यनिर्माणं अनुवादकार्यं च।</p>	<p>पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च। भाषाशुद्धता।</p>
July	26	<p>मणिकातः- षष्ठः पाठः- राष्ट्रं संरक्ष्यमेव हि, सप्तमः पाठः- साधुवृत्तिं समाचरेत् । व्याकरणे- सन्धिः - व्यञ्जनसन्धिः - मोऽनुस्वारः, प्रथमवर्णस्य तृतीयवर्ण, प्रथमवर्णस्य परिवर्तनम्, वर्गीयप्रथमाक्षराणां पञ्चवर्णं परिवर्तनम्। अनुवादः- लङ्लकारे कारकपरिचयः -- प्रथमतः पञ्चमीविभक्तिपर्यन्तम्।</p>	<p>सन्धिकार्यं किमर्थं करणीयम्? लाभाः के? , कारकउपपदविभक्त्योः लेखनकौशलस्य विकासः, स्वजीवने अनुशासनस्य प्रयोगः । महाभारतकथाज्ञानम् ।</p>	<p>सन्धिनिर्माणं कथं क्रियते? कारकउपपदविभक्त्योः कथं क्रियते?</p>	<p>लयबद्धसंगीतमाड्यमे, हिन्दीशिक्षकसहायतया।</p>	<p>व्याकरणज्ञानम्, वाक्यनिर्माणं च। व्याकरणज्ञानम्, वाक्यनिर्माणं च। अनुवादकार्यम् ,</p>	<p>सांस्कृतिक लौकिकज्ञानार्थम्, व्याकरणज्ञानम्, वाक्यनिर्माणं च।</p>	<p>पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च। भाषाशुद्धता।</p>
Aug	24	<p>मणिकातः- सप्तमः पाठः- साधुवृत्तिं समाचरेत्, अष्टमः पाठः -तिरुक्कुरल्- सूक्ति-सौरभम्।</p>	<p>स्वजीवने अनुशासनस्य प्रयोगः</p>	<p>सज्जनदुर्जनानां जीवने</p>	<p>हिन्दीशिक्षकसहायतया, लयबद्धसंगीतशिक्षकमा ध्यमेन।</p>	<p>पद्यात्मकविधिना अनुवादकार्यम्, वाच्यपरिचयः, समयलेखनम्,</p>	<p>सुभाषितानाम् अर्थः स्वजीवने प्रयोगः, व्याकरणज्ञानम्, वाक्यनिर्माणं च।</p>	<p>पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च। भाषाशुद्धता।</p>

		<p>व्याकरणे सन्धिः - विसर्गसन्धिः - विसर्गलोपः उत्त्वं रत्त्वं च, विसर्गस्थाने स् श् ष्, अशुद्धिसंशोधनम् (लिङ्ग- वचन-विभक्ति-लकार-पुरुष दृष्ट्या)। वाच्यपरिवर्तनम् (केवलं लट्लकारे) कारकपरिचयः -- षष्ठीतः सम्बोधनपर्यन्तम्। अपठित अवबोधनम्, संवादलेखनम् च।</p>	<p>सुभाषितानाम् अर्थः स्वजीवने प्रयोगः।</p>	<p>प्रभावः, सुभाषितानाम् जीवने प्रभावः।</p>		<p>अनुवादकार्यम् ।</p>		
Sep	23	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>	<p>अर्धवार्षिकी परीक्षायाः पुनरावृत्तिः, अर्धवार्षिकी परीक्षा च।</p>
Oct	22	<p>मणिकातः - नवमः पाठः- सुस्वागतम् भो! अरुणाचलेऽस्मिन्, दशमः पाठः- कालोऽहम्। व्याकरणे- समासाः - अव्ययीभावः, द्वन्द्वः च। अशुद्धिसंशोधनम् (लिङ्ग- वचन-विभक्ति-लकार-पुरुष दृष्ट्या)। अनुवादकार्यम् संवादलेखनम्, चित्रवर्णनम्, पत्रलेखनम् च।</p>	<p>अरुणाचलप्रदेशस्य ज्ञानम्, नैतिकमूल्यानां वृद्धिः, शब्द परिचयः लेखनम् पदपरिचयः च मानवानां जीवनोपयोगी सत्यबोधः</p>	<p>तत्र किं-2 प्राप्यते, ऐतिहासिकज्ञानम्, मूल्यानां अभिवृद्धिः मानवानां जीवनोपयोगी सत्यबोधः।</p>	<p>सामाजिकभौगोलिकज्ञा नम् मानवानां जीवनोपयोगी सत्यबोधः।</p>	<p>अरुणाचलप्रदेशस्य अन्तर्जालेन माध्यमेन यात्रा मानवानां जीवनोपयोगी सत्यबोधः मानवानां जीवनोपयोगी सत्यबोधः।</p>	<p>अरुणाचलप्रदेशस्य सामाजिकभौगोलिकज्ञा नम्, मूल्यानां अभिवृद्धिः।</p>	<p>पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च। भाषाशुद्धता।</p>
Nov	16	<p>एकादशः पाठः- किं किम् उपादेयम् अव्ययानि -</p>	<p>लेखनकौशलस्य वृद्धिः, संख्यावाचिशब्दरूपाणां</p>	<p>अव्ययप्रयोगः कुत्र/कथं भवति?</p>	<p>हिन्दीशिक्षकसहायतया,</p>	<p>जीवनोपयोगी सत्यबोधः मानवानां जीवनोपयोगी</p>	<p>वाक्यनिर्माणम् अनुवादकार्यं</p>	<p>पाठस्य ज्ञानम् अभ्यासकार्यस्य</p>

	<p>कुतः, यत्र, तत्र, कुत्र, तदा, साम्प्रतम्, इतस्ततः, सम्प्रति, यदा, कदा, श्वः, ह्यः, यावत्-तावत्, व्याकरणे- प्रत्ययाः - मतुप्, त्व, तल। संख्या - संख्यावाचिशब्दरूपाणि च, एकतः पञ्च यावत् वाक्यप्रयोगः, एकतः शतम् यावत् सामान्यज्ञानम्।</p>	<p>स्मरणम् अव्ययज्ञानम्।</p>	<p>प्रत्ययः परिचयः, कर्तृक्रियामेलनम् अनुवादकार्यम्।</p>	<p>सामाजिकभौगोलिकज्ञानम्, मानवानां जीवनोपयोगी सत्यबोधः।</p>	<p>सत्यबोधः।</p>	<p>वाक्यनिर्माणम् अनुवादकार्यं च। संख्यावाचिशब्दरूपाणां ज्ञानम्।</p>	<p>लेखनम् च। भाषाशुद्धता।</p>
	पूर्वपरिषदीय परीक्षा	पूर्वपरिषदीय परीक्षा	पूर्वपरिषदीय परीक्षा	पूर्वपरिषदीय परीक्षा	पूर्वपरिषदीय परीक्षा	पूर्वपरिषदीय परीक्षा	पूर्वपरिषदीय परीक्षा

SUBJECT : MATHEMATICS

Text Book : 1. NCERT

Month	WD / NOP	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes	
APRIL	24	REAL NUMBERS Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples. Proofs of irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$	The students will be able to: • describe Euclid’s Division Lemma • calculate the HCF of two positive integers using Euclid’s Division Lemma/ Algorithm • describe the Fundamental Theorem of Arithmetic. • express a number as a product of it’s prime factors to calculate the HCF and LCM of numbers. • recall the properties of irrational numbers. • prove that if P is prime and P divides a 2 , then P divides a, where a is a positive integer. • prove that $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ are	Real number tree Polynomials equation	Spiral root	Activity-1 Every composite number greater than 1 can be expressed as a product of prime numbers in a unique way , except for the order of the factors.	Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions	Students will be able to learn and apply the concept of HCF and LCM in their day to day life. Students will be able to: • explain Euclid’s Division Lemma and the Fundamental Theorem of Arithmetic. • calculate the HCF of numbers using Euclid’s Division Lemma and HCF & LCM of numbers using the prime factorization method. • recall the properties of rational and irrational numbers and prove a few theorems pertaining to these numbers.	
		POLYNOMIALS Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomial			These concepts are used in various medical equipments are reports like ECG. Values:- To make life simpler.				Activity-2 Understand the relationship between the zeros of a quadratic polynomial and its coefficients.
		PAIR OF LINEAR EQUATIONS IN TWO VARIABLES : Pair of linear equations in two variables and graphical method of their solution,			consistency/inconsistency, Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems				

		<p>irrational numbers Students will be able to identify the zeroes of a polynomial $p(x)$ that are precisely the x-coordinates of the points, where the graph of $y = p(x)$ intersects the x-axis, compare the ratios of the coefficients of the polynomial with the sum of the zeroes, product of the zeroes of the polynomial and state the division algorithm for any polynomial through critical thinking.</p> <p>The learner will be able to-</p> <ul style="list-style-type: none">• The standard form of linear equation in two variables.• The graphical method of solving the linear equations in two variables.• The Algebraical methods like elimination,					
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			<p>substitution and cross multiplication. • A pair of linear equations is inconsistent, if it has no solution. • A pair of linear equation is consistent, if it has solution. • To convert day to day life, methemathical statements into linear equation in two variable and find it solution.</p>					
MAY	8	<p>QUADRATIC EQUATIONS : Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$), Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula.)</p>	<p>The learner will be able to- • Identify the quadratic polynomials. • How and when a quadratic polynomial will become a quadratic equation? • Standard form of Quadratic equation ($ax^2 + bx + c = 0$). • Recognition of quadratic equation By critical thinking. • Solution of Quadratic</p>	Completing the square geometrically	<p>Physics- Mathematical equation Chemistry- balancing of equation and solving of equation</p>	<p>Connect quadratic equations with daily life, design 2–3 problems like garden area, number problems, or motion problems.</p>	<p>Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions</p>	<p>Students will be able to learn these concepts and apply them in their life. KNOWLEDGE- Students will know and Comprehend 1. How to recognize a quadratic polynomial 2. Difference between a quadratic polynomial and a quadratic equation 3. Methods to solve a quadratic equation 4. Application of the concepts towards everyday problems SKILLS and COMPETENCIES Developed- Students would be able to 1. Identify quadratic equations 2. Solve the given equation by Critically an appropriate method 3. Solve complex</p>
		<p>Relationship between discriminant and nature of roots. Situational problems based on quadratic equations related to day-to-day activities to be incorporated.</p>						

			Equation using methods (i) By factorization (ii) By Completing the Square (iii) Quadratic Formula ,Discriminant of Quadratic Equation • Nature of the Roots (knowledge) (i) Two distinct real roots, if $b^2 - 4ac > 0$ (ii) Two equal real roots, if $b^2 - 4ac = 0$ (iii) No real roots, if $b^2 - 4ac < 0$					questions based on everyday situations through collaboration and apply an appropriate methodology.
JUNE	14	ARITHMETIC PROGRESSIONS Motivation for studying Arithmetic Progression, Derivation of the nth term and sum of the first n terms of A.P. and their application in solving daily life problems.	To make students observe and understand certain things in nature which follow a certain pattern and in particular the series in which succeeding terms are obtained by adding a fixed number to the preceding term (Character building).	Explaining two advantages of Pythagoras theorem in daily life Warli Art	Helps to learn uses of these concepts to solve practical problems. Values:- Helps to get an effective solution of a problem.	Objective: Understand nth term and sum of terms practically.	Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions	KNOWLEDGE- Students will know and understand 1. How to recognize an arithmetic progression. 2. How to find the given terms and sum of the given Arithmetic Progression. 3. Methods to solve a given application based question through real life situations. SKILLS- Students will be able to 1. Identify Arithmetic Progressions 2. Apply the knowledge to everyday situations and
		TRIANGLES Definitions, examples, counter examples of similar triangles. 1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, then the other two sides are divided in the same ratio 2.	Students would be able to identify the					

		<p>(Motivate) If a line divides two sides of a triangle in the same ratio, then the line is parallel to the third side.</p>	<p>various types of triangles, Basic Proportionality Theorem, Similarity of triangles, their criteria and Pythagoras Theorem.</p> <p>Students would be able to identify the various parts of circle as arc, sector and segment and calculate their lengths and areas and areas of combination of plane figures, thereby inculcating competencies like collaboration, critical thinking and communication.</p>		<p>used in preparing models. Values:- Helps to get an effective tool for preparing map, model.</p>	<p>Verify that equal corresponding angles lead to proportional sides.</p> <p>Objective: Verify triangle similarity using sides and included angle.</p> <p>Objective: Demonstrate that tangent is perpendicular to radius.</p> <p>Objective: Verify that tangents drawn from an external point are</p>			
		<p>3. (Motivate) If in two triangles, the corresponding angles are equal, then their corresponding sides are proportional, and the triangles are similar. 4. (Motivate) If the corresponding sides of two triangles are proportional, then their corresponding angles are equal, and the two triangles are similar. 5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, then the two triangles are similar</p>							
		<p>CIRCLES: Tangent to a circle, at point of contact: 1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact. 2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.</p>							

						equal.		
JULY	26	INTRODUCTION TO TRIGONOMETRY Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); Values of the trigonometric ratios of 30°, 45° and 60°. Relationships between the ratios.	The students will be able to understand the following : • Angles and sides relation of a right triangle • Trigonometric ratios and their relationships. • They will be able to find the trigonometric ratios for some particular angles. • Trigonometric ratios of complementary angles. • Trigonometric identities.. To help the students acquire knowledge about Trigonometric Ratios at different angles of 00 ,300 ,450 ,600 ,900 , their derivations and their application in daily life problems though	Explaining meaning of trigonometric ratios	Helps to learn uses of these concepts to understand the concepts of Physics and Astronomy. Values:- Helps to get an effective solution of a problem Helps to learn uses of these concepts to understand the concepts of Physics, Commerce. Values:- Helps to get an effective tool for preparing estimated cost	To verify the values of sin, cos, and tan for 30°, 45°, and 60° using a geometrical approach. To calculate the height of a building/tree using angle of elevation and trigonometry	Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions	KNOWLEDGE- Students will know and understand • The angle of elevation. • The angle of depression. • the application of Trigonometry in various fields such as Physics, Engineering, Navigation, Seismology and Art. SKILLS- Students would be able to 1. Identify and apply Trigonometric ratios in various situations of daily life. 2. Use different trigonometric angles values to find the required dimensions by analytical thinking.
		TRIGONOMETRIC IDENTITIES Proofs and applications of the identities $\sin^2 A + \cos^2 A = 1$, Only simple identities to be given to prove on the basis of the above three identities						
		HEIGHTS AND DISTANCES Angle of elevation, angle of depression Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be 30°, 45°, 60° only						
		AREAS RELATED TO CIRCLES Motivate the area of a circle, area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In						

		calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)	creatively designing them in mathematical figures and calculating the unknown dimensions.		of a civil work, area of a land..			
AUG	22	COORDINATE GEOMETRY: (In two-dimensions) Review: Concepts of Coordinate Geometry, Graphs of linear equations, Distance formula, Section formula (internal division)	Students would be able to identify the various types of Measures of Central Tendency, their application and calculation. • Students would be also be able to make cumulative frequency curves (ogive), thereby inculcating competencies like collaboration, critical thinking	>Concepts about central tendency i.e. Mean, Median and Mode.	Helps to learn uses of these concepts to understand the concepts related to other subjects like taking a good decision.	To verify that a point dividing a line segment internally follows the section formula.	Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions	KNOWLEDGE- Students will know and understand 1. Various types of Measures of Central Tendency. 2. Different methods to calculate them. 3. Identification and application of suitable method for easy calculations. 4. Identification of the given type of frequency distribution and its corresponding curve. SKILLS- Students would be able to 1. Classify data as per the requirement of the situation . 2. Use the given data to interpret the required statistical concept, creatively and critically. 3. Solve complex questions based on the topics 4. Use analytical skills to visualize the given scenario and use the concepts learnt in everyday problems. 5. Use critical thinking to solve problems.
		STATISTICS Mean, median and mode of grouped data (bimodal situation to be avoided).	Students will be able to understand analyze the Theoretical Probability and critically examine the difference between	> Concepts of probability How to divide a Line segment into given ratio How to draw pair of tangents to a circle from an external point		Survey-Based Statistical Analysis Project.		
		PROBABILITY Classical definition of probability, Simple problems on finding the probability of an event.		How to draw pair of tangents to a circle from an external point		Objective: To apply statistics in real life by conducting a survey and analyzing grouped data.		

			Experimental and Theoretical Probability. • Students will also understand sure event and impossible event and their probability, thereby inculcating competencies like collaboration, critical thinking and creativity			Toss (Real-Life Experiment) Objective: To compare theoretical and experimental probability using a coin.		
SEPT	05	REVISION FOR TERM-I	Students would be able to calculate surface areas and volumes of differently combined solids, convert one solid form to other and calculate surface area and volume of cone, cylinder, sphere.	The lengths of tangents drawn from an external point to a circle are equal	Helps to learn uses of these concepts to understand the concepts of Physics Values:- To make 1	Objective: To calculate the total surface area and volume of a structure (Buildings , tents, huts) made from a cuboid	Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions	Students will be able to understand these concepts and can apply them in their day to day life. KNOWLEDGE- Students will know and visualize the various figures related to circles and combination of figures SKILLS AND COMPETENCIES-
		TERM - I						
		TERM - I						
		MENSURATION Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders /cones.						

						and a cone.		
OCT	13	---		How are surface area and volume related to our daily life give two examples each (Area & Volume)	Helps to learn uses of these concepts to understand the concepts of Physics Values:- To make 1	Objective: To find the surface area and volume of a solid (Water tanks, domes, storage containers) formed by combining a cylinder and a hemisphere.	Analytical based questions Critical thinking thought provoking Analytical base questions Comprehending Assertion and reasoning HOTS questions Case based questions Source based questions Data based questions Picture based questions	Students would be able to 1. Identify the 3-D shapes combined to form an object. 2. Understand the various surfaces of the resultant object. 3. Determine the surface area of an object formed by combining any 2 of the basic solids. 4. Find the volume of the objects formed by combining any of 2 of a cuboid, cone, cylinder, sphere and hemisphere. 5. Understand how the object of one shape is converted to another shape and calculate the dimensions of reshaped solid.
		MENSURATION continued...						
		MENSURATION continued...						

NOV								
DEC								
JAN								
FEB								

SUBJECT :PHYSICS [Science]

Text Book : 1. N.C.E.R.T

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
	NOP							
April	23/08	<ul style="list-style-type: none"> Light – Reflection and Refraction: Reflection of light, plane mirror and spherical mirror, Image formation by plane mirror and spherical mirror, Centre of curvature, principal axis, principal focus, focal length. 	<ul style="list-style-type: none"> To enable students to understand the term reflection and laws of reflection. To understand reflection from plane and spherical mirror. To know the various conditions of image formation by spherical mirror. To know about types of images real and virtual. To understand different terminology related with spherical mirror. 	<ul style="list-style-type: none"> PPT Making On Image formation by spherical mirror. 	<p>To make a solar cooker with the help of plane spherical mirror.</p> <p>Uses of plane and spherical mirror in day to day life.</p>	<p>To find the focal length of concave mirror and convex lens by obtaining the image of a distant object.</p>	<ul style="list-style-type: none"> Q & A LOA 	<p>Make it sure that the student learns the concepts given.</p> <p>The brief idea properties of light.</p> <p>Reflection of light and the two laws of reflection of light.</p> <p>Plane mirror and the characteristics of image formed by a plane mirror.</p>
May	7/03	<p>Light – Reflection and Refraction: Sign convention for reflection by spherical mirror, Mirror formula and Magnification.</p>	<ul style="list-style-type: none"> To enhance the numerical concept related with spherical mirror. 				<ul style="list-style-type: none"> Q & A 	<p>Make it sure that the student learns the concepts for solving numerical.</p>
June	16/07	<p>Light – Reflection and Refraction: Refraction of light : Laws of Refraction of light, Refractive index, Refraction through glass slab, Refraction of spherical lens, Image formation by lenses, ray diagram, sign convention for spherical</p>	<ul style="list-style-type: none"> To enable students to understand the term refraction and laws of refraction. To understand refraction from glass slab, prism and spherical lens. To understand different terminology related with spherical lens. 	<p><u>To make Slide show for the image formation by both type of lenses.</u></p>	<p>Study the uses of lenses in various field.</p>	<p>To find the focal length of concave mirror and convex lens by obtaining the image of a distant object.</p>	<ul style="list-style-type: none"> LOA Q & A 	<p>Make it sure that the student learns the concepts given.</p> <p>Difference between concave mirror and convex lens and its uses.</p> <p>Various Image formations by Concave and Convex lens.</p> <p>Terms related to mirrors like optical center, Principal</p>

		lenses. Lens formula & its magnification, Power of a lens.	<ul style="list-style-type: none"> • To know the various conditions of image formation by spherical lens. • To know about types of images real and virtual. • To know the concept of Lens formula, magnification and Power of lens. • To solve the numerical on lens formula. 					focus, focal length, etc. Able to find the image or object distance with the help of numerical.
July	26/10	Human Eye and Colourful world: Functioning of a lens in human eye, defects of vision and their corrections, Dispersion of white light by a glass prism, composition of white light. Visible spectrum, causes of Dispersion, Recombination of spectrum, colours, rainbow, atmospheric refraction. Scattering of light, Tyndall effect, examples of the scattering of light.	<ul style="list-style-type: none"> • To enable students to understand the function of human eye. • To understand the various defects of eye. • To understand different causes of defects of human eye. • To know the various conditions of atmospheric refraction.. 	Sketch the structure of human eye, and write about its functioning.	To know various reasons of eye defects, and also know the reasons of rainbow formation.	Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.	L.O.A Q & A discussion related to board examination.	Relates processes and phenomena with causes / effects, such as blue color of sky with scattering of light, formation of rainbow
Aug	24/10	Electricity: Electric current and circuit: Electric potential and potential difference, circuit diagram, Ohm's Law.	<ul style="list-style-type: none"> • To enable students to understand the term resistance, resistivity, potential difference. • To understand Ohm's law. • To understand different types of electrical circuits. 	With the help of Mathematics relate the calculation of data from the graph.	To know about the circuit of household and various features of circuits.	To study the dependence of potential difference (V) across a resistor on their current I passing through it & determine its	L.O.A Q & A discussion related to board examination.	Make it sure that the student learns the concepts given. Charge is quantized, conserved, additive Flow of Electric charge through a metallic wire. Direction of current.

		Resistance, factors on which it depends, Resistivity, resistance of a system of resistances. Resistors in Series and parallel combination of resistors and its application. Heating effect of electric current, and its applications in daily life, electric power	<ul style="list-style-type: none"> • To know the series and parallel combination. • To know about Joule's law of heating effect. • To know the concept of Power. • To know the concept of Power. • To solve the numerical. 			resistance. Also plot the graph between V –I.		<p>Definition of the SI unit of current.</p> <p>Drawing of the Components of Electric circuit & their symbols.</p> <p>Drawing Circuit Diagram.</p>
Sept		Term I Examination						
Sept Oct	07/02 22/10	<p>Magnetic Effects of Electric Current:</p> <p>Magnetic field, field lines, Magnetic field due to a current carrying straight conductor, coil, solenoid. Force exerted by a current carrying conductor placed in a Uniform magnetic field, Right hand thumb rule, Fleming's left rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.</p>	<ul style="list-style-type: none"> • To enable students to understand the Magnetic field lines. • To understand Magnetic field due to a current carrying straight conductor, coil, solenoid. • To understand Right hand thumb rule, Fleming's left rule, • To know Advantage of AC over DC. • To know about Domestic electric circuits. 	<ul style="list-style-type: none"> • PPT Making On Domestic electric circuits. 	To know about the circuit of Domestic and various features of circuits.			<p>L.O.A</p> <p>Q & A discussion related to board examination.</p> <p>Make it sure that the student learns the concepts given.</p> <p>How magnetic field can be generated by the help of electric current.</p> <p>How electric current can be generated with the help of magnetic field.</p>
Nov	16/06	Revision						
Dec	24	Pre-Board I						
Jan	14	Pre-Board II						
Feb		FINAL EXAMINATION						

SUBJECT: CHEMISTRY

Textbook:, NCERT.

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	24	CHEMICAL REACTIONS	Ch- Chemical reactions and Equations: - 1. Chemical reactions, reactants and products 2. Representation of chemical reaction 3. Chemical equations 4. Balancing chemical equation types of reactions combination reaction, decomposition reaction Displacement reaction Double displacement reaction Precipitation reaction, Endothermic reaction Exothermic reaction oxidation reduction reaction	Power point presentation on “Diverse applications of simultaneous occurrence of redox reactions.” • Creation of reaction flowcharts using colours and diagrams • Drawing of molecular models using clay or paper crafts • Designing of posters showing types of reactions with examples • Performing of role-play where students act as atoms rearranging in a reaction	<ul style="list-style-type: none"> ▪ Visual: diagrams of reactions, videos, chart ▪ Auditory: explanation, discussion simple experiments (e.g., zinc + acid reaction) 2. Real-life Connections <ul style="list-style-type: none"> ▪ Rusting of iron ▪ Cooking food ▪ Burning of fuel This helps students relate concepts to daily life. Group activities mixing different ability levels.	Performing and observing the following reactions and classifying them into: A. Combination reaction B. Decomposition reaction C. Displacement reaction D. Double displacement reaction (i) Action of water on quicklime (ii) Action of heat on ferrous sulphate crystals (iii) Iron nails kept in copper sulphate solution (iv) Reaction between sodium sulphate and barium chloride solutions	Recognizing types of reactions: <ul style="list-style-type: none"> ▪ Combination ▪ Decomposition ▪ Displacement ▪ Double displacement 	<ul style="list-style-type: none"> • Defining and explaining chemical reactions clearly • Writing and balancing chemical equations • Classifying reactions into different types • Identifying reactions in everyday life • Applying knowledge to solve practical problems • Developing scientific thinking and observation skills.
May	8	Beginning of Acids, Bases and Salts:	Acids, Bases and Salts: Acids and Bases – definitions in terms of furnishing of H ⁺ and OH ⁻ ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale (Definition	<u>Creation of Cross word puzzle on the properties of acid and base</u> <u>Making Bookmark to show colours change in pH scale.</u>	<ul style="list-style-type: none"> • Use real-life examples (lemon, soap, baking soda) for better connection • Provide visual charts and demonstrations • Group discussions and peer learning 	Finding the pH of the following samples by using pH paper/universal indicator: (i) Dilute Hydrochloric Acid (ii) Dilute NaOH solution (iii) Dilute Ethanoic Acid solution (iv) Lemon	<ul style="list-style-type: none"> ▪ identify acids, bases, and salts using properties ▪ Use indicators to test substances ▪ Explain neutralization reactions 	<ul style="list-style-type: none"> • Explain acids, bases, and salts with examples • Identify substances using indicators • Describe and perform

			relating to logarithm not required), importance of pH in everyday life		<ul style="list-style-type: none"> • Simplified notes for slow learners and enrichment tasks for advanced learners 	juice (v) Water (vi) Dilute Hydrogen Carbon ate solution	<ul style="list-style-type: none"> ▪ Apply concepts to daily life (antacids, soil treatment, cleaning agents) ▪ Solve case-based and application-oriented problems 	neutralization reactions
June	14	Remaining parts of acids, bases, and salts	preparation and uses of Sodium Hydroxide, bleaching powder, baking soda, Washing soda and Plaster of Paris. Indicators Corrosion Acidity and basicity 4. Indicators some important salts and water of crystallization.	<ul style="list-style-type: none"> * Drawing of a pH scale chart with colour gradients. *Creating indicator colour-change artwork using natural indicators (like turmeric or hibiscus) *Designing of posters showing uses of acids, bases, and salts in daily life *Making 3D models representing pH levels or ion formation 	<ul style="list-style-type: none"> • Use of real-life examples (lemon, soap, baking soda) for better connection • Provide visual charts and demonstrations • Group discussions and peer learning • Simplified notes for slow learners and enrichment tasks for advanced learners 	<ul style="list-style-type: none"> • Test household substances with indicators (lemon, vinegar, soap solution) • Prepare natural indicators (turmeric paper, red cabbage indicator) • Perform neutralization reaction experiment (acid + base → salt + water) • Make a pH testing chart of common substances 	<ul style="list-style-type: none"> • Classify substances as acids, bases, or salts based on properties • Solve real-life problems (e.g., how to treat acidic soil) • Analyse pH values and predict nature of substances • Balance neutralization equations. 	<ul style="list-style-type: none"> • Apply knowledge in everyday situations • Interpret pH values and their significance • Developing experimental and analytical skills of acid, bases, and salts Related reactions.
July	26	Metals and Nonmetals	<u>Metals and non-metals:</u> <u>-. Introduction about metals and non-metals</u> <u>. Physical properties of metals and non-metals.</u> <u>Chemical properties of metals and non-metals</u> <u>. Ionic compounds</u> Reactivity series;	<ul style="list-style-type: none"> • Drawing comparison charts (Metals vs Non-metals) using colours and symbols • Creating models showing atomic 	<ul style="list-style-type: none"> • Use real-life examples (iron, copper, oxygen, sulphur) • Demonstrations and videos for better understanding 	<ul style="list-style-type: none"> * Collect household items and classify as metals/non-metals * Create a “Periodic Table Corner” * Case study: Why aluminium is used in utensils 	<ul style="list-style-type: none"> • Classify given substances as metals or non-metals based on properties • Analyse reactions (e.g., metal + acid → salt + hydrogen) 	<ul style="list-style-type: none"> • Differentiating between metals and non-metals clearly • Explaining physical and chemical properties with examples

