

LESSON PLAN-1

T1-Session 2015-2016

<i>For the 3rd Week of March</i>	<i>Objectives (Concepts & Skills)</i>	<i>Learning Outcomes</i>	<i>Instructional Tools & References</i>	<i>Pedagogy</i>	<i>Activity / Assignment / Projects</i>	<i>Assessment of Learning Outcomes</i>	<i>FA / SA Syllabus</i>
<p>Class : IX</p> <p>Subject : Physics</p> <p>Theme: Motion</p> <p>Periods: (7)</p> <p>Theory: (7)</p> <p>Practical:(0)</p>	<p>➤ <i>Concept of physical quantities</i></p> <p>➤ <i>Basic concept of motion and rest</i></p> <p>➤ <i>Concept of uniform and non- uniform motion</i></p> <p>➤ <i>Concept of Speed ,average speed and velocity.</i></p> <p>➤ <i>Basic concept of acceleration</i></p> <p>➤ <i>Basic concept of V-t and S-t graphs</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills) (Drawing skill)</p>	<p>Make it sure that the student learns the concepts given.</p> <p><i>Physical quantities are of two types.(scalar and vector).</i></p> <p><i>Motion and rest are relative terms.</i></p> <p><i>Difference between scalar and vector quantities.</i></p> <p><i>Distance is the total path covered and displacement is shortest path.</i></p> <p><i>Difference in speed and velocity.</i></p> <p><i>Able to calculate speed, velocity and acceleration of the moving body</i></p> <p><i>Plotting of graph between different quantities.</i></p>	<p><i>In addition to general teaching tools like white board, marker, etc, the teacher will use toy cars, odometer. Speedometer.</i></p> <p><i>The References used will be : -Conceptual Physics by Paul Hewit</i></p> <p><i>-Science and Technology Text Book for class IX.</i></p> <p>-</p>	<p><i>Activating Prior Knowledge by Random Questioning</i></p> <p><i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p><i>Developing hypothesis by :</i></p> <p><i>Brainstorming</i></p> <p><i>Lecture</i></p> <p><i>Discussion</i></p> <p><i>In Text Questions</i></p>	<p>Home Assignments: <i>The areas of assessment will be:</i> (Regularity) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills)</p>	<p>Chart Making: <i>The areas of assessment will be:</i> (Time Management) (Presentation) (Correctness)</p>	<p><u>FA Syllabus:</u> <i>Physical quantities. (Scalar and vector).</i></p> <p><i>Motion and rest.</i></p> <p><i>Speed and velocity</i></p> <p><i>Acceleration and graphs (S-t and V- t)</i></p> <p><i>Textbook Numerical problems related to the topic.</i></p> <p><u>SA Syllabus</u> Same as FA</p>

LESSON PLAN-2

T1-Session 2015-2016

<i>For the 1st Week of April</i>	<i>Objectives (Concepts & Skills)</i>	<i>Learning Outcomes</i>	<i>Instructional Tools & References</i>	<i>Pedagogy</i>	<i>Activity / Assignment / Projects</i>	<i>Assessment of Learning Outcomes</i>	<i>FA / SA Syllabus</i>
<p>Class : IX</p> <p>Subject : Physics</p> <p>Theme: Motion</p> <p>Periods: (4)</p> <p>Theory: (23)</p> <p>Practical:(2)</p>	<p>➤ <i>Basic Concept of equations of motion</i></p> <p>➤ <i>Concept of Derivation of equations of motion by graphic method.</i></p> <p>➤ <i>Basic concept of uniform circular motion and angular velocity</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Drawing skill) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>➤ $V = u + at$, ➤ $S = ut + \frac{1}{2}at^2$, ➤ and $v^2 - u^2 = 2aS$</p> <p>➤ <i>Derivation of above mentioned equations by graphic method.</i></p> <p>➤ <i>Able to calculate numerical related to equations.</i></p> <p>➤ <i>Definition of circular motion. And angular velocity.</i></p> <p>➤ <i>Uniform circular motion is accelerated motion..</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p>	<p><i>General teaching tools like white board, marker, etc,</i></p> <p><i>The References used will be :</i> -Conceptual Physics by Paul Hewit</p> <p>-Science and Technology Text Book for class IX.</p> <p>-</p>	<p><i>Activating Prior Knowledge by Random Questioning</i></p> <p><i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p><i>Developing hypothesis by :</i></p> <p><i>Lecture</i></p> <p><i>Discussion</i></p> <p><i>In Text Questions</i></p>	<p>Chart Making:</p> <p><i>The areas of assessment will be:</i> (Time Management) (Presentation) (Correctness)</p>	<p>Home Assignments: <i>The areas of assessment will be:</i> (Regularity) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills)</p> <p>Group Activity: <i>The teacher will divide the students in groups to perform practical work (To find out the density of solid) in the lab and the areas of assessment may include</i> (Teamwork) (Submission of practical notebook) (Observation skill), (Experimental skills), (Understanding skill-viva voce), (Analytical skills), (Knowledge Application) (Computational skills) (Drawing conclusions).</p> <p><i>The teacher will assess any three relevant skills for FA.</i></p>	<p>FA Syllabus:</p> <p>➤ <i>Equations of motion</i></p> <p>➤ <i>Uniform circular motion.</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p>

