

CLASS –VII

MARCH

CLASSES REQUIRED	4
TOPIC	Growing up (Prose Literature)
CONCEPT & SKILLS	Importance of relationships, feeling of love, respect, recitation, rhyming words, literary devices, role play, willingness, firm determination. Reading with correct pronunciation, intonation and stress. Reading for comprehension. Building vocabulary using new words in speaking and writing.
LEARNING OUTCOMES	To enable the learners to appreciate a literary genre (prose) and writer's style of writing and appreciate the poetry. To develop quick thinking skills. Specific and global comprehension of the text. To develop new vocabulary. Recalling of the sweet memories. Reinforcement of the content read through class tasks/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	Text book, dictionary.
PEDAGOGY	Reading, explanation, interaction, discussion.
ACTIVITY / ASSIGNMENT / RESEARCH	Role play of the same story.
ASSESSMENT	Role play: Script, Expressions, Character formation, Enacting, dialogues.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading Word meanings. Pencil paper Test

MARCH

CLASSES REQUIRED	3
TOPIC	The Magic Bonbons (Prose Literature)
CONCEPT & SKILLS	Concept -Humour and satire towards society, science of alchemy, develop understanding, accepting changes, spirit of achievement. Skills -Reading with purpose. Reading for comprehension. Building vocabulary using new words in speaking and writing.
LEARNING OUTCOMES	To enable the learners to appreciate a literary genre (prose) and writer's style of writing.



	Students will learn to that they should never try short-cuts. Importance of hardwork. Specific and global comprehension of the text. To develop new vocabulary. Reinforcement of the content read through class tasks/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	Text book, internet and dictionary.
PEDAGOGY	Reading, explanation, interaction, discussion.
ACTIVITY / ASSIGNMENT / RESEARCH	Diary entry, character sketches. search on different personalities mentioned in the text.
ASSESSMENT	Textual question answers and extracts.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading In-text questions. Word meanings. Pencil paper Test

MARCH

CLASSES REQUIRED	02
TOPIC	Tigers forever
CONCEPT & SKILLS	Ruskin Bond, his love for animals, save wildlife, global warming, endangered and extinct species. Literary devices, recitation, rhyming scheme
LEARNING OUTCOMES	About Ruskin bond and his other works, sensitivity towards nature.
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.
PEDAGOGY	Random questioning Discussion In text questions
ACTIVITY / ASSIGNMENT / RESEARCH	Thematic jingle.
ASSESSMENT	Recitation
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	In text questions Extracts. Ppt

GRAMMAR: sentence and its kinds, modals

Writing skills: notice writing and story completion



April

CLASSES REQUIRED	10
TOPIC	ON THE MOVE (course)
CONCEPT & SKILLS	<p>CONCEPT</p> <ul style="list-style-type: none"> *Family outings. *City outskirts and their beauty. *Nature. *Travel. *Air, water and road travel. *Planning a trip and its importance. <p>Skills</p> <ul style="list-style-type: none"> *Reading *Writing *Recitation
LEARNING OUTCOMES	<ul style="list-style-type: none"> * Bonding with family, nature. * Serenity of nature. * Different ways of travelling. * Planning and correct packing for different kinds of trips. *Importance of an itinerary. * Maintaining a diary and its positive points. * Handling extreme conditions while travelling. <p>*Vocabulary</p> <p>Invigorated Blissful Unison Mackintosh Eccentric Purged</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Map and dictionary.
PEDAGOGY	<ul style="list-style-type: none"> *Discussion. *Random questioning. *Intext questions. *Concept mapping.
ACTIVITY / ASSIGNMENT / RESEARCH	Prepare a sample Itinerary of your trip



ASSESSMENT	*Preparing an itinerary. *Diary Writing (Format)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA * Reading * Dictation * Activity SA *Extracts. * Textual Questions. *Word meanings.

APRIL

CLASSES REQUIRED	03
TOPIC	Active and Passive Voices
CONCEPT & SKILLS	Reading skill Writing Skill Listening skill
LEARNING OUTCOMES	Students will understand the passive form in simple present and past. Tenses by producing passive sentences in meaningful situation. Understand the difference of active and a passive voice.
INSTRUCTIONAL TOOLS & REFERENCES	Mastering grammar,
PEDAGOGY	Brainstorming Interaction explanation
ACTIVITY / ASSIGNMENT / RESEARCH	1. Have several students follow the teacher's direction to change the position of several things in the classroom. Then ask the rest of class to describe the change with passive voice. 2. Have several students take turns throwing anything (marker, paper ball) to another classmate. Ask individual student to describe the action with passive voice.
ASSESSMENT	ork sheets and home assignments. Tell the students to pay attention to passive voice used in newspapers, magazines they read and bring the examples they find to class.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	n-Paper test.



APRIL

CLASSES REQUIRED	04
TOPIC	The Seven cream jugs
CONCEPT & SKILLS	About the author Saki -Humour -Kleptomaniacs -Role play -Character sketch -Skills- Reading Speaking Conversational skills(expressions and dialogues)
LEARNING OUTCOMES	About the author and his works About kleptomania
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.
PEDAGOGY	Discussion In text questions
ACTIVITY / ASSIGNMENT / RESEARCH	Role play
ASSESSMENT	Character sketch Dictation In text questions
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Dictation Extracts Ppt

GRAMMAR: active/passive

Writing skills: bio-sketch, message writing



MAY

CLASSES REQUIRED	4
TOPIC	Idgah (Prose Literature)
CONCEPT & SKILLS	Reading with correct pronunciation, intonation and stress. Reading for comprehension. Building vocabulary using new words in speaking and writing.
LEARNING OUTCOMES	To enable the learners to appreciate a literary genre (prose) and writer's style of writing To develop quick thinking skills and enhance their imaginative power Specific and global comprehension of the text. To develop new vocabulary. Recalling of the sweet memories. Reinforcement of the content read through class tasks/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	Text book, original text by Prem Chand, dictionary.
PEDAGOGY	Reading, explanation, interaction, discussion.
ACTIVITY / ASSIGNMENT / RESEARCH	Role play of the same story.
ASSESSMENT	Role play: Script, Expressions, Character formation, Enacting, dialogues S
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading Word meanings. Pencil paper Test

May

CLASSES REQUIRED	10
TOPIC	A Laugh Riot
CONCEPT & SKILLS	Concept: Ruskin Bond and his life Itinerary About pets Concept of packing vocabulary Skills- Reading Listening



LEARNING OUTCOMES	About the author Itinerary packing
INSTRUCTIONAL TOOLS & REFERENCES	Text book, dictionary
PEDAGOGY	Discussion Random questioning, brain storming.
ACTIVITY / ASSIGNMENT / RESEARCH	Itinerary
ASSESSMENT	Itinerary (group assessment)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Dictation word meanings PPT

May

CLASSES REQUIRED	03
TOPIC	The Morning After (poem literature)
CONCEPT & SKILLS	Reciting the poem with correct pronunciation, tone and style. Comprehension specific and global. Developing writing skills by integrating literature with language. Building thoughts and poetic expression. Appreciation of the poem.
LEARNING OUTCOMES	To enable the learners to appreciate a literary genre (poetry) To appreciate poetic style of the poet. To comprehend the literal and figurative meaning. To understand poetic devices in the poem. To develop the learner's skill to derive happiness from nature. Reinforcement of the content read through class task/home task/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	Text book The Poet's life and notable works
PEDAGOGY	Loud recitation Expansion of the theme/s Interaction and discussion with the class
ACTIVITY / ASSIGNMENT / RESEARCH	Reading the poem Tracing out the rhyme scheme and create a few lines following the same
ASSESSMENT	MCQs based on the extracts from the poem. Describe the fight between man and machine.
SYLLABUS FOR FORMATIVE &	Extracts Reading with proper tone and style.



**SUMMATIVE
ASSESSMENT**

Word meanings
Pencil-paper test

GRAMMAR: Phrases

Writing skills: Informal letter



JUNE

CLASSES REQUIRED	01
TOPIC	Diary entry
CONCEPT & SKILLS	Idea formation Writing skill
LEARNING OUTCOMES	Format, framing of sentences, proper sequence, Creativity Building memory power
INSTRUCTIONAL TOOLS & REFERENCES	A 'prompt'-as a sentence starter e.g., If I had a million dollar to spend in a day I would... I still can't believe... Questioning prompt- What was the best part of your day?
PEDAGOGY	Brainstorming Interaction
ACTIVITY / ASSIGNMENT / RESEARCH	Make them to write some e-mails on daily life situations, Ecology e-mail, complaint e-mail
ASSESSMENT	Give them a prompt and make them write.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Pen-Paper test.

JUNE

CLASSES REQUIRED	10
TOPIC	One World
CONCEPT & SKILLS	<p>CONCEPT</p> <ul style="list-style-type: none"> *Web Of Life * Environmental values *Freedom *Indian poet(Rabindranath Tagore) *Achieving expectations *Feeling of oneness <p>Tense(identification in text)</p> <ul style="list-style-type: none"> *Tolerance towards others (Delivering speech) *skimming, recalling details *understanding the text at a deeper level. <p>importance of cultural diversity.</p> <p>Skills</p>



	<ul style="list-style-type: none">*Reading*Writing*Recitation*Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">* unity and harmony* Love and respect for nature*About the poet(Rabindranath Tagore)* Understanding how people of all walks break all barriers (cultural diversity)* Handling extreme conditions*Importance of an equal distribution of resources.* Conservation of environment. <p>*Vocabulary Waned Reminiscing Scanned the Hall Expectantly Turbulent</p> <p>Millennia Exhausts</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Internet (Web links about great personalities rsgr.in/ciem),
PEDAGOGY	<ul style="list-style-type: none">*Discussion.*Random questioning.*Intext questions.
ACTIVITY / ASSIGNMENT / RESEARCH	Role Play (Enact a situation in a group to present one of the problems you anticipated and the way your group helped the student with his/her problem.
ASSESSMENT	<ul style="list-style-type: none">*Article Writing(Rational thinking/ Unity and Harmony/ Truthfulness/ Saving Mother Earth.*Speech(Tolerance towards others)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA</p> <ul style="list-style-type: none">* Reading* Dictation* Activity <p>SA</p> <ul style="list-style-type: none">*Extracts.* Textual Questions.*Word meanings.



GRAMMAR: clauses, dialogue formation

Writing skills:diary entry, character sketch,paragraph writing



JULY First Term Exam

AUGUST

CLASSES REQUIRED	12
TOPIC	HULLO, MR GHOST (course)
CONCEPT & SKILLS	<p>CONCEPT</p> <ul style="list-style-type: none"> *Existence of Ghost *Christmas, *Punishment, Redemption *skimming, recalling details *understanding the text at a deeper level. *Applying the knowledge of direct and indirect speech effectively. *forming opinions <p>Skills</p> <ul style="list-style-type: none"> *Reading *Writing(applying the rules of direct and indirect speech) *Recitation
LEARNING OUTCOMES	<ul style="list-style-type: none"> * Know the context of the novel. * To draw conclusions and interpret the text and support one’s arguments. *To follow the sequence of ideas and identify the key idea. *To use reporting verbs. *To understand the reality of life, earn fellow feeling and sympathy towards all. * To use indirect speech correctly. <p>*Vocabulary</p> <p>Dormitories Sinister Hideous Humbug Miserly Unkempt Desperation Ghosties</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Novel Christmas carol, dictionary.
PEDAGOGY	<ul style="list-style-type: none"> *Discussion. *Random questioning.



	*Intext questions.
ACTIVITY / ASSIGNMENT / RESEARCH	In act a role play on any Ghost story/write a small poem on a ghost story
ASSESSMENT	*role play *Poem *teacher reads out the description. Students complete the task. Teacher uses the task for assessment.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA * Reading * Dictation * Activity SA *Extracts. *Word meanings.