			Formation and properties of ionic compounds;	structure of metals and non-metals <ul style="list-style-type: none"> • Designing posters on uses of metals in industries and daily life 	<ul style="list-style-type: none"> • Group activities mixing different learning levels • Simple explanations with visuals for slow learners 	<ul style="list-style-type: none"> • Prepare a chart showing uses of different metals and non-metals • Collect samples/images of materials and classify them 	<ul style="list-style-type: none"> • Solve case-based questions (e.g., why copper is used in wires) 	<ul style="list-style-type: none"> • Performing and interpret simple experiments • Applying knowledge to real-life situations
Aug	22	Metals and Nonmetals	metallurgical processes; Corrosion and its prevention . Extraction of metals and corrosion 6. Prevention of corrosion	<u>Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with a) Litmus solution (Blue/Red) b) Zinc metal c) Solid sodium carbonate</u> <u>Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: i) ZnSO₄ (aq) ii) FeSO₄(a q) iii) CuSO₄(a q) iv) Al₂(SO₄)₃(aq)</u> <u>Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above</u>	<u>Collect pictures and information related to the historical background of two rust resistant monuments built in India. Compile it in the form of report</u> <ul style="list-style-type: none"> • Test for properties of Electrical conductivity (metal vs non-metal) Malleability and ductility (demonstration) • Observe and record rusting of iron • Prepare a chart showing uses of different metals and non-metals 	<ul style="list-style-type: none"> * Lustre → Observe shine * Conductivity → Simple circuit * Malleability → Hammering foil * Reaction with acid <ul style="list-style-type: none"> • Prepare a chart showing uses of different metals and non-metals • Collect samples/images of materials and classify them 	<ul style="list-style-type: none"> <input type="checkbox"/> Why are electric wires made of copper instead of plastic? <input type="checkbox"/> Why is coal not used to make utensils? Explanation of all the above things. • Predict properties based on position in periodic table (basic level) • Problem-solving related to corrosion and prevention. 	<ul style="list-style-type: none"> • Understanding importance of metals and non-metals in everyday life • Developing observation, classification, and analytical skills
Sep	05	Revision of Term I						
Oct	13	Ch - Carbon and its compounds (Half)	•: Covalent bonds – formation and properties of covalent compounds, Versatile nature of carbon, Hydrocarbons – saturated and unsaturated	<ul style="list-style-type: none"> • Create molecular structure models using clay or sticks • Draw carbon chains and bonding diagrams creatively 	To know the role of carbon in the body <ul style="list-style-type: none"> • Use of simple real-life examples (fuels, soaps, alcohol, plastics) 	Prepare models of different carbon compounds <ul style="list-style-type: none"> • Observe properties of substances like ethanol and vinegar 	<ul style="list-style-type: none"> <input type="checkbox"/> Why does carbon form millions of compounds? <input type="checkbox"/> Why are diamond and 	<ul style="list-style-type: none"> • Explanation of bonding and structure of carbon compounds • Identifying and classifying

			<p>Homologous series. Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes). Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). property Isomerism, Properties of carbon</p>	<ul style="list-style-type: none"> • Design colorful charts of functional groups and their formulas <p>Clay modelling on carbon compounds.</p>	<ul style="list-style-type: none"> • Visual aids like charts, 3D models, and animations • Group activities for peer learning • Simplified explanations for slow learners and advanced tasks for fast learners. 	<ul style="list-style-type: none"> • Create a chart showing homologous series of hydrocarbons * Survey: “Carbon Compounds in My Home” * Model of carbon allotropes (diamond, graphite) * Case study: Uses of LPG/CNG 	<p>graphite so different? Design an eco-friendly fuel—justify your choice based on properties.”</p>	<p>different types of carbon compounds</p> <ul style="list-style-type: none"> • Writing general formulas of homologous series • Recognizing functional groups and their properties
Nov	22	Remaining portion of Carbon and its compounds	<p>Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.</p> <p>Bonding in carbon compounds • Versatile nature of carbon • Catenation Isomerism • Addition reaction • Oxidation reaction • Dehydration reaction • Combustion reaction • Substitute reaction • Esterification • Saponification • Micelle formation</p>	<ul style="list-style-type: none"> • Creation of molecular structure models using clay or sticks • Drawing of carbon chains and bonding diagrams creatively Designing colorful charts of functional groups and their formulas • Making infographic pictures on uses of hydrocarbons in daily life *Poster on “Micelles Formation *Clay modelling on carbon compounds” 	<ul style="list-style-type: none"> • Use simple real-life examples (fuels, soaps, alcohol, plastics) • Visual aids like charts, 3D models, and animations • Group activities for peer learning • Simplified explanations for slow learners and advanced tasks for fast learners 	<ul style="list-style-type: none"> • Prepare models of different carbon compounds • Demonstrate cleaning action of soap • Observe properties of substances like ethanol and vinegar • Create a chart showing homologous series of hydrocarbons and cleansing action of Soap and Detergent Action 	<ul style="list-style-type: none"> • Identifying functional groups in given compounds • Writing and interpret structural formulas • Solving case-based questions (e.g., why carbon forms large compounds) • Analysing properties based on bonding type • Comparing saturated and unsaturated hydrocarbons 	<ul style="list-style-type: none"> • Explanation of bonding and structure of carbon compounds • Identification of and classify different types of carbon compounds • Writing general formulas of homologous series • Recognizing functional groups and their properties • Applying concepts to real-life examples (fuels, soaps, plastics)
Dec	23	Pre-Board I						
Jan	16	Pre-Board II						

SUBJECT: BIOLOGY

Textbook: 1. NCERT

2. NEW MILLENNIUM BIOLOGY

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>LIFE PROCESSES</p> <p>1.introduction 2.nutrition - modes of nutrition 3.Nutrition in plants 4.Nutrition in Amoeba 5. Nutrition in human beings 6. Dental caries 7. Respiration 8. Fate of pyruvate</p>	<p>1. Acquisition of knowledge: The student will be able to know about definition of Photosynthesis -Events occur during photosynthesis -Differentiate between Autotrophic and Heterotrophic nutrition</p> <p>-Human digestive system -Types of Respiration -Respiration in plants -Mechanism in respiration</p> <p>2.Development of understanding: To enable students to understand Aerobic and anaerobic respiration occur in Yeast, Muscles and in mitochondria</p>	1. Prepare a fruit salad for Human Digestive System and make a report on it mention in a the fruit /vegetable best for various digestive organs	Flow chart of photosynthesis and respiration pathway through PPT	<p>1.Preparing a temporary mount of a leaf peel to show stomata.</p> <p>2.Experimental y show that carbon dioxide is given out during respiration</p>	<p>LOA & WORKSHEET</p> <p>Question on</p> <p>* High order thinking</p> <p>* Assertion and Reasoning</p> <p>* Picture based Questions</p> <p>*PYQ</p>	<p>The student will be able to know and learn about -Mechanism of photosynthesis in plant -Human digestive system -Respiration occur in different organism</p> <p>The students will be able to After the completion of the this topic , the students will be able to -Differentiate between Aerobic and anaerobic respiration</p> <p>The student will able to Develop experimental skill</p>
May	07	<p>Life Processes cont...</p> <p>9. Transportation in human being 10.Transportation in plants 11. Excretion in human beings 12. Excretion in plants</p>	<p>1. Acquisition of knowledge: The student will be able to know about -Translocation -Component of blood -Human Heart -Double Circulation -Excretion in human -Nephron -Transpiration in plants</p>	Discuss the design of the dialysis machine which act as artificial blood filtration units when the human kidney stops function in a properly.		Measurement of blood pressure in human	<p>LOA & WORKSHEET</p> <p>Question on</p> <p>* High order thinking</p> <p>* Assertion and Reasoning</p>	<p>The student will be able to know and learn about translocation</p> <p>-Double circulation in human -Human Excretion</p> <p>The students will be able to</p>

			<p>2.Development of understanding: To enable students to understand Blood vessels Component of blood Structure of human kidney</p>				<p>* Picture based Questions</p> <p>*PYQ</p>	<p>After the completion of the chapter, the students will be able to</p> <ul style="list-style-type: none"> -Mechanism in translocation -Mechanism of double circulation -Urine formation process <p>The student will be able to</p> <p>Develop the skill To draw the diagram of</p> <ul style="list-style-type: none"> -Heart -Nephron
June	16	<p>Control and Coordination in animals & plants.</p> <p>1. plant movement due to</p> <ul style="list-style-type: none"> -nastic movement -Tropic movement <p>2. Phytohormone</p> <ul style="list-style-type: none"> -Growth promoting hormone -Growth inhibitory hormone 	<p>1. Acquisition of knowledge:</p> <p>The student will be able to know about</p> <ul style="list-style-type: none"> -nastic movement -Tropic movement <p>Phytohormone</p> <p>Growth promoting hormone</p> <ul style="list-style-type: none"> -Auxin -Gibberellin -Cytokine <p>Growth inhibitory hormone</p> <ul style="list-style-type: none"> -Abscisic acid <p>2.Development of understanding: To enable students to understand the</p> <ul style="list-style-type: none"> - Difference between nastic movement and Tropic movement - The Growth promoting hormone and Growth inhibitory hormone 		<p>Explain plant response using activities:</p> <ul style="list-style-type: none"> -plant bending toward sunlight (phototropism) -Roots growing downward (Geotropism) Touch response in Mimosa pudica 	<p>To show that plants respond to light.</p>	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> * High order thinking * Assertion and Reasoning * Picture based Questions *PYQ 	<p>The student will be able to know and learn about</p> <ul style="list-style-type: none"> -Nastic movement -Tropic movement <p>Phytohormone</p> <ul style="list-style-type: none"> -Growth promoting hormone 1.Auxin 2.Gibberellin 3.Cytokine -Growth inhibitory hormone Abscisic acid <p>The students will be able to</p> <p>After the completion of the chapter, the students will be able to differentiate between Growth promoting hormone and Growth inhibitory hormone</p>

								The student will be able to Develop skill of identifies the function of different phytohormone
July	26	<p>CH 7 : Control and Coordination in animals & plants cont... Control and coordination in human</p> <ol style="list-style-type: none"> 1.Nervous System 2. what happens in Reflex Actions? 3. human brain 4. How are these tissues protected? 5. how does the Nervous Tissue cause Action? 6. immediate response to stimulus 7. Hormone in Animals 	<p>1. Acquisition of knowledge: The student will be able to know about Nervous system Brain Spinal cord Reflex arc</p> <p>Endocrine gland and its hormone</p> <p>2.Development of understanding: To enable students to understand -Reflex Action - Part of human Brain</p>	<p><u>Activity: Model of neuron using Sheet of paper, straw, soft candies, cotton candy, raisins, strings</u></p>	<p>Concept map on Endocrine glands (human beings)stating its functions the consequences on hyper & hypo activity of each gland</p>		<p>LOA & WORKSHEET</p> <p>Question on</p> <p>* High order thinking</p> <p>* Assertion and Reasoning</p> <p>* Picture based Questions</p> <p>*PYQ</p>	<p>The student will be able to know and learn about -Neuron -Nervous system -Brain and spinal cord -Reflex action -Endocrine gland</p> <p>The students will be able to After the completion of the chapter, the students will be able to Know the - Different types endocrine gland and Hormones present in our body</p> <p>The student will be able to Develop the skill of making figure</p>
Aug	24	<p>Ch – 8 How do Organisms Reproduce? :</p> <ol style="list-style-type: none"> 1.copying of DNA 2.Importance of Variation 3.Asexual Reproduction. And its types 4.sexual Reproduction in flowering plants.: 5. Reproduction in human beings 6.male and female reproductive system, 7.menstruation (when the egg is not fertilized) 	<p>1. Acquisition of knowledge: The student will be able to know about</p> <p>1. Asexual reproduction -Fission -Fragmentation -Spore formation -Budding - Vegetative propagation</p> <p>2. Sexual reproduction -Male reproductive</p>	<p><u>Experiential learning: Visit school garden and make a list of 10 plants you observe. Talk to gardener to find the life span , mode of propagation etc.</u></p>		<p>1. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides. 2.Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).</p>	<p>LOA & WORKSHEET</p> <p>Question on</p> <p>* High order thinking</p> <p>* Assertion and Reasoning</p> <p>* Picture based Questions</p>	<p>The student will be able to know and learn about Fission Budding Fragmentation Spore formation Vegetative propagation Male reproductive part And female reproductive part Reproductive health</p>