LESSON PLAN-3

Session 2015-2016

<i>For the 2nd And 3rd Weeks of April</i>	<i>Objectives (Concepts & Skills)</i>	<i>Learning Outcomes</i>	<i>Instructional Tools & References</i>	<i>Pedagogy</i>	<i>Activity / Assignment / Projects</i>	<i>Assessment of Learning Outcomes</i>	<i>FA / SA Syllabus</i>
<p>Class : IX</p> <p>Subject : Physics</p> <p>Theme: Force and laws of motion.</p> <p>Periods: (5)</p> <p>Theory: (5)</p> <p>Practical:(1)</p>	<p>➤ <i>Concept of force and its effects</i></p> <p>➤ <i>Concept of balanced and unbalanced force</i></p> <p>➤ <i>Concept of 1st law of motion.</i></p> <p>➤ <i>Concept of inertia</i></p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>➤ <i>Pull or push acting on a body</i></p> <p>➤ <i>Force can bring motion of a rested body.</i></p> <p>➤ <i>Force can change direction of motion of a moving body</i></p> <p>➤ <i>Force can change the shape of the body</i></p> <p>➤ <i>Resultant force on a body experienced by balanced forces should be zero and no displacement in the body.</i></p> <p>➤ <i>Definition of :</i></p> <p><i>Inertia of motion , inertia of rest and inertia of direction</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p>	<p><i>In addition to general teaching tools like white board, marker, etc, the teacher will use</i></p> <p>(i) <i>Wooden blocks of different sizes</i></p> <p>(ii) <i>Spring balances of different ranges</i></p> <p><i>The References used will be :</i></p> <p>-<i>Conceptual Physics by Paul Hewit</i></p> <p>-<i>Science and Technology Text Book for class IX.</i></p> <p>-</p>	<p><i>Activating Prior Knowledge by Random Questioning</i></p> <p><i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p><i>Developing hypothesis by :</i></p> <p><i>Brainstorming</i></p> <p><i>Lecture</i></p> <p><i>Discussion</i></p> <p><i>In Text Questions</i></p>	<p>Oral Questions: <i>The teacher will do it to assess the understanding of the topic by the students.</i> <i>The areas of assessment will include:</i> (Listening Skills) (Clarity of concepts) (Communication skills)</p> <p>Chart Making: <i>The areas of assessment will be:</i> (Time Management) (Presentation) (Correctness)</p>	<p>Home Assignments: <i>The areas of assessment will be:</i> (Regularity) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills)</p> <p><i>The teacher will assess any three relevant skills for FA.</i></p>	<p>FA Syllabus:</p> <p>➤ <i>Force and its effects</i></p> <p>➤ <i>Balanced and unbalanced forces</i></p> <p>➤ <i>Laws of motion.</i></p> <p>➤ <i>Inertia</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p>