AUGUST

CLASSES REQUIRED	03
TOPIC	Oft In The Stilly Night (poem literature)
CONCEPT & SKILLS	Reciting the poem with correct pronunciation, tone and style. Appreciation of the poem.
LEARNING OUTCOMES	To enable the learners to appreciate a literary genre (poetry) To appreciate poetic style of the poet.
INSTRUCTIONAL TOOLS & REFERENCES	Text book The Poet's life and notable works
PEDAGOGY	Loud recitation Expansion of the theme/s Interaction and discussion with the class
ACTIVITY / ASSIGNMENT / RESEARCH	Reading the poem Three more poems by Moore like While gazing on the Moons Light, Whenever I See Those Smiling Eyes, Sail On Sail On and each learner will do the recitation of one poem.
ASSESSMENT	Recitation of poems with proper expressions
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading with proper tone and style. Individual activity FA-4



AUGUST

CLASSES REQUIRED	03
TOPIC	Strange Mans Arrival
CONCEPT & SKILLS	About the author H.G Wells and about the novel “ The Invisible Man” About his discovery, vocabulary Reading and writing.
LEARNING OUTCOMES	About the author and his works. Reading and writing skills.
INSTRUCTIONAL TOOLS & REFERENCES	Literature book and dictionary.
PEDAGOGY	Discussion, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Diary entry and character sketch
ASSESSMENT	Vocabulary, dictation, in text questions, extracts.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	PPT

GRAMMAR: Narration

Writing skills: E-mail



SEPTEMBER

CLASSES REQUIRED	7
TOPIC	Building bridges
CONCEPT & SKILLS	<p>CONCEPT Importance of communication, recitation, rhyme, rhythm, intonation, about authors.</p> <p>Skills *Reading *Writing *Recitation</p>
LEARNING OUTCOMES	Importance of communication in our lives, about Srigrivastav, new words like clenched, sneered, thwart, shudder,
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Map and dictionary.
PEDAGOGY	<ul style="list-style-type: none"> *Discussion. *Random questioning. *Intext questions. *Concept mapping.
ACTIVITY / ASSIGNMENT / RESEARCH	Write a poem similar to 'The English lesson'
ASSESSMENT	Role play, paragraph on page 116 *Diary Writing (Format)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA</p> <ul style="list-style-type: none"> * Reading * Dictation * Activity <p>SA</p> <ul style="list-style-type: none"> *Extracts. * Textual Questions. *Word meanings.

SEPTEMBER

CLASSES REQUIRED	04
TOPIC	Mowgli The Wolf Child (prose literature)
CONCEPT & SKILLS	Reading with correct pronunciation, intonation and stress. Reading for comprehension. Building vocabulary using new words in speaking and writing.



	Understanding of human values
LEARNING OUTCOMES	To enable the learners to appreciate a literary genre (prose) and writer's style of writing. Develop enthusiasm. To develop quick thinking skills in the learners and enhance their imaginative powers Overall comprehension To develop new vocabulary To develop an understanding of the theme/s conveyed by the text Reinforcement of the content read through class task/home task/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	The Jungle Book, Text book and Dictionary.
PEDAGOGY	Reading explanation discussion worksheets
ACTIVITY / ASSIGNMENT / RESEARCH	Gather information about Rudyard Kipling. Create a fictitious story of your own.
ASSESSMENT	Reading. Posing questions at different levels of the story. Making sure the complete understanding. Making them solve the text exercises on their own.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading Dictation Extracts , word meanings Pencil paper Test.

GRAMMAR: Homophones/homographs

Writing skills: formal letter

OCTOBER

CLASSES REQUIRED	04
TOPIC	Leaving the valley
CONCEPT & SKILLS	About the author Jack London, about the book , the call of the wild” Love, emotions, care, trouble, to see the world through animals, how to become good human beings, to realise our faults- cruelty and greed. Character sketch Skills- Reading Speaking
LEARNING OUTCOMES	About the author About facing difficulties and how to succeed
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.
PEDAGOGY	Discussion In text questions
ACTIVITY / ASSIGNMENT / RESEARCH	Identify any five breeds of dogs and collect a picture of each. Write a short note on the characteristics of each.
ASSESSMENT	Character sketch Dictation In text questions
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Dictation Extracts Ppt

Grammar: Punctuation, preposition

Writing skills: Debate writing

NOVEMBER

CLASSES REQUIRED	03
TOPIC	The Battle of Blenheim
CONCEPT & SKILLS	About the poet Robert Sothey, about a small town Bavaria, about the battle that was fought on 13 th august 1704, Spanish succession, real value to men of such famous victories as that of Blenheim, rhythm, rhyme, literary devices. Skills- Recitation writing
LEARNING OUTCOMES	About the poet, about the history of Blenheim, Recitation, rhyme scheme
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.



PEDAGOGY	Recitation Discussion In text questions
ACTIVITY / ASSIGNMENT / RESEARCH	Write the summary of the poem and write names of different poems written by the poet.
ASSESSMENT	Recitation Explanation of stanzas In text questions
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	In text questions Extracts Ppt

Course: Revision
Grammar: Revision
Writing skills: Revision



CLASS - 7th

CLASSES REQUIRED	15
TOPIC	KNOWING OUR NUMBERS
CONCEPT & SKILLS	a) Addition, subtraction, multiplication, division of integers. b) Representing integers on a number line.
LEARNING OUTCOMES	Students will comprehend the concept of negative numbers. They will be able to perform operations on negative numbers.
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book for the topics. ii) Online links for practise and concept reinforcement. ii) Individual activity from book. iii) Group activity for integers.
PEDAGOGY	Examples from real life situations where money is borrowed and lent, reinforcing the concept of positive against negative numbers. Plotting positive and negative numbers on either side of the neutral {zero} on the number line.
ACTIVITY / ASSIGNMENT / RESEARCH	a) Class assignments based on questions from the text book. b) Home assignments based on the revision exercise. c) Lab activity.
ASSESSMENT	Short class tests based on work done in class.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	a) Math tables till 16 x 12 b) Class work assignments c) Home assignment activity e) P.P.T. d) Lab



CLASSES REQUIRED	Decimals : 15
TOPIC	Decimals.
CONCEPT & SKILLS	Decimals: Decimal fractions, reading of a decimal fraction, equivalent decimals , decimal places, like and unlike decimals, comparing decimals, conversion of decimal into fraction and unlike decimals into like decimals, conversion of a fraction into decimal, addition and subtraction of decimals.
LEARNING OUTCOMES	Decimals : i) Reading of decimal fraction. ii) Place value chart in decimals. iii) Conversion of decimals into fractions and vice versa. iv) Operations on decimals.
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book for both the topics. ii) Online links for practise and concept reinforcement.
PEDAGOGY	Decimals : i) Creating a place value chart to explain whole number part and decimal part. ii) Conversion of decimals into fractions and vice versa. iii) Operations on decimal fractions. .
ACTIVITY / ASSIGNMENT / RESEARCH	i) Class assignments based on questions from the text book. ii) Individual activity
ASSESSMENT	i) Written assignment ii) Individual activity iii) Worksheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Decimals: Questions based on text book

CLASSES REQUIRED	15
TOPIC	PROPERTIES OF TRIANGLES
CONCEPT & SKILLS	a Triangles-its elements & properties,types of triangles on the basis of sides & angles,altitude & median of a triangle, angle sum property, exterior angle property, sum of two sides of a triangle,Pythagoras' theorem,Pythagorean triples
LEARNING OUTCOMES	Students will be able; to classify triangles based on angles & sides, its elements and use special properties of triangles in solving the problems; to draw altitudes & medians in a triangle; to state, verify & use the angle sum property, exterior angle property and triangle inequality property; to state, apply & verify the pythagoras' theorem; to form Pythagorean triples
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book ii) Online links for practice and concept reinforcement.
PEDAGOGY	Practical work i.e to draw different types of triangles To draw medians & altitudes of given triangles Proof of angle sum property & exterior angle property Proof of inequality property Difference between median & altitude What is exterior angle?
ACTIVITY / ASSIGNMENT / RESEARCH	i) Class assignments based on questions from the text book. ii) Concept & skill based questions to solve(other than text- book)
ASSESSMENT	i) Written assignment ii) Individual activity iii) Worksheet
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Questions based on text book Exercises. .



CLASSES REQUIRED	Fractions : 15
TOPIC	Fractions
CONCEPT & SKILLS	Fractions : Different types of fractions ; Equivalent fractions ; Reducing fractions ; Comparing fractions ; Addition and subtraction of fractions.
LEARNING OUTCOMES	Fractions : i) Fractions { like/unlike/unit ; proper/improper ; mixed }. ii) Equivalent fractions. iii) Reducing fractions to simplest form/lowest term. iv) Comparing fractions and arranging them in ascending/descending order. v) Addition and subtraction of fractions.
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book for both the topics. ii) Online links for practise and concept reinforcement. ii) Individual activity . iii) Group activity for fractions.
PEDAGOGY	Fractions : i) Explaining by examples of distribution of a given commodity into two or more parts. ii) Showing how fractions can be compared not only by making denominators equal, but by making numerators equal too. iii) Showing how unlike fractions must be converted into like fractions before addition and subtraction functions are possible.
ACTIVITY / ASSIGNMENT / RESEARCH	i) Class assignments based on questions from the text book. ii) Online links for practise and concept reinforcement. ii) Individual activity iii) Group activity for fractions.
ASSESSMENT	i) Written assignment ii) Individual activity iii) Group activity
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	. Fractions : Questions based on text book



CLASSES REQUIRED	23
TOPIC	COMMERCIAL MATHEMATICS
CONCEPT & SKILLS	Concept of ratio, use of ratios to compare quantities, proportions to compare ratios, unitary method & use to calculate unknown quantities, understand percentage as a fraction out of 100, to convert ratio into percentage & vice versa, to calculate increase Or decrease in percentage, profit, loss, profit% & loss% using CP & SP, S.I at given rate & for certain time period
LEARNING OUTCOMES	Students will use ratio & percentage to compare their performance with other students in the class. They will use these concepts in real life situations. They will correlate the concept of percentage with profit & loss. They will calculate amount due on deposits or loan and find equal instalments. They will convert fractions, decimals and ratios into percentage & vice versa. They will calculate simple interest
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book ii) Online links for practice and concept reinforcement. iii) Activity – comparison of data
PEDAGOGY	Compare quantities using ratios, convert fractions & decimals to percentages & vice versa, apply percentages to compute profit & loss & simple interest, proportion as equality of two ratios
ACTIVITY / ASSIGNMENT / RESEARCH	i) Class assignments based on questions from the text book. ii) Group activity- To understand the concept of ratio iii) Concept & skill based questions to solve (other than text-book)
ASSESSMENT	i) Written assignment ii) Individual activity iii) Worksheet. iv) Group activity
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Questions based on text book Exercises 8.1, 8.2, 8.3, 8.4 ; Revision Exercise.