			<p>Testis -Female reproductive part Ovary -Fertilization -Menstrual cycle</p> <p>2.Development of understanding: To enable students to understand male and female gametes of plants and animals</p>				*PYQ	<p>The students will be able to After the completion of the chapter, the students will be able to differentiate between</p> <ol style="list-style-type: none"> 1. binary and multiple fission 2. Regeneration and fragmentation 3. contraceptive method <p>The student will be able to Develop the skill Making figures.</p>
Sep	23	<p>How do Organisms Reproduce? Conti....</p> <p>-Reproductive health-Need for & methods of family planning, safe sex, - HIV/AIDS child bearing and women's health. Symptoms of sexually transmitted diseases, contraceptive methods +</p> <p>Revision Term1</p>	<p>1. Acquisition of knowledge: The student will be able to know about Reproductive health Methods of family planning Symptoms of STDs</p> <p>2.Development of understanding: To enable students to understand Contraceptive methods to prevent from unwanted pregnancy.</p>				<p>LOA & WORKSHEET</p> <p>Question on</p> <p>* High order thinking * Assertion and Reasoning * Picture based Questions *PYQ</p>	<p>The student will be able to know and learn about Reproductive health</p> <p>The students will be able to After the completion of the chapter, the students will be able to understand Contraceptive methods to prevent from unwanted pregnancy.</p>
Oct	22	<p>Heredity</p> <p>1.accumulation of variation during reproduction 2. heredity – Inherited traits, 3.Mendel's contribution and rules for inheritance of traits 4. expression of the traits ,</p>	<p>1. Acquisition of knowledge: The student will be able to know about Chromosome DNA Monohybrid cross Dihybrid cross</p>	<p>Prepare a creative family tree chart showing inherited traits Draw a decorative family tree. Show traits like : Eye colour , hair</p>	<p>Use of visual and real material like -food chain charts -Ecosystem models -videos showing environment conservation</p>	<p>To study inheritance of one pair of contrasting characters. Study of hereditary traits in family</p>	<p>LOA & WORKSHEET</p> <p>Question on</p> <p>* High order</p>	<p>The student will be able to know and learn about Mendel's 7 pairs of contrasting traits Monohybrid cross Dihybrid cross</p>

		<p>5.sex determination</p> <p>Our environment</p> <p>1.Waste management 2. Eco-system and its constituent. 3. Food Chains and Food Webs 4 .Environmental problems, 5.Ozone depletion</p>	<p>Phenotypic and Genotypic ratio</p> <p>2.Development of understanding: To enable students to understand how to calculate the genotypic and phenotypic ratio</p> <p>1. Acquisition of knowledge: The student will be able to know about -Biotic and Abiotic - Component of environment -Food chain -Food web -Energy flow -Environmental problem</p> <p>2.Development of understanding: To enable students to understand meaning of biomagnification.</p>	<p>type , tongue rolling , blood group.</p> <p>Use symbols or colours to represent traits</p>			<p>thinking</p> <p>* Assertion and Reasoning</p> <p>* Picture based Questions</p> <p>*PYQ</p>	<p>The students will be able to After the completion of the chapter, the students will be able to Calculate the Monohybrid cross Phenotypic and Genotypic ratio.</p> <p>The student will be able to know and learn about Ecosystem Biotic component Food chain Food web Ozone depletion The students will be able to After the completion of the chapter, the students will be able to Differentiate between 1.food chain and food web 2. Biomagnification</p>
Nov	16	Revision + PRE BOARD 1						
Dec	24	Revision + PRE BOARD 2						
Jan	14							
Feb	22							

SUBJECT: HISTORY SPL

Textbook: SOCIALSCIENCE

1. INDIA AND THE CONTEMPORARY WORLD-II

2. Democratic Politics-II

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>History-Chapter 2 Nationalism in India.</p> <p>Unit1-The First War, Non-cooperation and Khilafat Movement.</p> <p>Unit -2. Differing strands within the movement.</p> <p>Unit-3. Towards Civil Disobedience.</p> <p>Unit-4. The Sense of Collective Belongingness.</p>	<p>The students will be able to -</p> <p>Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organized by him. Summarize the effects of the First World War that triggered the two defining movements (Khilafat & Non-Cooperation Movement) in India</p>	<p>Evolution of Symbols (Scrapbook/Album): Trace the evolution of the Indian flag, the Charkha, or nationalist songs (e.g., Vande Matar am) over time, showing their impact on common people.</p> <p>Visualizing Satyagraha (Collage/Paintin) Create a collage or painting showing the impact of the Salt March, Non-Cooperation, and Civil Disobedience movements.</p> <p>"My Idea of India" (Modern Symbol Design): Design a new symbol for the 21st century that reflects India's national identity today and explain its significance.</p> <p>Historical Personification (Creative</p>	<p>Connecting Past to Present: Discuss the relevance of "non-violence" and "peaceful protest" in contemporary society, making the topic relatable to all students.</p> <p>Jigsaw Method for Movement Analysis: Divide the chapter into sections (Rowlatt Act, Non-Cooperation, Civil Disobedience, Quit India). Small groups study one part and teach it to others, promoting peer support and engagement.</p>	<p>Map plotting – I. Congress sessions: Nagpur-1920 Calcutta -1920 Madras -1927 II. Places of Satyagraha movements: Kheda Champaran Ahmedabad mill workers III. Jallianwala Bagh. IV. Dandi March.</p>	<p>Analytical Thinking: Evaluating the impact of WWI on Indian economy and the rise of the Khilafat/Non-Cooperation movements.</p> <p>Source-Based Analysis: Interpreting excerpts from Mahatma Gandhi's writings or historical records regarding Satyagraha.</p> <p>Understanding Diverse Perspectives: Analysing how different social groups (peasants, tribal, middle-class) perceived and participated in movements like the Non-Cooperation Movement.</p> <p>Conceptual Application: Explaining why specific events, such as the Salt March, were effective tools of resistance</p> <p><i>Question Type</i> "How did the Non-</p>	<p>The students are able to- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organized by him. Summarize the effects of the First World War that triggered the two defining movements (Khilafat & Non-Cooperation Movement) in India</p>

				<p>Writing/Drawing) : Draw or write a story personifying India as a mother figure, as seen in early 20th-century art, exploring how it created a sense of belonging</p>			<p>Cooperation Movement in towns differ from the movement in the countryside?" (Tests analytical comparisons). <i>Question Type:</i> "Based on the image/passage, explain the significance of 'Mother India' in creating a sense of collective belonging." (Tests visual/document interpretation)</p>	
May	07	<p>SPL-Chapter1. Power sharing.</p> <p>Case Study of Power Sharing System in Belgium and Sri Lanka.</p> <p>Forms of power Sharing Horizontal and Vertical Power Sharing.</p> <p>Why is Power Sharing Desirable?</p> <p>Reasons for Power Sharing Prudential and Moral Power Sharing.</p>	<p>The students will be able to</p> <p>Enumerate the need for power sharing in democracy. Analyze the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.</p> <p>Compare and contrast the power sharing of India with Sri Lanka and Belgium. Summarize the purpose of power</p>	<p>Make a chart showing the Horizontal and Vertical power Sharing</p>	<p>Comparative study of Indian Federalism with the USA. How is power sharing followed in different countries Horizontally and Vertically.</p>	<p>Role-Play/Mock Parliament: Organize a debate simulating a coalition negotiation, where different parties must agree on a common agenda, demonstrating how power is shared. Debate: "Majoritarianism vs. Power Sharing": Divide the class into two groups to argue for and against majoritarian rule in a diverse country. Concept Mapping: Map out</p>	<p>The students will be able to</p> <p>Enumerate the need for power sharing in democracy. Analyze the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium. Summarize the</p>	

			sharing in preserving the unity and stability of a country			the, prudential for power sharing in a democracy, focusing on conflict reduction and social harmony		purpose of power sharing in preserving the unity and stability of a country.
June	16	<p>History-Chapter I - The Rise of Nationalism in Europe.</p> <p>Unit 1-The French Revolution and idea of Nation. , Unit -2The Making of Nationalism in Europe. Unit - 3. The Age of Revolutions -1830-1848. Unit -3. The Age of Revolutions -1830-1848. Unit - 4. The Making of Germany and Italy Unit -5. Visualizing the Nation. Unit- 6. Nationalism and Imperialism.</p>	<p>The students will be able to -</p> <p>Infer how French Revolution had an impact on the European countries in the making of a nation state. Comprehend the nature of the diverse social movements of the time. Analyze and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. Evaluate the reasons which</p>	<p>Recreate Frédéric Sorrieu’s Utopian Vision: Draw or paint a modern version of the 1848 painting <i>La Démocratie et la République Universelle</i>, highlighting the march of nations towards democracy, focusing on the symbols of liberty (flags, torch of enlightenment). Allegorical Figures Art Portfolio: Create a "Female Allegory" series, depicting Germania (Germany), Marianne (France), and Britannia (UK) to explain how artists represented nations, focusing on what their items (broken chains, olive branch, sword) symbolize. Cultural Nationalism - Folklore Journal: Design a magazine or journal illustrating the role of romanticism,</p>	<p>Visualizing Nationalism (Art & Symbolism): Encourage students to analyse Frédéric Sorrieu’s paintings, national symbols, and flags to understand how visual art helped create collective identity. Role-Playing and Simulation: Use, for instance, a mock "Congress of Vienna" (1815) to allow students to debate ideologies like conservatism and liberalism, making abstract political ideas, such as those described in this PDF by Shobhit Nirwan, more relatable. Cultural Mapping and Storytelling: Explore how romanticism—</p>	<p>A "Nationalist" Diary: Create a diary from the perspective of a 19th-century European (a German student, an Italian soldier, a Polish artist) during the revolutions of 1848. Mapping the Changes: A visual project mapping the shift from multi-national empires to nation-states, including the unification of Germany and Italy. Cultural Portfolio: A collection of folk songs, stories, and art that contributed to national identity, highlighting the</p>	<p>Mapwork and Timeline: A, illustrated timeline mapping the key events from the French Revolution (1789) to the Unification of Germany (1871), identifying key turning points like the Congress of Vienna. Role-Playing/Debate: Organize a debate representing different ideologies of the time: Conservatives (Metternich), Liberals, and Radicals, arguing for the future of Europe</p> <p>Explain how a sense of collective identity was created (language,</p>	<p>The students are able to- Infer how French Revolution had an impact on the European countries in the making of a nation state. Comprehend the nature of the diverse social movements of the time. Analyze and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. Evaluate the reasons which led to the First World War.</p>

			led to the First World War.	focusing on how Grimm Brothers (folklore), Karol Kurpiński (music), and local languages kept nationalism alive in partitioned areas. Storyboard of Unification: Create a 4-6 panel storyboard illustrating the key events in Italian (Mazzini, Cavour, Garibaldi) or German (Bismarck, 3 wars) unification, focusing on maps and key leaders	using folk tales, music, and poetry—fostered national feelings in places like Poland and Germany. Multimedia Resources: Utilize videos, digital presentations, and interactive timelines to help students visualize the French Revolution, the unification of Italy and Germany, and the rise of nationalist sentiments.	romantic movement's impact. Audio-Visual Presentation: A video presentation analysing how symbols (flags, anthems) were used to create national unity	art, folklore, national hymns). Analyse the role of the industrial revolution in shaping new social classes and nationalistic sentiments. Evaluate the significance of the "Age of Revolutions" and the subsequent rise of conservatism	
July	26	SPL-Chapter 2- Federalism. Meaning and difference between Unitary and federal system of government. Features of Federalism, Objectives of Federalism, Types of Power Sharing. Specific Features of the Federal System of Government in India. How is Federalism Practiced in India? Linguistic	The students will be able to- Infer how federalism is being practiced in India. Analyze the policies and politics that has strengthened federalism in practice	Prepare a chart on the working of the local self-government in India Comparative study of working of Federalism in India and the US.				The students are able to - Infer how federalism is being practiced in India. Analyze the policies and politics that has strengthened federalism in practice -----

	<p>state, Language policies, Centre State Relation. Dementalization Meaning, importance, challenges and reforms. Working of our local government</p> <p>SPL-Chapter 3- Gender, Religion and Caste.</p> <p>Gender and Politics - Public/Private division, Women's political representation Religion, Communalism and Politics – Communalism, Secular State. Caste and Politics - Caste inequalities, Caste in politics, Politics in caste.</p> <p>The bad impacts of gender, caste religious discrimination in our society.</p>	<p>The students will be able to- Examine the role and differences of Gender, religion and Caste in practicing Democracy. Analyze that different expressions based on the differences, are healthy or otherwise in a democracy.</p>	<p>Shadows of Inequality" Photo Essay: Students take photographs illustrating gender, caste, or religious stereotypes in everyday life (e.g., household roles, public interactions) and present them with a contrasting photo showing equality. Social Reformer Comic Strip/Graphic Novel: A 5–8-page comic strip featuring reformers like Jotiba Phule, Tarabai Shinde, or Dr. B.R. Ambedkar fighting against caste or gender discrimination. "Faces of Secularism" Collage: A collage using newspaper</p>	<p>Performing Arts & Interactive Projects Street Play (Nukkad Natak): A script written and performed by students, focusing on the theme of 'Equality in Family and Society' (Feminist movements) or the 'Impact of Caste in Politics'. Role Play/Debate: "The Constitutional Assembly": Students role-play as members of the Constituent Assembly discussing</p>	<p>Debate in the class on the topics related to Gender, Communalism, Secularism and Caste Census given in chapter.</p>	<p>Diary of a Social Warrior": A creative writing project where students write a series of diary entries from the perspective of a historical figure fighting against gender or caste discrimination. Digital Presentation/Video Documentary: A 3-minute video interviewing family members or community members about how they have seen gender roles change over the</p>	<p>The students are able to - Examine the role and differences of Gender, religion and Caste in practicing Democracy. Analyze that different expressions based on the differences, are healthy or otherwise in a democracy.</p>
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				<p>clippings, magazine cutouts, and personal drawings highlighting religious diversity and harmony in India, focusing on communal harmony.</p> <p>Poster Designing (Themed): Designing posters aimed at eradicating child marriage, promoting women's education, or ending untouchability, using vibrant, thought-provoking art.</p>	<p>reservation policies or secularism, creating a script and props.</p> <p>Skit: "Breaking the Mold": A short play about breaking gender stereotypes, such as a girl becoming a scientist or a boy learning to cook</p>		<p>past 30 years.</p>	
Aug	24	<p>History-Chapter 3- The Making of a Global World (To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade) (Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) Subtopics</p>	<p>The students will be able to Summarize the changes that transformed the world in different areas. Depict the global interconnectedness from the Pre-modern to the present day. Enumerate the destructive impact of</p>	<p>Interactive Map of Ancient Trade Routes (Visual Art/Geography)</p> <p>Themed Collage: "Colonialism and Consumption" (Visual Art).</p> <p>Storyboard/Comic Strip: "The Story of a Potato" (Visual/Narrative Art.</p>	<p>Activity: Write and act out a short scene (or make a puppet show) representing the 1944 Bretton Woods conference. Integration: Characters (US representative, UK representative, etc.) discuss the creation of the IMF and World Bank to manage the post-</p>	<p>Project Report: Cover Page: Title, Student Name, Class, Subject (SST/History). Introduction: Briefly explain what the chapter covers (pre-modern world to the post-war era). Artistic Content: The visual/written artwork (Map, Collage, Storyboard). Explanation: A 1–2-page description explaining the artistic work and its historical significance.</p>	<p>Analyse the Impact of Food: "Explain how the introduction of the potato changed the lives of the poor in Europe, leading to the Irish Potato Famine". Evaluate Colonialism: "How did the Rinderpest plague</p>	<p>The students are able to Summarize the changes that transformed the world in different areas. Depict the global interconnectedness from the Pre-modern to</p>