LESSON PLAN-4

T1-Session 2015-2016

<i>For the 4th Week of April</i>	<i>Objectives (Concepts & Skills)</i>	<i>Learning Outcomes</i>	<i>Instructional Tools & References</i>	<i>Pedagogy</i>	<i>Activity / Assignment / Projects</i>	<i>Assessment of Learning Outcomes</i>	<i>FA / SA Syllabus</i>
<p>Class : IX</p> <p>Subject : Physics</p> <p>Theme: Force and laws of motion.</p> <p>Periods: (4)</p> <p>Theory: (2)</p> <p>Practical:(2)</p>	<p>➤ <i>Concept of second and third law of motion.</i></p> <p>➤ <i>Concept of momentum</i></p> <p>➤ <i>Concept of law of conservation of momentum</i></p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>➤ $F = ma$</p> <p>➤ <i>Quantity of motion of a body depends upon two factors</i> 1.Mass 2.Velocity</p> <p>➤ $P = mv$</p> <p>➤ <i>Recoiling of gun</i></p> <p>➤ <i>Action force and reaction forces are equal and opposite</i></p> <p>➤ <i>Momentum in system remains conserved</i></p> <p><i>Textbook Numerical problems related to the topic.</i></p>	<p><i>General teaching tools like white board, marker etc.</i></p> <p><i>The References used will be :</i> -Conceptual Physics by Paul Hewit</p> <p>-Science and Technology Text Book for class IX.</p> <p>-</p>	<p><i>Activating Prior Knowledge by Random Questioning</i></p> <p><i>Introducing the topic to be taught after getting the expected response from the students.</i></p> <p><i>Developing hypothesis by :</i></p> <p><i>Brainstorming</i></p> <p><i>Lecture</i></p> <p><i>Discussion</i></p> <p><i>In Text Questions</i></p>	<p>Oral Questions: <i>The teacher will do it to assess the understanding of the topic by the students.</i> <i>The areas of assessment will include:</i> (Listening Skills) (Clarity of concepts) (Communication skills)</p>	<p>Home Assignments: <i>The areas of assessment will be:</i> (Regularity) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills)</p> <p><i>The teacher will assess any three relevant skills for FA.</i></p>	<p>FA Syllabus:</p> <p>➤ <i>Second and third law.</i></p> <p>➤ <i>Momentum</i></p> <p>➤ <i>Conservation of momentum</i></p>

LESSON PLAN-4

T1-Session 2015-2016

<i>For the 2nd Week of April</i>	<i>Objectives (Concepts & Skills)</i>	<i>Learning Outcomes</i>	<i>Instructional Tools & References</i>	<i>Pedagogy</i>	<i>Activity / Assignment / Projects</i>	<i>Assessment of Learning Outcomes</i>	<i>FA / SA Syllabus</i>
<p>Class : X</p> <p>Subject : Physics</p> <p>Theme: Electricity</p> <p>Periods: (4)</p> <p>Theory: (2)</p> <p>Practical: (2)</p>	<p>➤ <i>Concept of Resistors in series</i></p> <p>➤ <i>Derivation of $R_s = R_1 + R_2 + R_3$</i></p> <p>➤ <i>Basic concept of Resistors in parallels</i> $1/R_s = 1/R_1 + 1/R_2$</p> <p>➤ <i>Different combinations of Resistors</i></p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>➤ <i>Resistors in series</i> $I_s = I_1 = I_2 = I_3$ $V = V_1 + V_2 + V_3$</p> <p>➤ <i>Derivation of $R_s = R_1 + R_2 + R_3$</i></p> <p>➤ <i>Basic concept of Resistors in parallels</i> $V = V_1 = V_2 = V_3$ $I_s = I_1 + I_2 + I_3$</p> <p>➤ <i>Derivation of $1/R_s = 1/R_1 + 1/R_2$</i></p> <p>Textbook Numerical problems related to the topic.</p>	<p><i>In addition to general teaching tools like white board, marker, etc, the teacher will use</i></p> <p>(i) Apparatus for verifying: - law of combination of resistors in series</p> <p>(ii) law of combination of resistors in parallels</p> <p>The References used will be : - Conceptual Physics by Paul Hewit</p> <p>- Science and Technology Text Book for class X.</p> <p>-</p>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by :</p> <p>Brainstorming</p> <p>Lecture</p> <p>Discussion</p> <p>In Text Questions</p>	<p>Oral Questions: The teacher will do it to assess the understanding of the topic by the students. The areas of assessment will include: (Listening Skills) (Clarity of concepts) (Communication skills)</p> <p>Chart Making: The areas of assessment will be: (Time Management) (Presentation) (Correctness)</p>	<p>Group Activity: The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include (Teamwork) (Submission of practical notebook) (Observation skill), (Experimental skills), (Understanding skill-viva voce), (Analytical skills), (Knowledge Application) (Computational skills) (Drawing conclusions).</p> <p>The teacher will assess any three relevant skills for FA.</p>	<p>FA Syllabus:</p> <p>➤ <i>Resistors in series</i></p> <p>➤ <i>Derivation of $R_s = R_1 + R_2 + R_3$</i></p> <p>➤ <i>Resistors in parallels</i></p> <p>➤ <i>Derivation of $1/R_s = 1/R_1 + 1/R_2$</i></p> <p>➤ <i>Different combinations of Resistors</i></p> <p>➤ <i>Textbook Numerical problems related to the topic.</i></p>