DETAILED PLANNER OF Mathematics

CLASSES REQUIRED	20
TOPIC	RATIONAL NUMBERS
CONCEPT & SKILLS	<p>Introduction of numbers, Natural numbers , whole numbers , Integers Positive rational numbers , negative rational numbers, Representation of Rational numbers on a number line , Standard form of a rational number , absolute value of a rational number , Equivalent rational number , comparison of rational numbers , Ex.3.1 Addition of rational numbers , Subtraction of rational numbers , Multiplication rational numbers , Division of rational numbers Ex. 3.2 , Rational numbers decimals , Terminating and non – terminating decimals , Rule to find terminating or non- terminating repeating decimals , Conversion of non – terminating repeating decimals into rational numbers , Word problems , Ex.3.3</p>
LEARNING OUTCOMES	<p>Students will understand the need of rational numbers. they will represent rational numbers on a number line. They will understand standard form and absolute value of a rational number. They will be able to find terminating and non- terminating decimals.</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>Text book Number line</p>
ASSIGNMENT / RESEARCH	Worksheet based on entire chapter rational numbers
ASSESSMENT	Short class test based on individual text exercises
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>Grouping (Lab. Activity and worksheet) PPT and MCQ Individual base (Oral and Board test)</p>



DETAILED PLANNER OF **Mathematics**

CLASSES REQUIRED	18
TOPIC	Algebraic expressions
CONCEPT & SKILLS	To understand the difference between coefficient , factors and terms To simplify expressions by adding and subtracting like terms To find the value of an expression
LEARNING OUTCOMES	The students will be able - to recognise and identify terms in algebraic terms, recognise coefficients , constant and variable in algebraic terms Recognise factors of algebraic terms and the degree of algebraic expressions, identify like and unlike terms classify different algebraic expressions perform addition and subtraction of algebraic terms and expressions
STRUCTIONAL TOOLS & REFERENCES	Text book practice questions .
Pedagogy	lecture method quiz method student teacher discussion peer learning
ACTIVITY / ASSIGNMENT / RESEARCH	Class assignments based on questions from the text book. Group Activity-
ASSESSMENT	written assignment Individual activity i) Group activity ii) Worksheet
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Questions based on text book Exercises,Revision Exercise.



CLASSES REQUIRED	Perimeter and Area: 15, Constructions : 15
TOPIC	Perimeter and Area, Constructions
CONCEPT & SKILLS	<p>Perimeter and Area: Introduction, perimeter of different geometrical figures, shapes of different kinds with the same perimeter, Area of a plane figure, to find the area of a figure using a graph</p> <p>Constructions: Construction of a line segment, to draw a line segment equal to a given line segment, Construction of a perpendicular bisector, to draw a perpendicular bisector of a line segment, to draw a perpendicular at a point on the line, to draw a perpendicular to a given line from a point lying outside the line, construction of a circle. Drawing of an angle using protractor, drawing of an angle using a scale and a pair of compasses.</p>
LEARNING OUTCOMES	<p>Perimeter and Area :</p> <ul style="list-style-type: none"> • Define polygon, triangle, rectangle, square, equilateral triangle, regular polygon, regular pentagon, regular hexagon. • Describe the procedure for finding the perimeter of a polygon. • Recognize that perimeter is measured in linear units. • Restate the formula for the perimeter of a rectangle. <ul style="list-style-type: none"> • Compute the perimeter for various regular polygon Define perimeter. • Recognize the difference between perimeter and area. • Explain the formula for finding the area of a square. • Compute the area of a square, given the length of one side. • Compute the length of a side, given the area of a square. • Explain the formula for finding the area of a rectangle. • Compute the area of a rectangle, given its dimensions. • Compute the missing dimension of a rectangle, given the area and the other dimension. • Recognize that area is measured in square units. <p>Constructions :</p> <ul style="list-style-type: none"> • To draw a line segment using a scale and pair of compasses. • Students would be able to draw perpendicular bisectors on the given line • Students will be able to draw different kinds of angles using protractor. • Students will come to know how to use different geometrical instruments. • The students will be able to understand how different geometrical shapes are measured and constructed.



INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Text book for both the topics.• Online links for practise and concept reinforcement.• Individual activity to verify the formula of the perimeter of a four sided figure.
PEDAGOGY	<p>Constructions :</p> <ul style="list-style-type: none">• To construct the line segments using ruler and a pencil and a pair of compasses.• To construct and measure angles.• To learn how to bisect angles. <p>Perimeter and Area:</p> <ul style="list-style-type: none">• Examples of Student Understanding• Conceptual Understanding, Procedural Understanding. • Develop strategies for estimating the perimeters and areas of irregular shapes• Select and apply appropriate standard units and tools to measure length, area and use benchmarks to estimate measurements• Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.• To learn the difference between perimeter and area.• To demonstrate the relationship between area and perimeter.• To use the formulae to find the area and perimeter.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">• Class assignments based on questions from the text book.• Online links for practise and concept reinforcement.• Individual activity for perimeter and area.
ASSESSMENT	<ul style="list-style-type: none">• Written assignment• Individual activity• Worksheet.• iv) Multiple choice questions.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>Perimeter and Area: Questions based on text book Exercises</p> <p>Constructions: Questions based on text book Exercises</p>



UNDERSTANDING SHAPES

Class 7th

CLASSES REQUIRED	12
TOPIC	<ul style="list-style-type: none"> ➤ Introduction: 3 days ➤ Exercise 9.1: 2days ➤ Classification of triangles:1 day ➤ Exercise 9.2: 2days ➤ Revision exercise :2days ➤ Evaluating learning outcome :2 days
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Measurement of line segment ➤ Comparison of line segments by observation and divider ➤ Pairs of lines ➤ Comparison and types of angles ➤ Classification of triangles
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ Students will recognise the importance of geometrical figures in day to day life ➤ They will be able to measure different angles ➤ They can compare different geometrical figures ➤ They can measure different angles of a triangle
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ➤ Text book ➤ Class room objects
PEDAGOGY	<ul style="list-style-type: none"> ➤ Examples from class room ➤ Group discussion with students about different angles and triangles ➤ Examples from real life situations
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> ➤ Class assignment based on questions from text book ➤ Home assignments based on revision exercise ➤ Work sheet based on entire chapter
ASSESSMENT	Short class tests based on individual text exercises
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> ➤ Oral test ➤ Class work assignments ➤ Home assignment ➤ P.P.T ➤ M.C.Q



CLASSES REQUIRED	SYMMETRY : 5 ; DATA HANDLING : 12
TOPIC	SYMMETRY and DATA HANDLING
CONCEPT & SKILLS	Symmetry : The concept of symmetry, and what it means. Data Handling : What constitutes data, and the need for collecting and analyzing it.
LEARNING OUTCOMES	Symmetry : i) Symmetry is all around us, nature being the supreme example. ii) Line of symmetry. iii) Symmetry in geometrical shapes. Data Handling : i) Primary and Secondary data. ii) Organization and representation of data. iii) Frequency iv) Interpreting data v) Bar graph
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book for both the topics. ii) Examples from both, nature and day to day things, for symmetry. ii) Live data collection from class to reinforce the concept of data handling, which can even go as a classroom activity.
PEDAGOGY	SYMMETRY : i) Observing symmetry in nature. ii) Observing symmetry in day to day objects. ii) Creating symmetrical patterns. DATA HANDLING : i) Collecting live data, organizing and representing it graphically, and finally analyzing it.
ACTIVITY / ASSIGNMENT / RESEARCH	i) Class assignments based on questions from the text book. ii) Collecting live data and interpreting it.
ASSESSMENT	i) Written assignment ii) Group activity
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	a) Class work assignments b) Home assignment c) P.P.T.



CLASSES REQUIRED	Simple Linear equation : 16
TOPIC	Simple Linear equation
CONCEPT & SKILLS	Learn and practice the method of solving Linear equation of different types To verify the solution of an equation Rules for solving equation Word problem solving questions
LEARNING OUTCOMES	Students will understand the solution of a Linear equation can be an interior or a rational number or a decimal number , Students will be able to convert word problems into Linear equation and solve them
INSTRUCTIONAL TOOLS & REFERENCES	Textbook , practice questions ,individual activity
PEDAGOGY	Lecture method , demonstration method , peer learning ,
ACTIVITY / ASSIGNMENT / RESEARCH	Class assignment based on question , revision exercise , individual and group activities
ASSESSMENT	Written assignment Individual activity Group activity
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Question based on text book , revision exercise

CLASS – VII
Sub: Social Science

CLASSES REQUIRED	5
TOPIC	India in the medieval world .
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Changing names of regions in India. • Sources of medieval period. • From region to empire
LEARNING OUTCOMES	Students will learn : <ul style="list-style-type: none"> • About the history of medieval India. • About the literary as well as archaeological sources of the period. • About the emergence of new social and political groups, kingdom
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Displaying of Maps. Text book.
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. The history of India is divided into how many periods? Q2. What is the periodisation of history? Q3. Who ruled India during 12th century?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. How does a historian recreate history ? How does he authenticate the information he gathers from various sources.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on the said topic will be given.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Map work • Discussion • Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • India in the medieval period.(FA-1)



CLASSES REQUIRED	8	MARCH
TOPIC	Democracy and equality and institutions of democracy.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Democracy. • Equality in a democracy. • Challenge to democracy. • Struggle for universal adult franchise. • Elections. • Political parties and types of political parties. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The importance of equality in democracy. • How our leaders worked to eradicate inequality. • The steps taken by the government and our constitution to ensure equality. • The universal adult franchise. • How elections help people to choose their representatives. • What is the role of election commission in conducting free and fair elections. • About the importance of political parties. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Our existing system. 	
PEDAGOGY	<p>Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q1. Is Universal Adult Franchise important in a democracy? Why? In text Questions: Certain textual question will be discussed with the students related to the topics. Discussion: Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views. For Example: "Is equality being implemented in India practically at the ground level"?</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion • Daily interaction basis 	
ASSESSMENT	<ul style="list-style-type: none"> • Group activity(Healthy and fruitful discussion with the students) • Discussion on recent assembly elections held in J&K. • Discussion regarding the public and private health sector. 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Democracy and equality and institutions of democracy.(FA-1) 	



CLASSES REQUIRED	8	MARCH
TOPIC	Our environment / The Structure of the Earth.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Interaction between physical and biological environment. • Natural environment. • Human environment. • Structure of the Earth . • Rocks and minerals • Earth's Crust. • Plate Movement • Volcanoes and types of Volcanoes. 	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • Environment. • Importance of environment. • Elements of environment. • Crust, Mantle and Core • Rocks and minerals • Rock cycle • Lithosphere plate • Plate movements • Types of volcanoes • Earthquakes 	
INSTRUCTIONAL TOOLS & REFERENCES	Slides and videos to be shown on Structure of Earth . Text book. Our surroundings.	
PEDAGOGY	Slides and videos on Structure of the Earth . Assignment will be done.	
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to make a model of structure of earth MCQ's based on the topic will be given.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion • 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Our environment and Structure of the Earth (FA-1) 	



CLASSES REQUIRED	5	APRIL
TOPIC	Emergence of New Kingdoms	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Rise of new kingdoms • Causes for the success of the Turks • The Cholas 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Kingdoms that emerged during the medieval period in the north and south of India. • The Tripartite struggle & the strategic importance of Kanauj. • The Turkish invaders. • The most powerful kingdom in the south. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Displaying of Maps. Text book. 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. The history of India is divided into how many periods? Q2. What is the periodisation of history? Q3. How social and economic differences emerged during the period between 700 and 1750 AD? Q4. Name the sources of medieval period. Q5. Name some of the books written during the medieval period. Q6. What is tripartite struggle? Among which kingdoms did it take place?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. For Example, Do you think Gurjara-Pratiharas had any connection with Gujarat?</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on the said topic will be given. 	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Emergence of New Kingdoms (FA-2) 	



CLASSES REQUIRED	8	APRIL
TOPIC	State Government /The working of the State Government	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Powers of the state government • State Legislature • Healthcare resources in India • Public health services • Private health services • Is there equality in healthcare facilities? 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The three levels and the three organs of the state government of India. • The legislative assembly and council in states. • The governor, the chief minister and the other members of the state government. • The state judiciary. • The welfare functions of the state government. • How public health services and private health services work in India. • Why there is inequality in healthcare distribution. 	
INSTRUCTIONAL TOOLS & REFERENCES		
PEDAGOGY	<p>Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q1. Is Universal Adult Franchise important in a democracy? Why? In text Questions: Certain textual question will be discussed with the students related to the topics. Discussion: Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views. For Example: "Is equality being implemented in India practically at the ground level"?</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion • Daily interaction basis 	
ASSESSMENT		
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • State Government (FA-2) 	