	<p>2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalization)</p> <p>The pre-modern world before Nineteenth Century (1815-1914). Different types of flow. Silk Route and its impact. Food travels, The Ireland potato crisis. Disease and conquest.</p> <p>SPL-Chapter 4- Political Parties.</p> <p>Meaning, components, Functions, Necessity, Forms and types of political parties, Challenges and reforms in Political Parties. Need and necessity of Political Parties. Meaning and functions of political parties.</p>	<p>colonialism on the livelihoods of colonized people</p> <hr/> <p>The students will be able to - Understand the process of parties getting elected. Know the significance of the right to vote and exercise the duties as citizens of a nation. Examine the role, purpose and no. of Political Parties in Democracy. Symbolism & Graphic</p>	<p>Identifying the names of the national and state political parties with its symbols, leaders and state in which the political parties are working.</p>	<p>war global economy</p> <p>Collage and Poster Making: Create a collage demonstrating the functions of political parties (e.g., contesting elections, forming government) or a poster campaign for a fictional party, focusing on ideology and manifesto. Political Cartoons Analysis: Analyze, interpret, and create political</p>	<p>Conclusion: Reflect on how globalization has shaped the modern world.</p> <p>Mock Parliament/Election: Students form parties, create manifestos based on real issues, and hold debates to understand electoral competition. Symbol Quiz: Identification and analysis of symbols of national parties.</p>	<p>(cattle plague) in Africa in the 1890s facilitate European colonization?". Connect Past and Present: "Explain how the 19th-century migration of Indian indentured labourers (the 'Girmitia system) is linked to the development of a globalized economy".</p> <p>Case-Based: A scenario regarding a coalition government's stability or the influence of a regional party on national policy. Assertion-Reason: "Assertion (A): Every party in India must register with the Election Commission.</p>	<p>the present day. Enumerate the destructive impact of colonialism on the livelihoods of colonized people</p> <hr/> <p>The students are able to - Understand the process of parties getting elected. Know the significance of the right to vote and exercise the duties as citizens of a nation. Examine the role, purpose and no. of Political</p>
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		<p>How many parties should we have? National Parties and State Parties · Challenges to Political Parties · How can Parties be reformed? Reforms and suggestions to bring political parties.</p>	<p>Design: Students research national and regional party symbols, creating a portfolio that explains the significance of each symbol. Role-Play/Drama: Organize a classroom mock parliament or election debate where students represent different parties, articulating policies and forming coalitions to simulate power-sharing. Documentary/Stop-Motion: Students can create a short video or stop-motion animation explaining the difference between a one-party, two-party, or multi-party system.</p>		<p>cartoons to understand contemporary issues, party ideology, and the role of the opposition.</p>	<p>Debate: "Regional parties are better for local development than national parties".</p>	<p>Reason (R): The Election Commission provides election symbols to parties." Analytical: "Imagine a country without political parties. What would be the consequences on policy formulation?"</p>	<p>Parties in Democracy.</p>
Sep	23	<p>History-Chapter 5. Print culture and the Modern World. The First Printed Books · Print Comes to Europe. The Print Revolution and its Impact ·</p>	<p>The students will be able to- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</p>	<p>Create Cartoons to criticize or put a sarcastic remark on the evil practices found in our society.</p>	<p>Prepare a chart paper and writing the names of the books written by different authors and to prepare a chronology of events which helped in the rise</p>	<p>Understand the forms of writing which have a specific history, and that they reflect in the historical changes within society and shape the</p>	<p>Video presentations of different types of printed books, authors and reformers and scientists.</p>	<p>The students are able to- Enumerate the development of Print from its beginnings in East Asia to its expansion</p>

		<p>The Reading Mania · The Nineteenth Century and print. India and the World of Print · Religious Reform and Public Debates · New Forms of Publication · Print and Censorship</p>	<p>Compare and contrast the old tradition of handwritten manuscripts versus print technology. Summarize the role of Print revolution and its impact.</p>		<p>of printing.</p>	<p>forces of change. Prepare a project Identifying the link between print culture and the circulation of ideas.</p>		<p>in Europe and India. Compare and contrast the old tradition of handwritten manuscripts versus print technology. Summarize the role of Print revolution and its impact.</p>
Oct	22	<p>SPL-Chapter 5- Outcomes of Democracy. How do we assess democracy's outcomes? · Accountable, responsive, and legitimate government. Economic growth and development · Reduction of inequality and poverty. Accommodation of social diversity. Dignity and freedom of the citizens. Why is democracy criticized by every one and what is its conclusion?</p>	<p>The students will be able to- Enumerates how the success of democracy depends on quality of government, economic well-being, inequality, social differences, conflict, freedom and dignity</p>	<p>Prepare a cartoon on economic development presenting as an outcome of democracy or a picture representing the accommodating the diversities found in a country like India.</p>	<p>Evaluate the functioning of democracies in comparison to alternative forms of governments.</p>	<p>Make a project evaluating the causes for continuation and relevance of the democratic system working in India.</p>	<p>A debate on the working of democracy in the whole world through visual presentation.</p>	<p>The students are able to- Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity</p>

Nov	16	<p>History-Chapter 4- The Age of Industrialization (To be assessed as part of Periodic Assessment only)</p> <p>Enumerate economic, political, social features of Pre and Post Industrialization. Analyze and infer how the industrialization impacted colonies with specific focus on India</p>	<p>The students will be able to- Enumerate economic, political, social features of Pre and Post Industrialization. Analyze and infer how the industrialization impacted colonies with specific focus on India.</p>	<p>Industrialization during the Pre modern world in the world and India.</p>	<p>Prepare a project on the increase of Industrialization in the different parts of the world and its harmful effects.</p>	<p>Prepare a project on the increase of Industrialization in the different parts of the world and its harmful effects</p>	<p>How does Industrialization help in the growth of economy and pre capita income of a person in a country?</p>	<p>The students are able to - Enumerate economic, political, social features of Pre and Post Industrialization. Analyze and infer how the industrialization impacted colonies with specific focus on India</p>
Dec	24	<p>Revision for Preboard Examination</p>		<p>Previous Year Questions / HOTS – practice analytical and case-based questions</p>				
Jan	14	<p>Revision for Board Examination.</p>		<p>Previous Year Questions / HOTS – practice analytical and case-based questions</p>				
Feb	22							

SUBJECT: GEOGRAPHY

Textbook: 1. NCERT TEXTBOOK [CONTEMPORARY INDIA II - X]

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project/Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Ch-1: Resources and Development:</p> <p>i. Concept of Resource.</p> <p>ii. Development of Resources.</p> <p>iii. Resource Planning, Resource Planning in India.</p> <p>iv. Conservation of Resources. -Land Resources, Land Utilization, Land Use Pattern in India, Land Degradation and Conservation Measures. V. Soil as a Resource, Classification of Soil, Soil Erosion and Soil Conservation.</p>	<p>1. Acquisition of Knowledge:</p> <p>To enable the students to know about the type of resources such as natural, human-made and human resources, problems of over exploitation of resources, stages of resource planning in India, steps for conservation of resources, land use pattern in India, various causes of land degradation, steps for conservation of land resources, classification of soil their properties, economic significance, distribution, causes of soil erosion and steps for their conservation.</p> <p>2. Development of Understanding:</p> <p>- To enable the students to understand about the concept of resource, problems of over exploitation of resources, need for resource planning, different stages of resource planning in India, need for conservation of resources, significance of land resources, relative significance of varied relief features of the landmass in our country, various causes of land degradation, methods of conservation of land resources, importance of soil as a resource,</p>	<p>i. Earth Day celebration in school.</p> <p>ii. Organization of Art and Painting Competition regarding Conservation of Resources in School.</p> <p>iii. Save the Planet Song (You Tube Link)</p>	<p>Use pictures, maps and diagrams to explain types of resources for visual learners.</p> <p>Provide simplified notes and keywords for slow learners.</p> <p>Encourage peer learning and group discussion so all students can participate.</p> <p>Use real-life examples from students' surroundings to improve understanding.</p> <p>Allow oral responses and map-based activities for students with different learning abilities.</p>	<p>1. Make a project showing consumption and conservation of resources in your locality.</p> <p>2. Have a discussion in the class – how to conserve various resources used in your school.</p> <p>3. Imagine if oil supplies get exhausted, how will this affect our lifestyle</p>	<p>Clarity of Concept through thought-provoking quizzing, critical thinking, logical reasoning, comprehending, high order thinking, assertion and reasoning, picture-based learning, case- based, oral drilling etc.</p>	<p>*The students will be able to know and learn about the type of resources such as natural, human-made and human resources, problems of over exploitation of resources, stages of resource planning in India, steps for conservation of resources, land use pattern in India, various causes of land degradation, steps for conservation of land resources, classification of soil their properties, economic significance, distribution, causes of soil erosion and steps for their conservation.</p> <p>*The students will be capable of explaining about the concept of resource, problems of over exploitation of resources, need for resource planning, different stages of resource planning in India, need for conservation of resources, significance of land resources, relative significance of varied relief features of the landmass in our country, various causes of land degradation,</p>

			<p>formation of soil, characteristic properties of different types of soil found in India, causes of soil erosion and the methods of their conservation.</p> <p>3. Development of Skill: To enable the students to develop the skill of locating and labelling features on the political outline map of India.</p>				<p>methods of conservation of land resources, importance of soil as a resource, formation of soil, characteristic properties of different types of soil found in India, causes of soil erosion and the methods of their conservation. *The students will be able to develop the skills of locating and labelling features on the on the political outline map of India.</p>
May	07	<p><u>CH-2 : Forest and Wildlife Resources:</u></p> <p>i. Biodiversity and its Significance.</p> <p>ii. Conservation of Forest and Wildlife in India.</p> <p>iii. Types and Distribution of Forest and Wildlife Resources.</p> <p>iv. Community and Conservation.</p>	<p>1. Acquisition of Knowledge: To enable the students to know about terms such as biosphere, ecosystem, biodiversity as well as steps for conservation of wildlife, types and distribution of forests, about various communities who are taking individual initiatives to protect and safeguard forests and wildlife.</p> <p>2. Development of Understanding: - To enable the students to understand about the significance of biodiversity, need for the conservation of flora and fauna etc.</p> <p>3. Development of Skill: To enable the students to develop the skill of locating and labelling major vegetation types and National Parks, Wildlife Sanctuaries, Bird Sanctuaries etc. on the</p>	<p>i. Performance of Classical Dance regarding destruction and Conservation of Forests and Wildlife during Earth Day, World Environmenta l Day, World Wildlife Week, Vanomahotsa va etc.</p> <p>ii. Organization of Art and Painting Competition regarding Conservation of Forest and Wildlife in School. -Save the Planet Song</p>	<p>Use storytelling and examples of community conservation for better understandin g.</p> <p>Organize group poster making and discussion activities so every student participates.</p> <p>Provide extra guidance and simple explanations to slow</p>	<p>-Write a short essay on any practices which you may have observed and practiced in your everyday lives that conserve and protect the environment around you.</p> <p>-Collect more information on the wildlife sanctuaries and national parks of India and cite their locations on the map of India.</p>	<p>Clarity of Concept through thought-provoking quizzing, critical thinking, logical reasoning, comprehending, high order thinking, assertion and reasoning, picture-based learning, case- based, oral drilling etc</p> <p>*The students will be able to know and learn about terms such as biosphere, ecosystem, biodiversity as well as steps for conservation of wildlife, types and distribution of forests, about various communities who are taking individual initiatives to protect and safeguard forests and wildlife.</p> <p>*The students will be capable of explaining about the significance of biodiversity, need for the conservation of flora and fauna etc.</p> <p>*The students will be able to develop the skills of locating and labelling major vegetation types and National Parks, Wildlife Sanctuaries, Bird Sanctuaries etc. on the</p>

			political outline map of India.		learners. Encourage students to share local environmental experiences.			political outline map of India.
June	16	<p><u>Ch -3 .Water Resources:</u></p> <p>i. Water : Some facts and figures.</p> <p>ii. Water Scarcity and the Need for Water Conservation and Management.</p> <p>iii. Multi- Purpose River Projects and Integrated Water Resource Management.</p> <p>iv. Rainwater Harvesting.</p>	<p><u>1. Acquisition of Knowledge:</u></p> <p>To enable the students to know about the significance of water resources, availability of water on the planet earth, measures for the conservation and management of water, advantages and disadvantages of dams and multi-purpose projects, traditional methods of rainwater harvesting being carried out in various parts of our country.</p> <p><u>2. Development of Understanding:</u></p> <p>- To enable the students to understand about causes of water scarcity, need for conservation and management of water resources, limitation of multi-purpose river projects, advantages of rainwater harvesting, various methods of rainwater harvesting practices in our country.</p> <p><u>3. Development of Skill:</u></p> <p>To enable the students to</p>	<p>i. Prepare a poster about Traditional Rainwater Harvesting system and Modern Rainwater Harvesting Systems.</p> <p>ii. Chanting Slogans on Conservation of Water.</p> <p>iii. Water is for Life-World Water Day Song (You Tube Link)</p> <p>iv. This popular Bhadu song in the Damodar valley region narrates the troubles faced by people owing to the</p>	<p>Conduct group activities and peer learning to involve all learners.</p> <p>Provide step-by-step explanation and visual aids for students who need extra support.</p> <p>Encourage oral presentations and creative work for different learning styles.</p>	<p>Multiple Diverse Assessment Embedded in Classroom Pedagogy: Preparation of Poster on Traditional Methods of Rainwater Harvesting.</p> <p>-Collect picture and articles on ancient hydraulic structures .</p> <p>-Make an assignment on the different types of water harvesting structures used in ancient times.</p>	<p>Clarity of Concept through thought-provoking quizzing, critical thinking, logical reasoning, comprehending, high order thinking, assertion and reasoning, picture-based learning, case- based, oral drilling etc.</p>	<p>*The students will be able to know and learn about the significance of water resources, availability of water on the planet earth, measures for the conservation and management of water, advantages and disadvantages of dams and multi-purpose projects, traditional methods of rainwater harvesting being carried out in various parts of our country.</p> <p>*The students will be capable of explaining about causes of water scarcity, need for conservation and management of water resources, limitation of multi-purpose river projects, advantages of rainwater harvesting, various methods of rainwater harvesting practices in our country.</p> <p>*The students will be able to develop the skills of locating and labelling major dams on the political outline map of India.</p>