LESSON PLAN
Session 2015-2016

<i>For the 3rd Week of March</i>	<i>Objectives (Concepts & Skills)</i>	<i>Learning Outcomes</i>	<i>Instructional Tools & References</i>	<i>Pedagogy</i>	<i>Activity / Assignment / Projects</i>	<i>Assessment of Learning Outcomes</i>	<i>FA / SA Syllabus</i>
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<p>Class : X</p> <p>Subject : Physics</p> <p>Theme: Electricity</p> <p>Periods: (3)</p> <p>Theory: (2)</p> <p>Practical:(1)</p>	<p>➤ <i>Concept of Electric Charge and its properties.</i></p> <p>➤ <i>Basic concept of Electric current and its units.</i></p> <p>➤ <i>Basic concept of the components of Electric circuit & their symbols.</i></p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>Charge is quantized.</p> <p>Charge is conserved.</p> <p>Charge is additive</p> <p>Flow of Electric charge through a metallic wire.</p> <p>Direction of current.</p> <p>Definition of the SI unit of unit of current.</p> <p>Drawing of the Components of Electric circuit & their symbols.</p> <p>Drawing Circuit Diagram.</p>	<p><i>In addition to general teaching tools like white board, marker, etc, the teacher will use Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc.</i></p> <p><i>The References used will be :</i> -Conceptual Physics by Paul Hewit -Science and Technology Text Book for class X. -</p>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by :</p> <p>Brainstorming</p> <p>Discussion</p> <p>In Text Questions</p>	<p>Home Assignments: The areas of assessment will be: (Regularity) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills)</p> <p>Class Assignments: The areas of assessment will be: (Time Management) (Content of Knowledge) (Presentation) (Correctness) (Reasoning Skills)</p> <p>Group Activity: It includes project work, Experiment, survey, action plan, etc. the teacher may decide the topics based on the content coverage and relevance.</p> <p><i>It includes identifying the problem, testing/ experimenting, observation, Analysis and interpretation, conclusion & inference, making a theory.</i></p> <p><i>The areas of assessment may include:</i> (Inquisitiveness) (Observation skill), (Experimental skills), (Understanding skill-viva voce), (Analytical skills), (Knowledge Application) (Computational skills) (Drawing conclusions)</p>	<p>Oral Questions: The teacher will do it to assess the understanding of the topic by the students. The areas of assessment will include: (Listening Skills) (Clarity of concepts) (Communication skills)</p> <p>Worksheets: Worksheets specially designed to assess the students will be given. The areas of assessment will include (Comprehension skills) (Knowledge Application) (Regularity) Quiz: The areas of assessment mayl include (Thinking skills) (Reasoning Skills) (Time Management) (Group Participation) Group Discussion: The areas of assessment may include (Listening Skills) (Clarity of expression) (Communication skills) (Content of Knowledge) (Attentiveness) (Teamwork) (Respect to peer) (Appropriate body language)</p>	<p>Concept given for FAs</p>
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LESSON PLAN

Session 2015-2016

Class : X

Subject : Physics

For the 3rd Week of March	Objectives (Concepts & Skills)	Learning Outcomes	Instructional Tools & References	Pedagogy	Activity / Assignment / Projects	Assessment of Learning Outcomes	FA / SA Syllabus
<p><u>Theme:</u> Electricity</p> <p><u>Periods:</u> (3)</p> <p>Theory: (2)</p> <p>Practical (1)</p>	<p>➤ Concept of Electric Charge and its properties.</p> <p>➤ Basic concept of Electric current and its units.</p> <p>➤ Basic concept of the components of Electric circuit & their symbols.</p> <p><u>Skills:</u> (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>Charge is quantized.</p> <p>Charge is conserved.</p> <p>Charge is additive</p> <p>Flow of Electric charge through a metallic wire.</p> <p>Direction of current.</p> <p>Definition of the SI unit of unit of current.</p> <p>Drawing of the Components of Electric circuit & their symbols.</p> <p>Drawing Circuit Diagram.</p>	<p>In addition to general teaching tools like white board, marker, etc, the teacher will use Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc.</p> <p>The References used will be : -Conceptual Physics by Paul Hewit -Science and Technology Text Book for class X.</p> <p>-</p>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by :</p> <p>Brainstorming</p> <p>Discussion</p> <p>In Text Questions</p>	<p><u>Home Assignments:</u> The areas of assessment will be: (Regularity) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills)</p> <p><u>Class Assignments:</u> The areas of assessment will be: (Time Management) (Content of Knowledge) (Presentation) (Correctness) (Reasoning Skills) <u>Group Activity:</u> It includes project work, Experiment, survey, action plan, etc. the teacher may decide the topics based on the content coverage and relevance. It includes identifying the problem, testing/ experimenting, observation, Analysis and interpretation, conclusion & inference, making a theory. The areas of assessment may include: (Inquisitiveness) (Observation skill), (Experimental skills), (Understanding skill-viva voce), (Analytical skills), (Knowledge Application) (Computational skills) (Drawing conclusions)</p>	<p><u>Oral Questions:</u> The teacher will do it to assess the understanding of the topic by the students. The areas of assessment will include: (Listening Skills) (Clarity of concepts) (Communication skills)</p> <p><u>Worksheets:</u> Worksheets specially designed to assess the students will be given. The areas of assessment will include (Comprehension skills) (Knowledge Application) (Regularity) <u>Quiz:</u> The areas of assessment mayl include (Thinking skills) (Reasoning Skills) (Time Management) (Group Participation) <u>Group Discussion:</u> The areas of assessment may include (Listening Skills) (Clarity of expression) (Communication skills) (Content of Knowledge) (Attentiveness) (Teamwork) (Respect to peer) (Appropriate body language)</p>	<p>Concept given for FAs</p>