CLASSES REQUIRED	8	APRIL
TOPIC	The Structure of the Earth/ The Interior of the Earth	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Structure of the Earth .• Rocks and minerals• Earth's Crust.• Plate Movement• Volcanoes and types of Volcanoes.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• Crust, Mantle and Core• Rocks and minerals• Rock cycle• Lithospheric plate• Plate movements• Types of volcanoes• Earthquakes	
INSTRUCTIONAL TOOLS & REFERENCES	Slides and videos to be shown on Structure of Earth and Interior of the Earth.	
PEDAGOGY	Slides and videos on Structure of the Earth and The Interior of Earth . Assignment will be done.	
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to make a model of Rock cycle. MCQ's based on the topic will be given.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none">• Structure of the Earth (FA-2)	



CLASSES REQUIRED	6	MAY
TOPIC	The Sultans of Delhi	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Sources of Delhi Sultanate • Dynasties of Delhi Sultanate • From Garrison town to empire • Contribution of prominent Sultans 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the dynasties of Delhi Sultanate • The system of administration of the Delhi Sultans • Decline of the Delhi Sultanate 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Displaying of Maps. • Text book. 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What do you by sultan? Q2. Who were Turks? Q3. Who were Mamluks? Q4. Name the prominent Sultans of Delhi Sultanate. Q5. Who were Chalgans?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. For Example, Why was Raziyya Sultana dethroned? Let's discuss.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on the said topic will be given. 	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Emergence of New Kingdoms (FA-2) 	

CLASS – VII

CLASSES REQUIRED	5	MAY
TOPIC	The Mughal Empire	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the establishment of Mughal empire • About the administrative and religious policies followed by the Mughals. • About the decline of Mughal rule in India. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The Mughal rulers-Babar, Humayun, Akbar, Jahangir, Shahjahan & Aurangzeb. • The Mughal administration. • Akbar's religious policy • Mughal empire in crisis. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Displaying of Maps. Text book. 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like:</p> <p>Q1. Do you know about Mughals ? Q2. Have you heard anything regarding zabti ? Q3. Do you know who was Birbal. Q4. Name any Mughal king ? Q5. Name some of the books written during the medieval period.</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views.</p> <ul style="list-style-type: none"> • For Example, War of succession is seen before every Mughal emperors assumption of power .what should decide succession---- merit, birth or might? Justify your decision. • Concept Mapping: Tabular form of assignment was given. 	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on the said topic will be given. 	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • The Mughal empire (FA-3) 	



CLASSES REQUIRED	5	MAY
TOPIC	A Woman's World	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the changes in woman's world. • About the woman who worked for improving the lives of other women. • Reasons for inequality. 	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • Breaking the stereotypes by females. • Women's movements. • Rights granted by the constitution to females. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Contemporary women activism. 	
PEDAGOGY	<p>Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q1. Does woman be treated at par with men?</p> <p>In text Questions: Certain textual question will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views.</p> <p>For Example: "Is equality being implemented in India practically at the ground level"?</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion • Daily interaction basis 	
ASSESSMENT	<ul style="list-style-type: none"> • Group activity(Healthy and fruitful discussion with the students) • Discussion on recent female centric schemes initiated by the govt of India. • 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	A woman's world (FA-3)	



CLASSES REQUIRED	5	JUNE
TOPIC	Architecture under the Delhi sultanate and Mughals.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About architecture of sultans and Mughals. • About the influence of local architecture . 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About monuments and buildings build during the Delhi sultanate and Mughal period. • About the important features of the architecture of this period. • About the regional impact on the architecture of this period. 	
INSTRUCTIONAL TOOLS & REFERENCES	Text book. Reference.,	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What is architecture. Q2. What style of architecture was patronised by Rastrakutas. Q3. Do you think Indians were best architects</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics. Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views.</p> <ul style="list-style-type: none"> • For Example, How do you think India was affected and influenced by developments in Europe and the world . • Concept Mapping: Tabular form of assignment will be given. 	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Analyse the difference between sultanate and Mughal architecture 	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Map work • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Architecture under the Delhi sultanate and Mughals (FA -2) 	



CLASSES REQUIRED	6	AUGUST
TOPIC	Understanding media ,and media and advertising.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the media and its various types • Advertisement and its role in a society. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About media and its role in democracy. • What are the responsibilities of media. • Changing technology. • Media ethics and accountability. • Making an advertisement. • Advertising and democracy. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book Contemporary media-newspapers, radio, , internet etc 	
PEDAGOGY	<p>Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q1. Do you watch news? Q2. Why we should watch news. In text Questions: Certain textual question will be discussed with the students related to the topics. Discussion: Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views. For Example: Express how the media influences the thoughts and opinions of the readers.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion • Daily interaction basis 	
ASSESSMENT	<ul style="list-style-type: none"> • Group activity(Healthy and fruitful discussion with the students) • Discussion on recent role of media in our daily lives. • 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Understanding media (FA-4)	



CLASSES REQUIRED	9	AUGUST
TOPIC	Weather and climate .Human environment.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• About weather and climate• About human environment.• Components of environment-natural and human environment.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• Difference between weather and climate.• Elements of weather and climate.• About rural and urban settlements.• About different means of communication.	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
PEDAGOGY	Slides and videos on the said topic. Assignment will be done.	
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write about the climatic conditions of your state of . J&k Write about significance of means of transport.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Elements of weather and transport(FA-4)	



CLASSES REQUIRED	8 AUGUST
TOPIC	Composition and structure of the atmosphere.
CONCEPT & SKILLS	<ul style="list-style-type: none">• Composition of the atmosphere.• Structure of the atmosphere.• Significance of the atmosphere.• Green house effect.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• Characteristic features of different layers of atmosphere.• Significance of atmosphere.• Green house gases and green house effect.
INSTRUCTIONAL TOOLS & REFERENCES	Slides and videos to be shown on composition and structure of atmosphere.
PEDAGOGY	Slides and videos on the said topic. Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to identify the causes of green house effect. Write about significance of atmosphere.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Composition and structure of the atmosphere(FA-3)



CLASSES REQUIRED	4 SEPTEMBER
TOPIC	DISTRIBUTION OF MAJOR WATER BODIES
CONCEPT & SKILLS	<ul style="list-style-type: none">• Water cycle• Fresh water bodies• Saline water bodies• Oceans and seas• Importance of oceans
LEARNING OUTCOMES	Students will be able to learn: <ul style="list-style-type: none">• About the water cycle• About the fresh water bodies• About saline water• About the importance of oceans
INSTRUCTIONAL TOOLS & REFERENCES	Text Book World map Globe Videos
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge. Q. What is water cycle? Q. What is the percentage of fresh and saline water on the earth's surface? Q. How oceans and seas are important for us?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views.</p> <ul style="list-style-type: none">➤ Detailed discussion will be followed on water cycle.➤ Detailed discussion on the various features of oceans and seas.➤ Problems of water scarcity. <p>Brain storm: students will be given a topic to call out their ideas as: Why salinity of ocean water is not the same at all places? Give your views with examples.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">• Map Skill will be done.• Assignment on the said topic will be given.• Create a poster on saving water
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Map work• Discussion• Assignment



	<ul style="list-style-type: none">• PPT• Individual work-M.CQ/Project/Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	



CLASSES REQUIRED	4 SEPTEMBER
TOPIC	OCEAN WATERS AND THEIR CIRCULATION
CONCEPT & SKILLS	<ul style="list-style-type: none">• Waves• Tsunami• Tides• Importance of tides• Ocean currents• Effects of ocean currents
LEARNING OUTCOMES	Students will be able to learn: <ul style="list-style-type: none">• About waves• About the Asian Tsunami's• About tides and their importance• About ocean currents• About the currents of Pacific, Atlantic and Indian Oceans• About effects of ocean currents
INSTRUCTIONAL TOOLS & REFERENCES	Text Book Globe Videos
PEDAGOGY	<p>Random Questioning: Before introducing the topic the teacher will ask random questions to students to check their knowledge. Q. What are waves? Q. How Tsunamis originates? Q. What are tides? Q. What is the importance of tides?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views.</p> <ul style="list-style-type: none">➤ Detailed discussion will be followed on causes of tides➤ Detailed discussion factors which give rise to ocean currents. <p>Brain storm: students will be given a topic to call out their ideas as: What are the effects of tides and ocean currents on the climate and economic activities of coastal areas?</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">• Presentation on waves, tides, ocean currents and their types, effects and interesting examples.• Assignment on the said topic will be given.



ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Map work• Discussion• Assignment• Assignment• PPT• Individual work-M.CQ/Project/Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	OCEAN WATERS AND THEIR CIRCULATION



CLASSES REQUIRED	6	OCTOBER
TOPIC	Religious Ideas in Medieval Period	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Sufism and Sufi Silsilah • Role of Sufis • Bhakti Movement-Nayanars and Alvars • Monotheistic Movements • Kabir and Guru Nanak • Bhakti movements in other regions 	
LEARNING OUTCOMES	<ul style="list-style-type: none"> • About the Bhakti and Sufi movements in the medieval period • About the main features of both these movements • About Bhakti and Sufi saints 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Pictures of Dargahs • Maps • Text-book • History of medieval India by Satish Chandra 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge and make them motivated towards the topic</p> <p>Q1.What do you know about Sufism? Q2.Who was Guru Nanak? Q3.Name a few monotheistic saints.</p> <p>After this warm up exercise teacher will introduce the days topic</p> <p>Brain Storming: While delivering a lecture sometimes a teacher can give a topic to students to call out their ideas like:</p> <p>1.Kabir and Mahatma Gandhi both preached Ahimsa.Find anecdotes from their lives that depict this.</p> <p>In- text Questions: Certain in-text questions will be discussed with the students related with the chapter.</p> <p>Discussion: At the end of the chapter discussion session will be held on different topics like:</p> <ul style="list-style-type: none"> • Role of Sufis in spreading Islam in India • Monotheistic Movement 	
ACTIVITY / ASSIGNMENT / RESEARCH	Download pictures of dargahs of five sufi saints.Find out where they are located.Write a short note about each one of them.	
ASSESSMENT	Students will be assessed on the basis of:	
	<ul style="list-style-type: none"> • Project Work • Assignment • Oral test • PPT 	



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Religious ideas in Medieval period Social Change in Medieval period

OCTOBER

TOPIC	Rise of Autonomous States.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Crisis in the Mughal Empire. • Rise of Regional Powers.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Causes for the decline of Mughal Empire. • The emergence of regional kingdoms in the 18th century. • The rise of the Marathas under Shivaji.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Displaying of Maps. • Text book.
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What do you mean by the term autonomous? Q2. What is a jagir? Q3. What is farman?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. For Example, How could Aurangzeb have prevented the governors of Deccan, Bengal, Bihar and Orissa from declaring their independence?</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on the said topic will be given.
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Rise of Autonomous States.



CLASSES REQUIRED	5	OCTOBER
TOPIC	Striving for Equality.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Struggles for equality. • The Indian Constitution---A Living Document. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The inequality that exists in India. • The TMS and the hopes given by it to the displaced people. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book. 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What is poverty? Q2. What is civil rights movement? In- text Questions: Certain textual questions will be discussed with the students related to the topics. Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. For Example, How would you feel if you and your family became displaced from your own homes all of a sudden? The reason can be anything from government schemes to natural calamities. Do you think it would be hard to start all over again?</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Assignment on the said topic will be given. 	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Striving for equality. 	