			develop the skill of locating and labelling major dams on the political outline map of India.	flooding of Damodar River known as the river of sorrow.)				
July	26	<p>Ch-4: Agriculture: i. Importance of Agriculture in the National Economy.</p> <p>ii. Types of Farming: Primitive Subsistence Farming, Intensive Subsistence Farming, Commercial Farming, Plantation Farming.</p> <p>iii. Cropping Pattern.</p> <p>iv. Major Crops.</p> <p>v. Food Crops other than Grains.</p> <p>vi. Horticulture Crops. -Non-food Crops. And Fibre Crops.</p> <p>vii. Technological and Institutional Reforms.</p>	<p>1. Acquisition of Knowledge:</p> <p>To enable the students to know about importance of agriculture in national economy, characteristics of types of farming and cropping pattern, major crops and reforms in agriculture.</p> <p>2. Development of Understanding:</p> <p>- To enable the students to understand about the geographical conditions for the growth of crops, major causes for relative backwardness of Indian agriculture and the need for reforms in Indian agriculture.</p> <p>3. Development of Skill:</p> <p>To enable the students to develop the skill of locating and labelling major and minor areas for the growth of Rice and Wheat as well as leading producing states of major crops on the political outline map of India.</p>	<p>i. Indian Festivals associated with the Harvesting Seasons.</p> <p>ii. -Folk Songs associated with Crops Harvest.</p>	<p>Allow group discussions and collaborative activities.</p> <p>Provide simplified notes and additional help to slow learners.</p> <p>Encourage students to share family or community farming experiences.</p>	<p>-Draw bar diagram showing the trend of food grain production in India during last five years. Find out the reason of this trend.</p> <p>-Group discussion on the necessity of literacy among farmers.</p>	<p>. Clarity of Concept through thought- provoking quizzing, critical thinking, logical reasoning, comprehending, high order thinking, assertion and reasoning, picture-based learning, case- based, oral drilling etc.</p>	<p>*The students will be able to know and learn about importance of agriculture in national economy, characteristics of types of farming and cropping pattern, major crops and reforms in agriculture.</p> <p>*The students will be capable of explaining about the geographical conditions for the growth of crops, major causes for relative backwardness of Indian agriculture and the need for reforms in Indian agriculture.</p> <p>*The students will be able to develop the skills of locating and labelling major and minor areas for the growth of Rice and Wheat as well as leading producing states of major crops on the political outline map of India.</p>
Aug	24	<p>Ch-5: Minerals and Energy Resources:</p> <p>i. Significance of Minerals, What is a</p>	<p>1. Acquisition of Knowledge:</p> <p>To enable the students to know about significance of minerals, concept of minerals, mineral ore,</p>	<p>This project will allow students to be creative with their stories as well as</p>	<p>Encourage pair work and group learning.</p> <p>Use case</p>	<p>-Collect information about thermal/hydel power plants located in your</p>	<p>Clarity of Concept through thought- provoking quizzing, critical thinking, logical reasoning, comprehending,</p>	<p>*The students will be able to know and learn about significance of minerals, concept of minerals, mineral ore, types of mining, classification of</p>

		<p>Mineral?</p> <p>ii. Mode of Occurrence of Minerals,</p> <p>iii. Types of minerals - Ferrous Minerals, Non-Ferrous Minerals. -Non-metallic Minerals, Rock Minerals,</p> <p>iv. Conservation of Minerals. And Energy Resources,</p> <p>v. Sources of Energy. -Non-Conventional Sources of Energy, Conservation of Energy Resources.</p>	<p>types of mining, classification of minerals, significance of ferrous and non-ferrous metallic minerals, non-metallic minerals, rock minerals and their distribution, need for energy, conventional and non-conventional sources of energy and their relative significance, various steps for conservation of mineral and energy resources.</p> <p><u>2. Development of Understanding:</u> - To enable the students to understand about various mode of occurrence of minerals, limitation of conventional sources of energy, significance of non-conventional sources of energy, need for conservation of minerals and energy resources.</p> <p><u>3. Development of Skill:</u> To enable the students to develop the skills of locating and labelling major metallic, non-metallic as well as energy minerals on the political outline map of India.</p>	<p>applying their understanding of the rock cycle, uses of rocks and minerals, and characteristics of rocks and minerals. Students will be given the opportunity to present their story in a variety of ways including a comic strip, written story or a video.</p>	<p>studies and real-life examples to explain concepts.</p> <p>Allow different forms of expression such as drawing, oral explanation, or presentations.</p>	<p>state. Show them on the map of India.</p> <p>-Collect information about newly established solar power plants in India.</p> <p>-</p>	<p>high order thinking, assertion and reasoning, picture-based learning, case- based, oral drilling etc.</p>	<p>minerals, significance of ferrous and non-ferrous metallic minerals, non-metallic minerals, rock minerals and their distribution, need for energy, conventional and non-conventional sources of energy and their relative significance, various steps for conservation of mineral and energy resources.</p> <p>*The students will be capable of explaining about various mode of occurrence of minerals, limitation of conventional sources of energy, significance of non-conventional sources of energy, need for conservation of minerals and energy resources.</p> <p>The students will be able to develop the skills of locating and labelling major metallic, non-metallic as well as energy minerals on the political outline map of India.</p>
Sep	23							

Oct	22	<p><u>Ch-6: Manufacturing Industries:</u></p> <p>i. Concept of Manufacturing, Importance of Manufacturing, Complementarity of Agriculture and Industry.</p> <p>ii. Industrial Location, Classification of Industries. -Agro-Based Industries. -Mineral-Based Industries,</p> <p>iii. Industrial Pollution and Environmental Degradation.</p>	<p><u>1. Acquisition of Knowledge:</u></p> <p>To enable the students to know about concept of manufacturing, importance of manufacturing, factors of industrial location, classification of industries, relative significance of agro-based and mineral-based industries, distribution of major agro-based and mineral-based industries, types of industrial pollution, measures to minimise environmental degradation caused by industries.</p> <p><u>2. Development of Understanding:</u></p> <p>- To enable the students to understand about complementarity of agriculture and industry, significance of higher degree of efficiency and competitiveness of industrial products in the present day world of globalisation and liberalisation, favourable locational factors for cotton textile, jute textile, sugar industry, iron and steel industry, aluminium industry, chemical industry, cement and fertilizer industries, automobile industry, IT and electronic industries, causes of industrial pollution etc.</p>	<p>i. Preparation of Collage on Major Industries in India.</p> <p>ii. Slogan to Control Pollution caused by industries.</p>	<p>Encourage group activities and project work for cooperative learning.</p> <p>Provide extra support and simplified explanations for slow learners.</p> <p>Allow visual, oral and written methods of participation.</p>	<p>Activity-1: Classify the following into two groups on the basis of bulk and weight of raw material and finished goods. (i) Oil (vi) Sewing Machines (ii) Knitting needles (vii) Shipbuilding (iii) Brassware (viii) Electric Bulbs (iv) Fuse wires (ix) Paint brushes , Watches (x) Automobiles.</p> <p>Activity-2: Where would it be economically viable to set up the cement manufacturing units?</p>	<p>Clarity of Concept through thought-provoking quizzing, critical thinking, logical reasoning, comprehending, high order thinking, assertion and reasoning, picture-based learning, case- based, oral drilling etc.</p>	<p>*The students will be able to know and learn about concept of manufacturing, importance of manufacturing, factors of industrial location, classification of industries, relative significance of agro-based and mineral-based industries, distribution of major agro-based and mineral-based industries, types of industrial pollution, measures to minimise environmental degradation caused by industries.</p> <p>*The students will be capable of explaining about complementarity of agriculture and industry, significance of higher degree of efficiency and competitiveness of industrial products in the present day world of globalisation and liberalisation, favourable locational factors for cotton textile, jute textile, sugar industry, iron and steel industry, aluminium industry, chemical industry, cement and fertilizer industries, automobile industry, IT and electronic industries, causes of industrial pollution etc.</p> <p>The students will be able to</p>
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		<p>Ch-7: <u>Lifelines of National Economy:</u></p> <p>MAP WORKS: Golden Quadrilateral, National Highways -North-South and East- West Corridor. -Sea Ports and Airports.</p>	<p><u>3. Development of Skill:</u> To enable the students to develop the skills of locating and labelling major cotton textile, jute textile, woollen textile industries, iron and steel industries and software technology parks on the political outline map of India.</p> <p><u>Development of Skill:</u> To enable the students to develop the skills of map work.</p>					develop the skills of locating and labelling major cotton textile, jute textile, woollen textile industries, iron and steel industries and software technology parks on the political outline map of India.
Nov	16	Revision of Pre-Board (I&II) & Board Examination						
Dec	24	Revision of Pre-Board (I&II) & Board Examination						
Jan	14	Revision of Pre-Board (I&II) & Board Examination						
Feb	22							
March								

CLASS- X

SUBJECT : ECONOMICS [Social Science]

Text Book : 1. N.C.E.R.T

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching/Subject Integration	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>1.Development Concept of Development Different People different Goals Four indicators of national developments Public Facilities Development comparison amongst states and countries Human Development Index (HDI) Sustainable Development</p>	<p>1.Acquisition of knowledge: To enable students to understand various aspect of development To understand that people have different perspectives. 2.Development of understanding To know the ways by which the students can arrive at common indicators of development. 3.Development of skills To analyze development using quantitative and qualitative indicators to enable better understanding of the theme discussed by learning the learners closer to the real life situation.</p>	Poster Making	Concept of Development Different People different Goals Four indicators of national developments Public Facilities Development comparison amongst states and countries to be integrated with concept of demographic indication under Geography subject	<p>Choose a community: The first step is to choose a community to focus on. The community can be a neighborhood, a town, or a city.</p> <p>Research: Students will research the community to gather data on its demographics, economy, infrastructure, environment, and social issues. They can gather information from local government websites, census data, and community surveys.</p>	Q & A LOA	<p>Students will be able to understand various aspects of development. Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison</p>
May	07	<p>2. Sectors of the Indian Economy:</p>	<p>1.Acquisition of knowledge: To understand the</p>	Create a visual representatio		Data Collection: Students can collect data on the output,	Q & A LOA	<p>Students will be able to describe the primary, secondary, and tertiary</p>

		<ul style="list-style-type: none"> •Sectors of Economic Activities Comparing the three sectors 	<p>concept of sectors of economic activities</p> <p>2.Development of understanding: To compare and contrast the three sectors of the Indian economy (primary, secondary, and tertiary)</p>	<p>n: Ask students to create a visual representation of the three sectors of the Indian economy - primary, secondary, and tertiary. This could be in the form of a poster, a painting, or a digital graphic. Students can use colors and symbols to represent each sector and include key information such as the percentage of the workforce employed in each sector.</p>		<p>income, and employment of each sector in different regions of India. They can also collect data on the challenges faced by each sector, such as lack of infrastructure, inadequate funding, and outdated technology.</p>		<p>sectors of the Indian economy</p> <p>Students will be able to identify the major industries and activities in each sector</p> <p>Students will be able to analyze the trends and changes in the contribution of each sector to the Indian economy over time</p>
June	16	<ul style="list-style-type: none"> •Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized Sectors in terms 	<p>3.Development of skills To analyze the contribution of each sector to the Indian economy</p> <p>2.Development of understanding: To differentiate between organized</p>		<p>Primary, Secondary and Tertiary Sectors in India</p> <ul style="list-style-type: none"> • Division of sectors as organized and unorganized Sectors in terms 		<p>Q & A LOA</p>	<p>Students will be able to explain the differences between organized and unorganized sectors in India and their importance</p> <p>Students will be able to describe the role and</p>

		of ownership: Public and Private Sectors	and unorganized sectors in India To understand the concept of public and private sectors and their role in the Indian economy 3.Development of skills To identify major employment generating sectors . • To figure out the reason out the government investment in different sectors of economy.		of ownership: Public and Private Sector to be integrated with Geography			significance of the public and private sectors in the Indian economy Students will be able to evaluate the strengths and weaknesses of the Indian economy in terms of sectoral distribution and ownership
July	26	3. Money and Credit: • Money as a medium of exchange • Modern forms of Money • Loan activities of Banks • Two different Credit situations • Terms of Credit • Formal Sector Credit in India • Self Help Groups for the Poor	1.Acquisition of knowledge: To understand the concept of money as a medium of exchange and its importance in an economy. 2.Development of understanding: To explore the modern forms of money such as digital currency, debit and credit cards, e-wallets, and cryptocurrencies 3.Development of skills To examine the loan activities of banks and how they create money	Infographics: Create infographics that explain concepts such as credit scores, interest rates, and budgeting. Use visually appealing graphics and colors to make the information easy to understand and memorable.	• Money as a medium of exchange To be integrated with the concept of History	Financial Literacy Education: Students could create educational materials, such as videos, infographics, or presentations, to teach others about basic financial concepts such as budgeting, credit, and investing. They could target their materials to specific audiences, such as high school students or young adults just starting out on their own.	Q & A LOA	Students will be able to understand money as a medium of exchange: Students should be able to define money and its role as a medium of exchange. Students will be able to understand how money facilitates transactions and trade. Students will be able to identify the different uses of modern forms of money: Students will be able to differentiate between different forms of modern money, such as cash, digital currencies, and credit cards. They should also understand the advantages and