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LESSON PLAN

LESSON PLAN
Session 2015-2016

Class : X

Subject : Physics

For the 3rd Week of March	Objectives (Concepts & Skills)	Learning Outcomes	Instructional Tools & References	Pedagogy	Activity / Assignment / Projects	Assessment of Learning Outcomes	FA / SA Syllabus
<p>Theme: Electricity</p> <p>Periods: (3)</p> <p>Theory: (2)</p> <p>Practical (1)</p>	<p>➤ Concept of Electric Charge and its properties.</p> <p>➤ Basic concept of Electric current and its units.</p> <p>➤ Basic concept of the components of Electric circuit & their symbols.</p> <p>Skills: (Scientific Aptitude) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) (Attentiveness) (Listening Skills)</p>	<p>Make it sure that the student learns the concepts given.</p> <p>Charge is quantized.</p> <p>Charge is conserved.</p> <p>Charge is additive</p> <p>Flow of Electric charge through a metallic wire.</p> <p>Direction of current.</p> <p>Definition of the SI unit of unit of current.</p> <p>Drawing of the Components of Electric circuit & their symbols.</p> <p>Drawing Circuit Diagram.</p>	<p>In addition to general teaching tools like white board, marker, etc, the teacher will use Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc.</p> <p>The References used will be : -Conceptual Physics by Paul Hewit -Science and Technology Text Book for class X. -</p>	<p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by :</p> <p>Brainstorming</p> <p>Discussion</p> <p>In Text Questions</p>	<p>Home Assignments: The areas of assessment will be: (Regularity) (Neatness) (Content of Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) Class Assignments: The areas of assessment will be: (Time Management) (Regularity) (Neatness) (Content Knowledge) (Presentation) (Correctness) (Thinking skills) (Reasoning Skills) Group Activity: It includes project work, Experiment, survey, action plan, etc. the teacher may decide the topics based on the content coverage and relevance. It includes identifying the problem, testing/ experimenting, observation, Analysis and interpretation, conclusion & inference, making a theory. (inquisitiveness) (Observation skill), (Thinking skill) (Experimental skills), (Comprehension skills) (Understanding skill-viva voce), (Analytical skills), (Knowledge Application) (Computational skills) (Drawing conclusions)</p>	<p>Oral Questions: The teacher will do it to assess the understanding of the topic by the students. The areas of assessment will include: (Listening Skills) (Clarity of expression) (Clarity of concepts) (Comprehension skills) (Communication skills) Worksheets: Worksheets specially designed to assess the students will be given. The areas of assessment will include (Comprehension skills) (Knowledge Application) (Regularity) (Attentiveness) Quiz: The areas of assessment will include (Thinking skills) (Reasoning Skills) (Time Management) (Group Participation) Group Discussion: The areas of assessment will include (Listening Skills) (Clarity of expression) (Communication skills) (Content of Knowledge) (Attentiveness) (Teamwork) (Respect to peer) (Appropriate body language)</p>	<p>Concept given for FAs</p>

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Brain Storming

In Text Questions

Concept Formation

Reflective Discussion

Concept Mapping

In text Questions

KWL Cahrt

i. Ohms law Apparatus

- ii. *Resistors in Series Apparatus / Circuit*
- iii. *Resistors in Parallels Apparatus / Circuit*