CLASSES REQUIRED	5	NOVEMBER
TOPIC	Life in Desert Regions, Tropical and Sub-tropical Regions, Temperate Regions.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • The Sahara Desert. • Ladakh. • The Amazon Basin. • The Ganga-Brahmaputra Basin. • The Prairies. • The Veld. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Hot and cold deserts. • Sahara Desert and Ladakh. • Location of tropical and sub-tropical regions. • The Amazon Basin and Ganga-Brahmaputra basin. • The location of temperate grasslands. • Prairies and Veld. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book. • Video clippings. 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like:</p> <p>Q1. What is a desert? Q2. What is climate? Q3. What are handicrafts? Q4. What is tourism? Q5. What is basin? Q6. What are grasslands?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. For Example, Discuss various environmental problems that pose a threat to the Ganga-Brahmaputra Basin.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Assignment on the said topic will be given. 	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Life in Desert Regions, Tropical and Sub-tropical Regions and Temperate Regions. 	



CLASSES REQUIRED	5	NOVEMBER
TOPIC	Natural Vegetation and Wildlife.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Forests. • Grasslands. • Desert Vegetation. • Tundra Vegetation. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Natural Vegetation. • Tropical and Temperate evergreen forests. • Tropical and temperate deciduous forests. • Mediterranean and coniferous forests. • Tropical and temperate grasslands. • Desert and Tundra vegetation and Wildlife. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book. • Video clippings. 	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What is vegetation? Q2. What is diversity? Q3. What are wildlife? Q4. What are grasslands?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Discussion: Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views. For Example, discussion on various endangered species of plants and animals in India and elsewhere will take place.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Assignment on the said topic will be given. 	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Discussion • Assignment 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Natural Vegetation and Wildlife. 	



दिल्ली पब्लिक स्कूल , श्रीनगर

"प्रिय छात्रों हम आपका नयी कक्षा में आने पर हार्दिक स्वागत करते हैं ,और आशा करते हैं कि आने वाला वर्ष आपके लिए शुभ हो ।
हिंदी विभाग हार्दिकशुभकामनाओं के साथ नए पाठ्यक्रम की शुरुआत करने जा रहा है "।



अमूल्य वचन

- >गलती एक नहीं हज़ारों करे पर एक गलती को दोबारा मत करो ।
- >पहाड़ से गिरा हुआ व्यक्ति उठ सकता है लेकिन नज़रों से गिरा हुआ व्यक्ति कभी नहीं उठ सकता ।
- >अज्ञानता और आलस्य दो कीड़े हैं जो मनुष्य को खा जाते हैं ।
- >बीमार सोच ही आदमी को बीमार बना देती है ।



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 MARCH

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	कक्षा-सातवीं 1.कविता – इतना ऊँचे उठो
2	Concepts & skills <u>संकल्पना और कौशल</u>	पठन-पाठन, चरित्र-चित्रण, प्रतिक्रिया,शुद्ध उच्चारण,समूह वाचन,कल्पना, सही उत्तर,आशय, चिंतनकविता पाठ, भाव-बोध,अर्थ-बोध,चर्चा ,विचार व्यक्त करना,अनुभव बताना।
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	संदेश,परिणा, निष्कर्ष, प्रतिक्रिया विवरण,निर्ण, सेवा,प्रेम,ज्ञान , पारिवारिकदायित्व विद्यार्थियों में सही-गलत का निर्णय ,प्रतिक्रिया, चिंतात्मक पठन, संदेश,कल्पना का विकास होगा।
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	१अतिरिक्त पठन. २कार्य प्रपत्र . ३सामूहिक कार्य . ४शब्दकोश .
5.	Pedagogy <u>शिक्षण शास्त्र</u>	विचार विमर्श- पुरानी परंपराओं और नवीन विचारों में क्या अंतर है, इस विषय पर चर्चा की जाएगी। पूर्व ज्ञान- १. कुछ और कविताएँ जिन में भेद-भाव ,द्वेष और ईर्ष्या से ऊपर उठने की प्रेरणा हो इसके बारे में बताया जाएगा। २. कुछ समाज सुधारकों के बारे में विद्यार्थी पहले से जानते हैं। प्रश्नों के माध्यम से ज्ञान- (क) कवि नए हाथों से किसको सँवारने की बात कर रहा है? (ख) विश्व किन ज्वालाओं में जल रहा है? ऐसे ही कुछ और प्रश्नोत्तर के माध्यम से विद्यार्थियों में विचार और कल्पना शक्ति को बढ़ाया जाएगा।



6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	कविता के माध्यम से भेद- भाव, ईर्ष्या से ऊपर उठने की प्रेरणा बच्चों को देना बच्चे संसार में क्या-क्या परिवर्तन लाना चाहता है। इस विषय पर कक्षा में बातचीत कारवाई जाएगी। परियोजना निर्माण- नव नूतन की स्थापना के भाव से भरी कविता कविता पर आधारित अति लघु, लघु उत्तर,
7.	Assessment <u>मूल्यांकन</u>	सप्रसंग,भावार्थ लय और तुक से कविता लिखना और सुनना पाठ में व्याकरण संबंधी प्रश्नोत्तर शब्दार्थ, संज्ञा तथा इसके भेद, संज्ञा के विकारी तत्त्व ,वचन,लिंग,कारक आधुनिक मूल्यों की सराहना, सौन्दर्य बोध, नव-निर्माण के उत्साह के लिए प्रेरित किया जाएगा।
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	१. शुद्ध उच्चारणसोचिएऔर बताइए २. रिक्त स्थानों की पूर्ति ३. अतिलघु, लघु और निबंधात्मक प्रश्नोत्तर ४. शब्दार्थ ५. बच्चों की पाठ पढ़ने की परीक्षा ली जाएगी। ६. बच्चों द्वारा पाठ के पात्रों का चरित्र-चित्रण किया जाएगा। ७. पाठ के आधार पर अभ्यास पत्र दिये जाएंगे। ८. गृह कार्य का निरक्षण किया जाएगा।



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 MARCH

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	पाठ-२ अनोखा हॉर्न (हास्य कथा)
2	Concepts & skills <u>संकल्पना और कौशल</u>	यातायात संकेत, ध्वनि प्रदूषण के कारण और ऐतिहासिक जानकारी प्राप्त कारवाई जाएगी, अनुच्छेद लेखन। बच्चों में हास्य कविता की प्रति आकर्षण।
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	आलोचनात्मक चिंतन, निर्णय लेना, कार्यकारण संबंध-, चिंतात्मक पठन जीवन में हास्य के साथ खुशी कैसे भरी जाती है।
4.	Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u>	पाठ्य पुस्तक, शब्दकोश श्यामपट्ट तूलिका .यातायात संकेत चित्र
5.	Pedagogy <u>शिक्षण शास्त्र</u>	हास्य और व्यंग परक कथाओं पर चर्चा बढ़ते वाहनों के कारण वायु और ध्वनि प्रदूषण पूर्व ज्ञान- <ul style="list-style-type: none"> सड़क पर चलते हुए हमें कौन-कौन सी सावधानियाँ अपनानी चाहिए नए-पुराने वाहनों पर प्रश्नोत्तर के माध्यम से ज्ञान प्राप्त होगा
6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	<ul style="list-style-type: none"> खुश रहना छोटी-छोटी खुशियों को मानना, दूसरों के लिए काम करना अनोखा हॉर्न पाठ के आधार पर हम अपने जीवन को खुशहाल कैसे बना सकते हैं। परियोजना निर्माण- ट्राफिक नियम इस विषय में कक्षा में चर्चा



7.	Assessment <u>मूल्यांकन</u>	शब्दों का उच्चारण, रिक्त स्थान लिखिए, मुहावरों को वाक्य में प्रयोग करना,पर्यायवाची शब्द, कार्य की पूर्णता ३. भाषा की शुद्धतावाक्य , वर्तनी ,उच्चारण और पाठपठन का - आधार पर,मौखिक प्रश्न/उत्तर पूछना/.सही उच्चारण शब्दों का)) श्रुतलब्ध,अभ्यास कार्य सही उच्चारण - ए शब्दों का ज्ञान । श्रुतलब्ध . ४.मौखिक प्रश्न/उत्तर पूछना
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	<ul style="list-style-type: none">• बच्चों की पाठ पढ़नकी परीक्षा ली जाएगी।• बच्चों द्वारा पाठ का पात्रों का चरित्र-चित्रण किया जाएगा।• पाठ का आधार पर भ्यास पत्र दियजाएगा• गृह कार्य का निरक्षण किया जाएगा



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 APRIL

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	पाठ 3. हार की जीत (पौराणिक कथा) अप्रैल महीने के लिए
2	Concepts & skills <u>संकल्पना और कौशल</u>	१. पठन-पाठन:चिंतनात्मक पठन,कार्य कारण २. संदेश,प्रतिक्रिया,शुद्ध उच्चारण ३. चरित्र-चित्रण,सही उत्तर,उद्देश्य कथन,विस्तृत विवरण कराया जाएगा
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	१. मानव भावनाओं पर आधारित कहानी के माध्यम से यह समझाना कि बुरे मनुष्य का हृदय परिवर्तित होता है। २. विद्यार्थियों को नैतिक शिक्षा मिलेगी।
4.	Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u>	१. शब्दकोश,पाठ्य पुस्तक २. श्यामपट्ट तूलिका ३. कुछ चित्रों का प्रयोग
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१. विचार विमर्श: क्या बुराई को समाप्त करने के लिए हमें भी बुराई का रास्ता अपनाना चाहिए? इस पाठ के आधार पर बताएँगे कि बुराई को अच्छाई में कैसे परिवर्तित किया जा सकता है। २. पूर्व ज्ञान :कुछ और कहानियाँ जससे नैतिक शिक्षा मिलती है। ३. पाठ्य पुस्तक से प्रश्न :पाठ्य पुस्तक में दिये गए प्रश्न-अति लघु उत्तर,लघु उत्तर और निबंधात्मक प्रश्न-उत्तर,सॉचिए और बताइए,संबंधी प्रश्न-उत्तर बताया जाएगा।
6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१. विनम्रता,उदारता,पश्चात्ताप,दयाभाव २. परियोजना निर्माण , कार्यकलाप में मुंशी प्रेमचंद और हरिवंश राय बच्चन कि जीवनी और उनका योगदान
7.	Assessment <u>मूल्यांकन</u>	. कारक,संधि, शब्द विचार, अनुच्छेद लेखन



8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u> <u>मूल्यांकन</u>	कठिन शब्द, शुद्ध उच्चारण, सौंचिए और बताइये, रिक्त स्थानों की पूर्ति, अति लघु, लघु और निबंधात्मक प्रश्नोत्तर, शब्दार्थ, शुद्ध वर्तनी, भावार्थ
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DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 APRIL

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	पाठ 4. जब जागो तभी सवेरा
2	Concepts & skills <u>संकल्पना और कौशल</u>	१. पठनपाठन-,चिंतनात्मक पठन,कारण,निष्कर्ष,आशय,शुद्ध उच्चारण,कल्पना २. संदेश प्रतिक्रिया,विस्तृत विवरण,सही उत्तर ३. सामाजिक जागरुकता,समाज सेवा,प्रेम,समझदारी
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	बच्चे अपने आस पास के परिवेश में से उन बच्चों को खोज-निकालें जो पढ़नेलिखने और खेलेने की उम्र में श्रमिक बन गए हैं। हमारी शिक्षा तभी - सफल एवं सिद्ध होगी जब हम में से प्रत्येक बाल श्रमिक पढा लिखा होगा ।
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	१. शब्दकोश ,पाठ्य पुस्तक २. श्यामपट्ट तूलिका ३कुछ चित्रों का प्रयोग
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१. विचार विमर्श:बाल श्रम की समस्या एक गंभीर समस्या है। इस समस्या के निवारण के लिए अनेक उपाय और योजनाएँ बनाई जा रही हैं लेकिन जानकारी के अभाव में गरीब व अशिक्षित लोग इसका लाभ नहीं उठा पा रहे हैं।पाठ के “जब जागो तभी सवेरा” आधार पर बताएँगे कि बालश्रमिकों के प्रति हमारा क्या कर्तव्य है? २. पूर्व ज्ञान इस समस्या से ग्रस्त देशों के बारे में बातचीत। : ३. पाठ्य पुस्तक से प्रश्नअति लघु -पाठ्य पुस्तक में दिये गए प्रश्न : उत्तर,लघु उत्तर और निबंधात्मक प्रश्नउत्तर-,सौंचिए और बताइए,संबंधी प्रश्न उत्तर बताया जाएगा।-