		<p>through the process of credit creation.</p> <p>To distinguish between two different credit situations – secured and unsecured credit, and how they affect borrowers and lenders.</p> <p>To understand the terms of credit, such as interest rates, collateral, and repayment period.</p> <p>To learn the concept of formal sector credit in India, including the role of Reserve Bank of India (RBI) and commercial banks in providing credit to different sectors of the economy.</p> <p>To analyze the concept of Self Help Groups (SHGs) for the poor, their structure, and the benefits they provide to their members.</p>				<p>disadvantages of each form of money.</p> <p>Students will be able to understand loan activities of banks: Students should be able to understand how banks function as financial intermediaries and provide loans to individuals and businesses. They should find the risks and benefits associated with borrowing and lending.</p> <p>Students will be able to understand two different credit situations: Students should be able to differentiate between two different credit situations - formal credit and informal credit.</p> <p>Students will be able to understand the advantages and disadvantages of each type of credit.</p> <p>Students will be able to describe terms of credit: Students will be able to define the terms of credit, including interest rates, collateral, and repayment schedules.</p> <p>Students will be able to</p>
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								<p>understand how these terms affect borrowing and lending.</p> <p>Students will be able to understand formal sector credit in India:</p> <p>Students will be able to understand the formal sector credit system in India, including the role of banks, microfinance institutions, and other financial intermediaries.</p> <p>Students will be able to identify the advantages and challenges associated with formal sector credit in India.</p> <p>Students will be able to evaluate the role of self-help groups for the poor: Students should be able to understand the concept of self-help groups and their role in providing microfinance services to the poor. They should understand how self-help groups operate and the benefits they provide to their members.</p>
Aug	24	<p>4.Globalization and the Indian Economy:</p> <ul style="list-style-type: none"> • What is Globalization? •Factors that enabled globalisation 	<p>1.Acquisition of knowledge:</p> <p>To understand the concept of Globalization: Globalization is the process of integration and interdependence</p>	<p>Visual art: Visual art can be a great medium to depict the effects of globalization on Indian</p>	<p>Production across countries</p> <ul style="list-style-type: none"> • Interlinking production across countries • Foreign Trade and integration of markets <p>To be integrated</p>	<p>Study the impact of globalization on Indian politics: The student could research how globalization has influenced the political landscape in India. They could</p>	<p>Q & A LOA</p>	<p>Students will be able to understand: the concept of Globalization: Globalization is the process of integration and interdependence among economies,</p>

		<p>among economies, societies, and cultures around the world. It involves the increasing interconnectedness of people, businesses, and governments across national borders.</p> <p>2.Development of understanding To understand the impact of Globalization on the Indian Economy: Globalization has had a significant impact on the Indian economy, particularly since the 1990s when the government initiated economic reforms to open up the economy to foreign investment and trade. This has led to increased foreign investment, greater integration with the global economy, and a shift towards a more market-oriented economy.</p> <p>3.Development of skills To understand the</p>	<p>culture. For example, a series of paintings or drawings can be created to show the changes in traditional Indian dress, food, and architecture due to globalization .</p>	<p>with the concept of geography</p>	<p>examine the rise of political parties and movements that are opposed to globalization, as well as the impact of globalization on issues like environmental regulation and labor rights.</p>	<p>societies, and cultures around the world. It involves the increasing interconnectedness of people, businesses, and governments across national borders.</p> <p>Students will be able to understand the impact of Globalization on the Indian Economy: Globalization has had a significant impact on the Indian economy, particularly since the 1990s when the government initiated economic reforms to open up the economy to foreign investment and trade. This has led to increased foreign investment, greater integration with the global economy, and a shift towards a more market-oriented economy.</p> <p>Students will be able to comprehend interlinking of production across countries: Globalization has led to the emergence of global supply chains and the interlinking of production processes across different countries.</p>
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			interlinking of production across countries: Globalization has led to the emergence of global supply chains and the interlinking of production processes across different countries. This has enabled firms to access inputs and markets from around the world, leading to greater efficiency and productivity.					
Sept	23							
Oct	22	Factors that have enabled Globalization <ul style="list-style-type: none"> • World Trade Organization • Impact of Globalization in India • The Struggle for a fair Globalization 	1.Acquisition of knowledge: To understand the role of foreign trade and integration of markets: Globalization has led to the integration of markets and increased trade between countries. This has created new opportunities for firms to access larger markets and benefit from economies of scale. It has also led to greater competition, which				Q & A LOA	Students will be able to understand the role of foreign trade and integration of markets: Globalization has led to the integration of markets and increased trade between countries. This has created new opportunities for firms to access larger markets and benefit from economies of scale. It has also led to greater competition, which has forced firms to become more efficient and innovative. Students will be able to identify the challenges

		<p>has forced firms to become more efficient and innovative.</p> <p>2.Development of understanding To understand the challenges and opportunities of Globalization: While Globalization has brought many benefits to the Indian economy, it has also created challenges, such as increased inequality and environmental degradation. It is important to understand these challenges and develop policies to address them while maximizing the benefits of Globalization.</p>					<p>and opportunities of Globalization: While Globalization has brought many benefits to the Indian economy, it has also created challenges, such as increased inequality and environmental degradation. It is important to understand these challenges and develop policies to address them while maximizing the benefits of Globalization</p>
Nov	16	REVISION FOR PRE-BOARD EXAMINATION					
Dec	24	REVISION FOR PRE-BOARD EXAMINATION					
Jan	14	REVISION FOR PRE-BOARD EXAMINATION					
Feb	22	REVISION FOR PRE-BOARD EXAMINATION					

SUBJECT: Artificial Intelligence (417)

Textbook: 1. NCERT

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Part B : Unit – 1 Revisiting AI Project Cycle & Ethical Framework for AI:-</p> <ul style="list-style-type: none"> • AI Project Cycle • AI Domains • Ethical Framework for AI <p>Part A: Unit-1 Communication Skills:-</p> <ul style="list-style-type: none"> • Types of communication • Elements of communications • Communication barrier 	<p>Students will revise project cycle stages and Domains of AI.</p> <p>Students will learn about the best way to communicate and how to handle any barriers if it occurs</p>	<p>1. Make a Comic book on “Autobots” and show how autobots are communicating</p> <p>2. Draw the diagram of Visual communication which you can identify in public places</p>	<p>Focus on every student should learn the communication skills which promote active listening and ensure that students are able to express themselves.</p>	<p>Identify the real-life examples of domains of AI.</p> <p>Identify the various types of communication and which best practices can be used to handle communication barriers.</p>	<p>Mobiles applications which use AI</p> <ul style="list-style-type: none"> • Various sign boards to discuss • Types of various communication 	<p>Students will be able to answer questions about domains and applications of AI.</p> <p>Students will be able to identify various types of communication and able to handle barriers of communication.</p>
May	07	<p>Part A: Unit -2 Self-management skills: -</p> <ul style="list-style-type: none"> • Meaning and Importance of Stress Management • Stress Management Technique Self-confidence and positive thinking. • Personal hygiene and self-grooming 	<p>Students will learn about the best practices of self-management</p>	<p>1. Make a poster on “How to manage stress”.</p>	<p>Every student should learn the self-management skills which will help them with time management.</p>	<p>Identify the various causes of stress and what is the best practice to handle it.</p>	<p>Skills using which students can succeed academically and personally. These skills include time management, goal setting</p>	<p>Students will be able to identify various self-management techniques.</p>
June	16	<p>PART: B Unit 7: Advance python:</p> <ul style="list-style-type: none"> • Introduction to Python jupyter • Python packages • Basic python programs • Python built in functions <p>Part -A Unit - 3 : ICT Skills:</p>	<p>Students focus on building foundational programming skills, logical thinking, and an understanding of python programming.</p>	<p>15 Python programs to be written in A4 sheet and submit in stick file.</p>	<p>Python programming aims to ensure that all students, regardless of their learning styles, backgrounds, or abilities, can successfully learn and apply Python coding skills. process.</p>	<p>Identify the various logic for a particular code and how to handle error if any.</p>	<p>Python focuses on developing specific skills and competencies in learners through hands -on, practical activities. The main idea is to help learners understand and apply Python concepts through interactive exercises, projects, and challenges.</p>	<p>Understand Python Syntax and Structure Implement Control Flow Statements</p>

		<ul style="list-style-type: none"> •Role and importance of ICT •Computer basics & Input, Output and Storage System •Peripheral Devices & their Uses 						
July	26	<p>PART B Unit 2 – Advance concept of Modelling in AI:-</p> <ul style="list-style-type: none"> • Understanding AI, ML and DL • Supervised and Unsupervised learning • Neural network <p>PART B Unit 3 – Evaluating Models:-</p> <ul style="list-style-type: none"> •Role of evaluation in development •Understand accuracy and error 	Students should be familiarized with supervised and unsupervised learning and how does AI work.	Create a group of 5 students and make a project on smart city using waste materials.	Inclusive teaching on how AI takes decision.	<p>Supervised Learning https://teachablemachine.withgoogle.com/</p> <p>Unsupervised Learning https://experiments.withgoogle.com/ai/drum-machine/view/</p> <p>Draw Confusion Matrix</p>	AI Reflection focuses on learners actively reflecting on the impact and potential consequences of AI systems and technologies.	Understanding AI Model Concepts and learning.
Aug	24	<p>Part B Unit 4:- Statistical Data:-</p> <ul style="list-style-type: none"> •Introduction •No code AI tool <p>Part B Unit 5: Computer Vision</p> <ul style="list-style-type: none"> •Introduction •Concepts of CV 	Define the concept of Computer Vision and understand its applications in various fields.	Incorporate annotated screenshots or illustrations within the user guide to visually guide users through the software interface and functionalities.	Inclusive teaching on how AI takes decision.	<p>Life cycle of project using different models.</p> <p>Orange data mining tool Link:https://docs.google.com/spreadsheets/d/1f5GJXyP7EV2fy1hax47YVaH5gvq8KZy/edit?usp=dri ve_link&ouid=109928090180926267402&rt pof=tr ue&sd=true</p> <p>Game- Emoji Scavenger Hunt https://emojiscavengerhunt.withgoogle.com/</p>	<p>Identify the differences between Code and No-Code AI concerning Statistical Data</p> <p>Understand the basic concepts of image representation, feature extraction, object detection, and segmentation</p>	
Sep	23	Revision						
Oct	22	<p>Part B Unit 6: Natural Language Processing</p> <ul style="list-style-type: none"> •Introduction •Application of NLP 	Students should be aware of the job of an entrepreneur and how they help society	Using waste material makes some useful thing. For example: Make flowerpot	It focuses on ensuring that all students, regardless of their socio - economic		Green Skills focuses on developing the knowledge and practical abilities required to address	Understanding Environmental Issues and Sustainability Knowledge of Green

		<ul style="list-style-type: none"> •Stages of NLP •Chatbots <p>Part -A Unit-4: Entrepreneur Skills:-</p> <ul style="list-style-type: none"> • Introduction • Qualities and functions of an entrepreneur • How it help society <p>PART: A Unit 5: Green Skills –</p> <ul style="list-style-type: none"> •Natural Environment •Influence on Environment •Natural resource conservation Green •Economy Green skills 	It refers to the knowledge, abilities, values, and attitudes that are required to promote sustainable environmental practices	using old plastic bottle.	backgrounds, abilities, learning styles, or cultural contexts, can access and engage with the knowledge and skills required to address		environmental challenges and promote sustainable development.	Technologies and innovations.
Nov	16	Revision						
Dec	24	Pre Board 1 and Revision						
Jan	14	Pre Board2 and Revision						

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song “Hoga Kal Sunehra”	Knowing About the following 1. Use of Beats to refrom a taal 2. Use of hand movements to sing 3. Difference between komal and suddha swar 4. How to sing in high pitch Song	Concept About • Kahrwa Taal with Diferent variations • Hand movements during singing	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Similar Songs which Use the same Swar	Finding out the musical note which changes the mood of the song	NO	NO	Children will Know About the following 5. Use of Beats to refrom a taal 6. Use of hand movements to sing 7. Difference between komal and suddha swar 8. How to sing in high pitch Song
May	08										
June	14	Raag “Bageshree” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars Using Komal NI and Komal Ga Effortlessly singing Raag Swars and useage as Sargams	Concept About • Teental Along with Bandish • Taali, Khali, Bibhag and other concepts in taal	Song “Ayo Sharan Taki”	Usage of Swar komal NI and Ga, NI sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understanding the Tune	Children will get to know small alnkars Using Komal NI and komal GA Effortlessly singing Raag Swars and useage as Sargams
July	26										
Aug	22	Song for teachers “Shukriya Shukriya”	Knowing to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches	Knowing About the follwing 1. Indo - western Beats 2. Collaboration between indian Classical music and western music	Usage of different sargams during singing	Blending Saragam s with songs	Singing and counting in Hand beats	NO	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches

Sept		Term I EXAMINATION									
Oct	13	Bhajan “ Krishn Kanhaiya Dau ji ke Bhiyaa ”	Children will learn the Bhajan and will get to know about the Swar used in this Bhajan.	Knowing about 1. Dadra taal. Children will learn to sing Suddh Swar.	Blending Swar of raag Bhopali	Teaching Suddh Notes through this prayer	Singing swaras in jumbled form in Kalyaan Thaata	NO	NO	Guess the Song Activity	Children will learn the Bhajan and will be able to sing Suddh Swar effortlessly
Nov	22		Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will know about Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)
Dec	23	Christmas Song “ Deck The halls ”	Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will know about Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almann “ Hamre Khoon me watan ”	Knowing about the following • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing	Concept About • Kaharwa & Dadra taal • How to westernize the taal	By singing Knowing the difference between komal and suddh swar	Inclusively teaching about raag desh and using swar of this Raag	Similar Songs which Use the same Swar	Finding out the musical note which changes the mood of the song	NO	NO	Children will know about the following • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing
Feb		Term II EXAMINATION									
Mar		Revision “All Songs”									

SUBJECT: ART & CRAFT

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	23	Copying Painting of Any Great Artist	<u>To give knowledge about great Indian Artists</u>	To make students do the portraits of great personality in field of different subjects	To make students do the portraits of great personality in field of different subjects	<u>To make copy work of famous Artist like Jamini Roy</u>	To make students learn about Elements of Art and Principal of Art	•Students will be able to understand the details of various artists work while they copy it
MAY	07	Copying Painting of Any Great Artist	<u>To give knowledge about great Indian Artists</u>	To make students do the portraits of great personality in field of different subjects	To make students do the portraits of great personality in field of different subjects	<u>To make copy work of famous Artist like Jamini Roy</u>	To make students learn about Elements of Art and Principal of Art	•Students will be able to understand the details of various artists work while they copy it
JUNE	16	Perspective Drawing	To teach students about 1 point, 2 point . 3 point perspective	Element of Art	To use trigonometry of math while make perspective	Student will make 1, 2 , and 3 point perspective drawing	Theory on element and principal of art	Students will make 1, 2 and 3 point perspective drawings
JULY	26	Knife /Spatula Painting	<u>To Enable Students to use spatula in place of Brush for painting</u>	Element of art COLOR	Use of alternative tools for painting	<u>Students will make a painting using knife/spatula.</u>	Giving Knowledge about elements of Art	Students will do a painting on canvas using acrylic color with knife/ spatula
AUG	24	Perspective Drawing	To teach students about 1 point, 2 point .	Element of Art	To use trigonometry of math while make perspective	Student will make 1, 2 , and 3 point perspective	Theory on element and principal of art	Students will make 1, 2 and 3 point perspective drawings

			3 point perspective			drawing		
SEPT	23	Kalighat Path Painting	<u>To give description about theory of Kalighat painting , its origin and development</u>	Use of Element of Art to compose a Kalighat style painting	Kalighat painting culture of Bengal can be taught	<u>Students will Painting in the art copy</u>	MCQ on Folk Art of Bengal	Students will make a Composition in Kalighat style
OCT	22	Photo Montage Cubism/Abstract Art	<u>To teach Students to make photo collage which is also known as Photo montage.</u> Theory on abstract art	Students will make a photo montage on festival theme , and abstract art on any topic	Cubism/Abstract Art will be taught	<u>Students will make any abstract art</u>	MCQ on abstracts art and artists	Students will done a Photo Montage and an Abstract ar in their copy
NOV	16	Pre-board-1 Exam						
DEC	24							
JAN	14	Pre-Board-2 Exam						

SUBJECT: Physical Education

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1. INTRODUCTION / PREAMBLE 1.1 Rationale 1.2 Overall Objectives of Health and Physical Education 1.3 Mainstreaming HPE	Understand the concept and importance of Health and Physical Education in school curriculum.	Ground Marking, Poster Making.	Encourage participation of all learners regardless of physical ability.	Diagram making of fields.	Students list daily physical activities and analyze their benefits.	Students develop positive attitudes toward physical activity and healthy living.
May	07	2. FOUR STRAND 2.1 Introduction 2.2 The Objectives	Understand the four strands and their roles in student development.	<u>Yoga chart making by students</u>	<u>Provide equal opportunities for participation in all strands.</u>	Practical file making.	Students prepare a mind map showing the four strands and their benefits.	Students can identify and explain the four strands of Health and Physical Education.
June	16	3. GAMES / SPORTS 3.1 Athletics or Swimming 3.2 Team Games 3.3 Individual Games 3.4 Adventure Sports	Learn basic rules and skills of various games and sports.	Chart making of all Adventure Sports	Use modified rules and equipment to include all students.	Practical file making.	Practice basic skills such as dribbling, passing, throwing, catching, and running drills.	Students understand the importance of teamwork and fair play.
July	26	4. HEALTH AND FITNESS	<u>Understand components of physical fitness (strength, endurance, flexibility, speed).</u>	<u>Chart making of all Adventure Sports .</u>	<u>Provide alternative exercises based on students' physical abilities.</u>	Practical file making.	Conduct simple fitness tests (sit-ups, shuttle run, flexibility test).	Students recognize the importance of maintaining physical fitness.
Aug	24	5. SEWA (SOCIAL EMPOWERMENT THROUGH WORK EDUCATION AND ACTION) 5.1 Introduction 5.2 Objectives 5.3 The SEWA Philosophy 5.4 Note to Class Teachers 5.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential. 5.6 Guidelines for Schools 5.7 Guidelines for Students 5.8 What forms of social Empowerment Activity? 5.9 Activities Complying with SEWA criteria	Understand the concept of social responsibility.	<u>Making of diet chart of different age group. Picture chart making of fitness test</u>	<u>Assign tasks according to students' abilities and interests.</u>	Practical file making.	Participate in community cleanliness drive, tree plantation, or health awareness campaign.	Students develop social responsibility and leadership skills.

Sep	23	TERM 1						
Oct	22	5. SEWA (SOCIAL EMPOWERMENT THROUGH WORK EDUCATION AND ACTION) 5.10 Guidelines for Mentor Teacher for conduct of SEWA 5.11 Procedures 5.12 My SEWA promise Form - Illustrative 5.13 SEWA Hourly Schedule 5.14 SEWA Hour Log (Illustrative) 5.15 SEWA Self Appraisal Form (Illustrative) 5.16 Flow Chart for Conducting a Project / Report / Event 5.17 Assessment and Evaluation 5.18 Exemplar Projects under Social Empowerment sub - strand of SEWA	Understand the concept of social responsibility.	Making of sports injuries Chart.	<u>Assign tasks according to students' abilities and interests.</u>	Practical file making.	Participate in community cleanliness drive, tree plantation, or health awareness campaign.	Students develop social responsibility and leadership skills.
Nov	16	6. HEALTH AND ACTIVITY RECORD	Maintain records of physical activities and health habits.	Picture chart making of Jung classification and big five theory.	Provide guidance to students who need assistance in documentation	Practical file making.	Students maintain a weekly health diary including exercise, diet, and sleep.	Students learn to track their physical activity and health habits.
Dec	24	7. TRANSACTIONAL STRATEGIES FOR THE STRANDS OF HPE	Understand effective teaching-learning methods for physical education.	Pictorial chart making of sports training cycle	Use varied strategies such as demonstration, peer learning, and group activities.	Practical file making.	Conduct group sports activities and peer teaching sessions.	Students improve practical skills through experiential learning.
Jan	14	8. ASSESSMENT FOR THE STRANDS * THE GRADES / LEVELS OBTAINED UNDER THE FIRST THREE STRANDS WILL BE REFLECTED IN THE REPORT CARDS.	Understand methods of evaluating physical fitness and skills.	Pictorial chart making of sports training cycle.	Use flexible assessment methods suitable for different abilities.	Practical file making.	Perform skill-based assessments, fitness tests, and activity records.	Students demonstrate improvement in physical skills and health awareness.
Feb	22	TERM 2						

INSTRUMENT (MUSIC)

Month	W. D.	Chapter/ Topic	Learning Objectives	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Ten Verna of Tabla, Hasta sadhan bol	To inculcate knowledge about different Verna.	Number Counting.	Number Counting.	Verna Practice.	Students will come to know about Verna Parichay.	Students will come to know about Verna Parichay.
May	07	Taal parichay Tibra, sultaal, dipchandi	To inculcate knowledge about different Theka.	Number Counting.	Number Counting.	Theka Practice.	Students will come to know about taal Parichay Tibra, sultaal, dipchandi .	Students will come to know about taal Parichay Tibra, sultaal, dipchandi .
June	16	Theka practice about taal naal and congo	To improve hand practice.	Taal Counting.	Taal Counting.	Knowledge for different rhythm	Students will learn about Naal and Congo practice	Students will learn about Naal and Congo practice
July	26	Jhaptaal kaida, Palta and Tihai	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill development.	They will learn about Kaida, Palta & Tihai.	They will learn about Kaida, Palta & Tihai.
Aug	24	Jhaptaal rela with palta, vistar and tehai.	To improve knowledge about this Taal.	Vocal music.	Vocal music.	Project taal padhyati chart	They will come to know about Theka of Jhaptaal.	They will come to know about Theka of Jhaptaal.
Sept	23							
Oct	22	Rupaktaal kayda with palta and tehai	Practice of rupak taal.	Play with light song	Play with light song	Skill Development	They will learn Rupaktaal kayda with palta and tehai	They will learn Rupaktaal kayda with palta and tehai

Nov	16	Rupak taal tukra and chakradhar observation concentration and theka practice continue	To improve knowledge about different tukra and chakradhar.	Play with classical song	Play with classical song	Skill Development	They will come to know about Rupak taal tukra and chakradhar	They will come to know about Rupak taal tukra and chakradhar
Dec	24	Theka practice of folk beats and theka practice of western beats	To inculcate knowledge about beats	Folk Dance & Western music.	Folk Dance & Western music.	Aiesthetic sense	Students will learn Folk & Western beats.	Students will learn Folk & Western beats.
Jan	14	Sequence of table solo performance and knowledge of accompaniment.	To improve perfection	Perform Tabla in stage	Perform Tabla in stage	Life sketch of any western musician	They will improve their performance.	They will improve their performance.
Feb								
March								

SUBJECT : DANCE

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended earning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Creative Dance (Ganesh Vandana)	Lord Ganesha's narration is explain to the students.	Making of Lord Ganesha's mask.	Lord's Ganesha life history	Lord's Ganesha life history	Integrate with mythology and Art.	NO	NO	Making of Lord Ganesha's mask.	
MAY	08					Revision				Revision	
JUNE	14	Defend folk dances of India(Theory).	To know about the diverse culture of India.	Write (with diagram)about these folk dances.	List the rituals of that particular region.	List the rituals of that particular region.	Indian political map pointing with the dance names.	NO	NO	Write (with diagram)about these folk dances.	
JULY	26	Festival Dance	Knowledge about the different festivals of India.	Writing of the special rituals of festival.	Rituals of the festival	Rituals of the festival	Integrate with SST.	NO	NO	Writing of the special rituals of festival.	
AUG	22	Creative dance on Bharatnatyam pranam	The meaning of earth salutation.	Earth salutation defination and its origin	Find out the other cummunal greeting ways	Find out the other cummunal greeting ways	Integrate with history.	NO	NO		
SEPT	05										

OCT	13	Guruvandana	To understand the importance of Guru in performing art.	Learn the meaning and write down its lyrics as well.	Learn the importance of Gurukul	Learn the importance of Gurukul	Integrate with Sanskrit	NO	NO		
NOV	22	Shiv tandava	Shiv salutation	Understand and revision of shiv strotram	Shiva chants	Shiva chants	Integrate with Instruments.	NO			
DEC	23	Guruvandana	To understand the importance of Guru in performing art.	Learn the meaning and write down its lyrics as well.		Learn the importance of Gurukul	Integrate with Sanskrit	NO	NO		
JAN	16	tandava	salutation	Understand and revision of strotram			Integrate with Instruments.	NO	NO		
FEB											

SUBJECT: GENERAL KNOWLEDGE

Textbook: 1. NCERT BASED GK/GS GENERAL STUDIES ONE LINER (ARIHANT PUBLICATION)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Modern Indian History 1. Indian National Movement First Phase. 2. Indian National Movement Second Phase. 3. Indian National Movement Third Phase. 4. Governors, Governor General and Viceroy	Understand phases of freedom struggle and key leaders	Timeline chart of freedom struggle	Group discussion for varied abilities	Presentation on freedom fighters	Role-play of historical events	Students appreciate sacrifices in independence
May	07	Geography: - 1. Natural Resources : - Land and Water 2. Minerals and Power Resources. 3. Indian Agriculture	Learn importance of resources and agriculture	Map drawing of resource distribution	Simplified examples for diverse learners	Report on local agriculture	Quiz on resource types	Students understand resource management
June	16	Art and Culture: - 1. Art Architecture 2. Painting 3. Sculpture 4. Music, Dance and Theatre 5. Religion and Philosophy 6. Language and Literature 7. Major Fairs and Festivals	Appreciate India's cultural diversity	Poster making on festivals	Encourage sharing of local traditions	Presentation on regional art forms	Group activity on folk dances	Students develop respect for cultural heritage
July	26	Environment and Ecology: - 1. Environment and Ecology 2. Biome 3. Biodiversity 4. Environmental Pollution 5. Sustainable Development 6. Disaster and Disaster Management	Understand ecological balance and sustainability	Collage on biodiversity	Case studies for varied learning levels	Project on local biodiversity	Simulation of disaster response	Students learn environmental responsibility
Aug	24	Indian Polity: - 1. Constitutional Development 2. Making of the Indian Constitution 3. Indian Constitution: Introduction 4. Fundamental Rights 5. Fundamental Duties	Learn democratic values and constitutional principles	Chart of Fundamental Rights	Role-play of constitutional debates	Debate on rights vs duties	Mock parliament activity	Students understand civic responsibilities
Sep	23	Revision & Term I examination	Consolidate learning	–	–	–	–	Students recall and apply knowledge

Oct	22	Economics: - 1. Growth and Development 2. Money and Banking Computer & Technology: - 1. Computer Technology 2. Biotechnology 3. Important Institutions and Abbreviations.	Understand basics of economy and technology	Infographic on banking system	Simplified examples for all learners	Project on digital banking	Crossword on abbreviations	Students grasp economic and tech concepts
Nov	16	Static GK: - 1. First in India 2. Largest, Tallest and Longest in India 3. Prominent person and places related to them. 4. Popular Nicknames	Memorize key facts about India	Flashcards of "First in India"	Peer quiz sessions	Chart of tallest structures	Quiz competition	Students recall important GK facts
Dec	24	Static GK: - 5. First in the World 6. Country capital and currency 7. Largest, Longest and Highest in the World 8. Famous Places in India and the World.	Gain global awareness	World map labeling	Group work for diverse learners	Currency collection project	GK treasure hunt	Students develop global perspective
Jan	14	Static GK: - 9. National Animals, Birds and symbols of Major countries. 10. Major Organizations and Institutions 11. National and International Awards. 12. National and International Dates.	Recognize symbols, institutions, awards	Drawing national symbols	Sharing cultural knowledge	Chart of international awards	Quiz on dates & events	Students identify global institutions and awards
Feb	22	Revision & Term II examination	Consolidate learning	–	–	–	–	Students demonstrate holistic GK knowledge