6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१. संवाद,समारोह में मंचन,लेखक परिचय २. बालश्रम इस विषय पर कक्षा चर्चा
7.	Assessment <u>मूल्यांकन</u>	१. संधि,शब्द विचार,अनुच्छेद लेखन उच्चारण,रचनात्मक अभिव्यक्ति
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	कठिन शब्द,शुद्ध उच्चारण,सॉचिए और बताइये,रिक्त स्थानों की पूर्ति,अति लघु,लघु और निबंधात्मक प्रश्नोत्तर,शब्दार्थ,शुद्ध वर्तनी।



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 MAY

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	मई माँ कह एक कहानी (कविता) राखी का मूल्य (ऐतिहासिक नाटक)
2	Concepts & skills <u>संकल्पना और कौशल</u>	पठनपाठन-,चरित्रचित्रण-,प्रतिक्रिया,शुद्ध उच्चारण, समूह वाचन मैथिलीशरण गुप्त की कविता के माध्यम से प्रेम और सहानुभूति की जागृति ।
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	संदेश, परिणाम, निष्कर्ष, प्रतिक्रिया विवरण, निर्णय,पाठनपाठन- सेवा,प्रेम,ध्यान,पारिवारिक दायित्व
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	पाठ्य पुस्तक, शब्दकोश, कविताओं का संग्रह,कविताओं के बारे में चर्चा, सामान्य ध्यान
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१विचार विमश . २भावार्थ . ३ पूर्वज्ञान प्रश्नोत्तर . ४ वर्तनी की शुद्धता . ५प्रस्तुतीकरण . ६पाठ पर आधारित प्रश्नोत्तर . ७ कार्य -कक्षा . ८ गृहकार्य . ९ संकल्पपूर्ण हेतु पुनरावृत्ति .
6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१ कार्य की पूर्णता . २ भाषा की .शुद्धता वाक्य , वर्तनी उच्चारण और



		पाठपठन के आधार - ३ शब्दार्थ . ४ विराम चिह्नों का प्रयोग . ५ - परियोजना . छात्रों से चार्ट बनवाए गए जिस में उन्होंने चित्रों सहित कविताएँ लिखी ।
7.	Assessment <u>मूल्यांकन</u>	सप्रसंग,भावार्थलय और तुक से कविता लिखना और सुनना पाठ में व्याकरण संबंधी प्रश्नोत्तर शब्दार्थ,संज्ञा तथा इसके भेद, संज्ञा के विकारी तत्त्व ,वचन,लिंग आधुनिक मूल्यों की सराहना सौन्दर्य बोध, नवनिर्माण के उत्साह के लिए प्रेरित - किया जाएगा।
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u> <u>मूल्यांकन</u>	शुद्ध उच्चारण सौंचिए और बताइये रिक्त स्थानों की पूर्ति अतिलघु, लघु और निबंधात्मक प्रश्नोत्तर शब्दार्थ बच्चों की पाठ पढ़ने की परीक्षा ली जाएगी। बच्चों द्वारा पाठ के पात्रों का चरित्र चित्रण लिखवाया-जाएगा।



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 JUNE

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	(कविता) तूफानों की ओर शिव मणाल सिंहसुमन (कविता) निराली दीवाली तिथि तवारा (केवल पढ़ने के लिए)
2	Concepts & skills <u>संकल्पना और कौशल</u>	१.शिव मणाल सिंहसुमन की लिखित कविता तूफानों की ओर में प्राकृतिक सौंदर्य , सघर्ष और धैर्य के बारे में जानना २ कविता का.मूलभाव समझाना ३. कवि के बारे में जानकारी देना । ४..कविता का लयबद्ध गान, सही उच्चारण । ७ कठस्थ करना
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	१२ आशय चिन्तन..प्राकृतिक सौंदर्य के संदेश को जानना । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे ।४नए शब्द बोलने तथा . ५लिखने सीखे ।.पर्याय शब्द, विलक्षण शब्दों का बाध हुआ ।
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	पाठ्य पुस्तक, शब्दकोश, कविताओका संग्रह,कविताओके बारे में चर्चा, सामान्य ध्यान
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१.कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना । २.कविता का सारांश समझाना ३.वार्तालाप के माध्यम से बताना कि चाहे कितना भी विज्ञान का विकास हो जाए, मानवता , प्रेम और त्याग के अभाव में संसार का चलना असंभव है । ३यह कविता हमें उत्साह और आत्मविश्वास का महत्व बताती है. ।
6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१ इस कविता से मिलती जुलती कविता कक्षा में छात्रों द्वारा सुनी. जाएगी ।२. अभ्यास पत्र ३.वाक्य प्रयोग ४रामधारी सिंहदिनकरकी . कविताओका संग्रह तैयार करवाया जाएगा



7.	Assessment <u>मूल्यांकन</u>	१.कार्य की पूर्णता २ भाषा की शुद्धता ., वर्तनी ,उच्चारण और पाठपठन - ३ के आधार पर.मौखिक प्रश्न४ उत्तर पूछना/.सही उच्चारण शब्दों का)) ५.श्रुतलेख६.अभ्यास कार्य -
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u> <u>मूल्यांकन</u>	१ सोचिए और.बताइए २३ पाठ की प्रेरणा ..लयपूर्ण ढंग से कविता गान । ४.चित्र -वर्णन। ५.पर्यायवाची शब्द, विलोम शब्द ६.शब्दों के अर्थ । ७ मुहावरे . ८ .अति लघु ,लघु, कवि परिचय, और निबंधात्मक प्रश्नोत्तर



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 AUGUST

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	(कक्षा -7) स्वामी की दादी सच्ची शिक्षा तो चरित्र निर्माण है ।
2	Concepts & skills <u>संकल्पना और कौशल</u>	१. नैतिक मूल्यों का विकास २प्रस्तुतीकरण की क्षमता का विकास . ३ भाव से जुड़ाव- भक्ति .४. पाठ का मूलभाव समझाना । ५. स्वामी की दादीके बारे में जानकारी देना । ३.सच्ची शिक्षा तो चरित्र निर्माण है का सही उच्चारण ।
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	१ आशय चिंतन. २. मित्रता और सच्ची भक्ति को समझा । ३ पाठ का मूलभाव समझाना । ४नए शब्द बोलने तथालिखने सीखे ।. ५ प्रत्येक छात्र अपनेविचार लिखने योग्यहुआ ।. ६ निश्छल भाव की विशेषताओं.काज्ञान हुआ ।
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	१पाठ्यपुस्तक ., २अतिरिक्त पठन . ३शब्दकोश . ४ कार्य प्रपत्र .
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१. कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों के उत्तर पूछना तथा बताना । २. शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की योग्यता और कौशल का विकास करना ।छात्रों के शब्द भण्डार में वृद्धि करना । ३.वार्तालाप के माध्यम से बताना कि सच्ची भावनासत्य पर आधारित है और यहीमनुष्य के जीवन को सही दिशा देने में सहायक सिद्ध हो सकती है। ९सार लेखन . १० संकल्पपूर्ण हेतु पुनरावृत्ति
6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१.अभ्यास पत्र २.वाक्य प्रयोग ३ आशय सपष्ट .



		<p>४ भावार्थ लिखवाना . ५ प्रश्नोत्तर याद कर के कक्षा में सुनाना । . ६ वस्तु संबंधी प्रश्नोत्तर - विषय . ७ अर्थ ग्रहण संबंधी प्रश्नोत्तर . ८ परियोजना .- यदि दादी स्वामीनाथन से नाराज होती तो क्या करती ।</p>
7.	Assessment <u>मूल्यांकन</u>	<p>१ कार्य की पूर्णता . २ भाषा की शुद्धता वाक्य ., वर्तनी , उच्चारण और पाठपठन के आधार - पर । ३. मौखिक प्रश्नोत्तर पूछना/ ४. सही उच्चारण शब्दों का)) ५. अभ्यास कार्य -</p>
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	<p>१ सोचिए और बताइए . २ पाठ की प्रेरणा . ३. लयपूर्ण ढंग से उच्चारण ४ पाठ .के आधार पर प्रश्नोत्तर ५. पत्र और सार लिखिए । ६ तुकांत शब्द . ७ प्रयुक्त और प्रचलित रूप ।. ८. सच्ची शिक्षा तो चरित्र निर्माण है पर आधारित प्रश्नोत्तर । ९ .स्वामी की दादीको आधार बनाकर अपने विचार लिखिए ।</p>



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION: 2016 SEPTEMBER

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	(कक्षा -7) भक्ति के पद मीराबाई) , सूरदास , कबीरदास , और नानकदेव के पद (किफ़ायत (कहानी)
2	Concepts & skills <u>संकल्पना और कौशल</u>	१ छात्रों को कहानी के बारे में जानकारी देना । . २. कहानी का भावपूर्ण ढंग से पठन करना ३..शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की योग्यता और कौशल का विकास करना । ४. छात्रों के शब्द भंडार में वृद्धि करना । ५.वर्तनी संबंधी अशुद्धियों को दूर करना ।
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	१ .कहानीद्वाराबच्चोंकेमन में बड़ों को आदर , छोटे को प्यार , मेहनतऔरस्वयंकेलिएसिद्धांत निर्माण की समझ । २ भावनाओं की समझ . ३ शब्दों का ज्ञान .। ५ चित्रण - चरित्र . ६ विचार प्रकट करनेकी .क्षमता का विकास ७ कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	१अतिरिक्त पठन. २कार्य प्रपत्र . ३सामूहिक कार्य . ४शब्दकोश .
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों . के उत्तर पूछना तथा बताना। २ सरलार्थ. ३कार्य -कक्षा . ४ मूल भाव स्पष्ट करवाना । . ५ वार्तालाप के माध्यम से बताना कि गीत अगीत -सत्य पर आधारित है और यह कविता मनुष्य के जीवन को सही दिशा देने में सहायक सिद्ध हो सकती हैं।ईश्वर और भक्त के पारस्परिक संबंध पर उपमाएँ \



		लिखवाना । पदों को याद कर के कक्षा में सुनाना ६. सार लेखन(चर्चा) संकल्पपूर्ण हेतु पुनरावृत्ति
6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१ पाठ से संबंधित किसी घटना.को कहानी के रूप में लिखना । २संवाद लेखन . ३ कार्य - अभ्यास. ४- कार्यकलाप . सभी छात्रों को चार्ट पर नैतिक शिक्षा के आधार पर अच्छे बोल , मुहावरे औरलोकोक्तियाँ लिखवाई गई ।
7.	Assessment <u>मूल्यांकन</u>	१सही उच्चारण । . २नए शब्दों का ज्ञान ।. ३टेस्ट-बुक-ओ . ४.मौखिक प्रश्नोत्तर पूछना/ ५कार्य की पूर्णता. ६दुखी लोगों के प्रति हमारा क्या कर्तव्य है । अपने विचार लिखिए ।.
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	१कहानी का पठन करना ।. २ अर्थ-शब्द. ३शब्दों के वाक्य बनाना।. ४.खाली स्थानों की पूर्ति ५ पाठ से संबंधित व्याकरण. उपसर्ग , प्रत्यय ६अपठित गद्यांश., अति लघु , लघु और निबंधात्मक प्रश्नोत्तर



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION:2016 OCTOBER

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	(कक्षा -7) अक्तूबर गिल्लू (संस्मरण) राणा हारा नहीं। (प्रेरक प्रसंग)
2	Concepts & skills <u>संकल्पना और कौशल</u>	१. नैतिक मूल्यों का विकास २प्रस्तुतीकरण की क्षमता का विकास . ३ भाव से जुड़ाव- भक्ति .४. पाठ का मूलभाव समझाना । ५. प्रेम भावना का विकास। ३. गिल्लू ,राणा हारा नहीं का सही उच्चारण ।
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	१ आशय चिंतन. २.मित्रता और सच्ची भक्ति का समझा । ३ पाठ का मूलभाव समझाना । ४नए शब्द बोलने तथा लिखने सीखे ।. ५ प्रत्येक छात्र अपने विचार लिखने याच्य हुआ ।. ६चित्रण ।- महादेवी वर्मा का चरित्र .
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	१पाठ्यपुस्तक ., २अतिरिक्त पठन . ३शब्दकाश . ४ कार्य प्रपत्र .
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१.कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों के उत्तर पूछना तथा बताना । २.शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की याच्यता और कौशल का विकास करना ।छात्रों के शब्द भण्डार में वृद्धि करना । ३.वार्तालाप के माध्यम से बताना कि सच्ची भावनासत्य पर आधारित है और यहीमनुष्य के जीवन का सही दिशा देने में सहायक सिद्ध हो सकती है। ९सार लेखन . १० संकल्पपूर्ण हेतु पुनरावृत्ति



6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१.अभ्यास पत्र २.वाक्य प्रयोग ३ आशय सपष्ट . ४ .भावार्थ लिखवाना ५ प्रश्नोत्तर याद कर के कक्षा में सुनाना । ६वस्तु संबंधी प्रश्नोत्तर - विषय . ७अर्थ ग्रहण संबंधी प्रश्नोत्तर . ८ परियोजना .-जंगली जीवों की जानकारी प्राप्त करके उन के चित्र स्क्रीन बुक पर लगाइए
7.	Assessment <u>मूल्यांकन</u>	१ कार्य की .पूर्णता २ भाषा की शुद्धता वाक्य ., वर्तनी ,उच्चारण और पाठपठन के आधार - पर । ३.मौखिक प्रश्नोत्तर पूछना/ ४.सही उच्चारण शब्दों का)) ५.अभ्यास कार्य -
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	१सोचिए और बताइए . २ पाठ की .प्रेरणा ३. लयपूर्ण ढंग से उच्चारण ४ . पाठ के आधार पर प्रश्नोत्तर ५. पत्र और सार लिखिए । ६तुकांत शब्द . ७प्रयुक्त और प्रचलित रूप । ८.सच्ची शिक्षा तो चरित्र निर्माण है परआधारित प्रश्नोत्तर । ९.व्याकरणिक प्रश्नोत्तर ।



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VII

SESSION:2016 NOVEMBER

1	For the Month/class Reqd 6 Period reqd in a week <u>माह</u>	नवंबर एक तिनका कविता) बूढ़ी काकी कहानी))
2	Concepts & skills <u>संकल्पना और कौशल</u>	पठनपाठन-,चरित्रचित्रण-,प्रतिक्रिया,शुद्ध उच्चारण, समूह वाचन,कविता के माध्यम से साहस, वीरता ,बलिदान और स्वदेश प्रेम की जागृति । प्रयत्नशील रहना
3	Learning Outcomes <u>अध्ययन के परिणाम</u>	संदेश,परिणाम,निष्कर्ष, प्रतिक्रिया विवरण, निर्णय,पाठनपाठन- सेवा,प्रेम,ध्यान,पारिवारिक दायित्व
4.	Instructional Tools& References <u>शिक्षा उपकरण और गतिविधियाँ</u>	पाठ्य पुस्तक, शब्दकोश, कविताओं का संग्रह,कविताओं के बारे में चर्चा, सामान्य ध्यान
5.	Pedagogy <u>शिक्षण शास्त्र</u>	१विचार विमश . २भावार्थ . ३ पूर्वज्ञान प्रश्नोत्तर . ४ वर्तनी की शुद्धता . ५प्रस्तुतीकरण . ६ पाठ पर आधारित .प्रश्नोत्तर ७ कार्य -कक्षा . ८ गृहकार्य . ९ संकल्पपूर्ण हेतु पुनरावृत्ति .



6.	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१ कार्य की पूर्णता . २भाषा की शुद्धता .वाक्य , वर्तनी उच्चारण और पाठपठन के आधार - ३ शब्दार्थ . ४ विराम चिह्नों का प्रयोग . ५छात्रों से चार्ट बनवाए गए जिस में उन्होंने चित्रों सहित - परियोजना . कविताएँ लिखी ।
7.	Assessment <u>मूल्यांकन</u>	सप्रसंग,भावार्थ लय और तुक से कविता लिखना और सुनना पाठ में व्याकरण संबंधी प्रश्नोत्तर शब्दार्थ,संज्ञा तथा इसके भेद, संज्ञा के विकारी तत्त्व ,वचन,लिंग आधुनिक मूल्यों की सराहना सौन्दर्य बोध, नवनिर्माण के उत्साह के लिए - प्रेरित किया जाएगा।
8.	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	शुद्ध उच्चारण सॉचिए और बताइये रिक्त स्थानों की पूर्ति अतिलघु, लघु और निबंधात्मक प्रश्नोत्तर शब्दार्थ बच्चों की पाठ पढ़ने की परीक्षा ली जाएगी। बच्चों द्वारा पाठ के पात्रों का चरित्रचित्रण लिखवाया जाएगा।-



مضمون۔ کائثر۔
جمائز۔ ستم

تفصیلی لائبریری عمل باپت وری (۶۱۰۲)

ماہ مارچ:- اسباق ۱۔ دُعا ۲۔ حضرت ابوبکرؓ

گرایمر۔ ناؤت

تصویر تدریسی ہنر مندی:- ۱۔ شری نظم لے سان پرناؤنی تہ شارن ہنزویشہ نے کرنی ۲۔ شری حضرت ابوبکرؓ متعلق زان دنی
۳۔ شری سمجھاؤنی زناؤت کیاہ گوو۔

تدریسی نتائج:- ۱۔ شری پوچھ نظم پڑھ تہ اتھ ویشہ نے گرتھ ۲۔ شری گپہ بیمہ کتھ ہنز زان ز حضرت ابوبکرؓ گس اوس۔
۳۔ شری ہیکن لیکھتہ۔

لیکھ پر ہندی ساز و سامان:- ۱۔ درسی کتاب ۲۔ بورڈ ۳۔ مارکر ۴۔ چاٹ

طرز تدریس:- ۱۔ شری نظم لے سان پرناؤنی تہ تمّن نظم زبانی یاد گتھ ۲۔ شری اسلامی خلافت سمجھاؤنی۔

سرگرمی، اظہار وجود منصوبہ تفتیش:- ۱۔ سوال نامہ ۲۔ ناؤتی لیکھناؤنی

تشخیص:- ۱۔ مشکل الفاظن ہندی معنی ۲۔ نظم ہنز ویشہ نے کرنی

ترتیب وار تشخیص:- ۱۔ سوالن ہندی جواب ۲۔ ناؤتی



تفصیلی لائبریری عمل باپت وری (۶۱۰۲)

مضمون - کاٹھر -

جملاً ژ - ستم

ماہ اپریل :- اسباق ۱- ماجہ ہنز نصیحت ۲- کھین چنکو آداب

گرایمر - باؤت

تصور تہ تدریسی ہنز مندی :- ۱- ٹرین سبچ زان دنی ۲- ٹرین کھین چین کین آداب منعلق زان دنی -

۳- ٹری سمجھاؤنی ز باؤت کیاہ گوو -

تدریسی نتائج :- ۱- ٹرین گیاہ کتھ ہنز زان حضرت شیخ سید عبد القادر کیاہ نصیحت اسی ماجہ گرہ مہ ۲- ٹرین تور

فکر ز کھینہ چینہ وز کمں چیزن ہند خیال چھ تھاؤن ۳- ٹری ہیکن باؤت لیکھتہ -

لیکھ پر ہند کی ساز و سامان :- ۱- درسی کتاب ۲- بورڈ ۳- مارکر ۴- چاٹ

طرز تدریس :- ۱- ٹرین ماجہ ہنز اہمیت سمجھاؤنی ۲- ٹرین زیاد کھینہ چنکو مضر اثرات سمجھاؤنی -

سرگرمی، اظہار وجود منصوبہ تفتیش :- ۱- سوال نامہ ۲- باؤتی لیکھناؤنی

تشخیص :- ۱- مشکل الفاظ ہند کی معنی ۲- سبقن ویرٹھنے کرنی -

ترتیب وار تشخیص :- ۱- سوالن ہند کی جواب ۲- باؤتی -



مضمون - کاشتر -
جملہ ژ - ستم

تفصیلی لاهیجہ عمل باپت وری (۶۱۰۲)

ماہ مئی :- اسباق ۱- دند ۲- شالیہ مآرباغ
گرایمر - وأحدثہ جمع -

تصورتہ تدریسی ہنرمندی :- ۱- شترین سچ زان دنی ۲- شترین شالیہ مآرباغس متعلق زان دنی -
۳- شری وأحدثہ سمجھاؤنی -

تدریسی نتائج :- ۱- شترین گیہ بیمہ کتھ ہنز زانکار زدن گروتم چھ ۲- شترین تور فکر ز شالیہ مآرباغ کتھ جاپہ چھ
بناؤنہ آمت ۳- شری ہیکن وأحدناؤتین جمع ناؤتی لیکھتہ -

لیکھ پر ہندو ساز و سامان :- ۱- درسی کتاب ۲- بورڈ ۳- مارکر ۴- چاٹ

طرز تدریس :- ۱- شترین دندن ہنزاہمیت سمجھاؤنی ۲- شترین باغن ہنز را چھ کر نی سمجھاؤنی -

سرگرمی، اظہار وجود منصوبہ تفتیش :- ۱- سوال نامہ ۲- وأحدثہ جمع لیکھناؤنی -

تشخیص :- ۱- مشکل الفاظن ہندو معنی ۲- سبقن ویشھنے کر نی -

ترتیب وار تشخیص :- ۱- سوالن ہندو جواب ۲- وأحدثہ جمع -



تفصیلی لائیکھ عمل باپت وری (۶۱۰۲)

مضمون۔ کائشر۔
جمائز۔ ستم

ماہ جون:- اسباق: ۱۔ اؤند پوکھتھا ووصاف ۲۔ شالہ جماداری

گرایمر۔ زناؤتی تہ مادناؤتی

تصورتہ تدریسی ہنرمندی:- ۱۔ شترین صفائی متعلق زان دنی ۲۔ شترین شالہ جماداری سبقس متعلق دنی

۳۔ شترین زناؤتن تہ مادناؤتن متعلق زان دنی

تدریسی نتائج:- ۱۔ شترین گپہ پمہ کتھ ہنزرا نکاری ز صاف روزنہ ستی کم فائید چھ ۲۔ شترین گپہ پمہ کتھ ہنزرا نکاری ز

شالوکیا ز گریہس خلاف بغاوت ۳۔ شریو ہیوک سجتھ ز زناؤتی تہ مادناؤتی کتھ چھ ونان۔

لیکھ پڑ ہندی ساز و سامان:- ۱۔ درسی کتاب ۲۔ بورڈ ۳۔ مارکر ۴۔ چاٹ

طرز تدریس:- ۱۔ شری سچاؤن ز ماحول کمہ ستی چھ اولوڈ گرهان ۲۔ شری سچاؤن ز جماداری کتھ چھ ونان۔

سرگرمی، اظہار وجود منصوبہ تفتیش:- ۱۔ سوال نامہ ۲۔ زناؤتی تہ مادناؤتی لہکھناؤتی

تشخیص:- ۱۔ مشکل الفاظ ہندی معنی ۲۔ سٹیچ ویرھنے کرنی

ترتیب وار تشخیص:- ۱۔ سوالن ہندی جواب ۲۔ زناؤتی تہ مادناؤتی



تفصیلی لائیکھ عمل باپت وری (۶۱۰۲)

مضمون۔ کائشر۔

جمائز۔ ستم

ماہ ستمبر:- اسباق ۱۔ کانگر ۲۔ مائے مائے

گرایمر۔ سائلس گروھنہ باپتھ درخواست

تصورتہ تدریسی ہنرمندی:- ۱۔ شرین کانگر متعلق زان دنی ۲۔ شری نظم لے سان پرناونی تہ شارن ہنز ویشھنے کرنی -

۳۔ شری سائلس گروھنہ باپتھ درخواست لیکھناونی

تدریسی نتائج:- ۱۔ شرین گپہ پمہ کتھ ہنز زانکاری ز کانگر کاژہ ضروری چھ وندہ کالس مئز ۲۔ شری پوچھ نظم پرتھ تہ اتھ

ویشھنے کرتھ۔ ۳۔ شری ہیکن سائلس گروھنہ باپتھ درخواست لیکھتھ

لیکھ پرتھ ہندو ساز و سامان:- ۱۔ درسی کتاب ۲۔ بورڈ ۳۔ مارکر ۴۔ چاٹ

طرز تدریس:- ۱۔ شری نظم لے سان پرناونی تہ تمّن نظم زبانی یادگوشھ ۲۔ شری سمجھاونی زواکھ کتھ چھ ونان۔

سرگرمی، اظہار وجود منصوبہ تفتیش:- ۱۔ سوال نامہ ۲۔ محاورن ہندو معنی تہ جملہ لیکھناونی

تشخیص:- ۱۔ مشکل الفاظن ہندو معنی ۲۔ نظمہ ہنز ویشھنے کرنی

ترتیب وار تشخیص:- ۱۔ سوالن ہندو جواب ۲۔ محاور



مضمون۔ کاشر۔
جملہ ژ۔ ستم

تفصیلی لائبریری عمل باپت وری (۶۱۰۲)

ماہ اکتوبر:- اسباق ۱۔ اُسٹری ۲ ژونٹھ

گرایمر۔ مضمون: شالیہ مآرباغ

تصویر تدریسی ہنر مندی:- ۱۔ اُسٹری نظم لے سان پرناؤنی تہ شارن ہنزویشہ نے کرنی ۲۔ اُسٹری ن ژونٹھ ہندی فائید
سمجھاؤنی۔ ۳۔ اُسٹری مضمون لکھناؤنی۔

تدریسی نتائج:- ۱۔ اُسٹری پوچھ نظم پڑھ تہ اتھ ویشہ نے کرتھ۔ ۲۔ ۱۔ اُسٹری پوچھ ز میون ہنز اہمیت کا ژہہ چھ
۳۔ اُسٹری ہیکن پنن لفظن منز مضمون لکھتھ۔

لکھ پر ہندی ساز و سامان:- ۱۔ درسی کتاب ۲۔ بورڈ ۳۔ مارکر ۴۔ چاٹ

طرز تدریس:- ۱۔ اُسٹری نظم لے سان پرناؤنی تہ تھ تمن نظم ز باؤ یاد گوشہ ۲۔ اُسٹری کاشرین میون ہندی ناویا دکرناؤنی

سرگرمی، اظہار وجود منصوبہ تفتیش:- ۱۔ سوال نامہ ۲۔ کشیر ہندین باغن ہندی ناویا لکھناؤنی۔

تشخیص:- ۱۔ مشکل الفاظن ہندی معنی ۲۔ نظم ہنز ویشہ نے کرنی

ترتیب وار تشخیص:- ۱۔ سوالن ہندی جواب ۲۔ مضمون شالیہ مآرباغ

CLASS – 7TH

CLASSES REQUIRED	8
TOPIC	css
CONCEPT & SKILLS	Cascading Style sheets Basic Advantages of CSS CSS Backgrounds CSS Text
LEARNING OUTCOMES	Students will understand the use of CSS for Webpage designing. Students will learn: The various properties to style Background Repeat, Position, ... They will learn how to style text using properties: Align,
INSTRUCTIONAL TOOLS & REFERENCES	Projector, Webpage, PowerPoint Presentation
PEDAGOGY	Concept Mapping Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be provided paragraphs or format using projector and will be asked to design the same using CSS.
ASSESSMENT	Students will be assessed on basis of practical work done in the lab.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	

CLASS – 7TH

CLASSES REQUIRED	6
TOPIC	CSS
CONCEPT & SKILLS	CSS Fonts C CSS ID and Class Linking a CSS file with HTML file Internal and external Cascading Style Sheets CSS Divisions Styling LISTS
LEARNING OUTCOMES	Students would be well versed with: 1.Font style properties. 2.Using ID & Class selectors. 3.Capability of linking internal and external CSS file. Students would be able to style the List using CSS
INSTRUCTIONAL TOOLS & REFERENCES	Projector, PowerPoint Presentation.
PEDAGOGY	Demonstration Learning by doing.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to design News Portal using external CSS for Linking files.
ASSESSMENT	FA1
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	CSS Backgrounds CSS Text CSS Fonts



CLASS – 7TH

CLASSES REQUIRED	6
TOPIC	CSS
CONCEPT & SKILLS	Styling TABLES Structure of a website CSS BOX MODEL CSS Border CSS Outline CSS Margin CSS Padding
LEARNING OUTCOMES	They will learn how to style tables using properties: Border, Height, Width They will be able to structure website using the box model: Border, Margin.
INSTRUCTIONAL TOOLS & REFERENCES	Projector, WebPages, PowerPoint Presentation V
PEDAGOGY	Demonstration Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to create Webpage using HTML and CSS as an assignment.
ASSESSMENT	FA2
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Internal and External CSS Link property. Styling Lists. Styling TABLES

CLASS – 7TH

CLASSES REQUIRED	4
TOPIC	Network Security Concepts and Introduction to JavaScript
CONCEPT & SKILLS	<p>Recapitulation of Networking basic concepts. Network Topologies (Star, Bus, Ring, Tree, Mesh, Star-Ring) Networking basic concepts. Network Topologies (Star, Bus, Ring, Tree, Mesh, Star-Ring) Network Security Concepts (Firewall, Cookies, Cyber Security Laws, Password Authentication, Hackers and Crackers) JavaScript Introduction (Why do we need to use JavaScript) JavaScript Syntax (Basic Recognition of JavaScript)</p>
LEARNING OUTCOMES	<p>Students will get a basic knowledge about how does the world gets connected through internet. They will get to know how computers are connected and how the data flows through it. They will get to know what are the security issues faced using the internet. They will learn the basics of a web based language: Why we use it. How we use it.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Projector, WebPage, PowerPoint Presentation
PEDAGOGY	Concept Mapping Discussion Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Create a PowerPoint presentation on any provided topic.
ASSESSMENT	SA1
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	CSS Fonts CSS ID and Class Linking a CSS file with HTML file Internal and external Cascading Style Sheets CSS Divisions Styling LISTS Styling TABLES Structure of a website CSS BOX MODEL CSS Border CSS Outline CSS Margin CSS Padding

CLASS – 7TH

CLASSES REQUIRED	8
TOPIC	JAVASCRIPT
CONCEPT & SKILLS	JavaScript Output JavaScript Statements JavaScript Comments JavaScript Variables JavaScript Data Types JavaScript Alert
LEARNING OUTCOMES	Students will learn how to display messages in JavaScript using alert window etc.... They will learn how to write Comments and how to use variables. They will learn different types of data types.
INSTRUCTIONAL TOOLS & REFERENCES	Projector, WebPages, References, PowerPoint Presentation
PEDAGOGY	Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write a JavaScript to add two numbers. Students will be asked to display any text using alert window.
ASSESSMENT	Students will be assessed on the basis of practical work done in the lab.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	

CLASS – 7TH

CLASSES REQUIRED	6
TOPIC	JavaScript
CONCEPT & SKILLS	JavaScript Prompts JavaScript Objects JavaScript Operators JavaScript Functions JavaScript Comparisons JavaScript Conditions
LEARNING OUTCOMES	Students will learn how to make: 1. Prompts 2. Objects 3. Functions
INSTRUCTIONAL TOOLS & REFERENCES	PowerPoint Presentation, Projector
PEDAGOGY	Concept mapping Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to create Programs such as displaying current date and time using JavaScript.
ASSESSMENT	Students will be assessed on the basis of practical done in lab and FA3
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	JavaScript Statements JavaScript Comments JavaScript Variables JavaScript Data Types JavaScript Alert



CLASS – 7TH

CLASSES REQUIRED	6
TOPIC	JavaScript
CONCEPT & SKILLS	JavaScript Prompts JavaScript Objects JavaScript Operators JavaScript Functions JavaScript Comparisons JavaScript Conditions
LEARNING OUTCOMES	Students will learn how to make: 1. Prompts 2. Objects 3. Functions
INSTRUCTIONAL TOOLS & REFERENCES	PowerPoint Presentation, Projector
PEDAGOGY	Concept mapping Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to create Programs such as displaying current date and time using JavaScript.
ASSESSMENT	Students will be assessed on the basis of practical done in lab and FA3
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	JavaScript Statements JavaScript Comments JavaScript Variables JavaScript Data Types JavaScript Alert

CLASS – 7TH

CLASSES REQUIRED	6
TOPIC	JavaScript
CONCEPT & SKILLS	JavaScript Switch JavaScript Loops JavaScript Breaks JavaScript Errors JavaScript Validation
LEARNING OUTCOMES	Students will learn: 1. Loops 2. Breaks 3. Errors 4. Validation
INSTRUCTIONAL TOOLS & REFERENCES	PowerPoint Presentation, Projector
PEDAGOGY	Concept mapping Random Questioning
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to create Simple Programs using Loops in JavaScript.
ASSESSMENT	Students will be assessed on the basis of practical done in the lab and FA4
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	JavaScript Prompts JavaScript Objects JavaScript Operators JavaScript Functions JavaScript Comparisons JavaScript Conditions

CLASS – 7TH

CLASSES REQUIRED	4
TOPIC	C++ Conditional statements Loops in C++
CONCEPT & SKILLS	Programs related to If, If–Else Construct While/Do while Statements
LEARNING OUTCOMES	Students will be get a proper concept of: 11. IF, If- Else Construct 2. While/Do while statements
INSTRUCTIONAL TOOLS & REFERENCES	PowerPoint Presentation, Webpage
PEDAGOGY	Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to display the multiplication table of any given number. Students will be asked to create a program to display whether the number is odd or even.
ASSESSMENT	Students will be assessed on the basis of practical done in lab and SA2
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	JavaScript Variables JavaScript Data Types JavaScript Alert JavaScript Prompts JavaScript Objects JavaScript Operators JavaScript Functions JavaScript Comparisons JavaScript Conditions C C++ Conditional statements Loops in C++



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ مارچ تا ۲۰۱۹	مہینات اول برائے دینیہ: ماہ نظم مطلوبہ دروس
۶	موضوع
نظم ”میرا وطن“	خیال، تدریسی ہنر
نظم اور نثر میں فرق۔ نظم کی تعریف۔ نظم کی تشریح۔ شاعر کا تعارف۔	تدریسی نتائج
”بچوں میں وطن پرستی کا جذبہ۔ شاعر کے بارے میں جانکاری حاصل کرنا۔ نئے الفاظ سے آشنائی۔ خوش لمائی کے نمونہ کو مزید نکھارنا۔	تدریسی آلات اور حالات
دری کتاب۔ لغت۔ مارکر۔ بورڈ۔ تصاویر۔	طرز تدریس
”عنوان نظم پر سیر حاصل تبصرہ۔ شاعر کے حالات زندگی اور رانداز بیان پر گفتگو۔ ترنم کے ساتھ نیند خوانی۔ مشکل الفاظ کے معنی اور تشریح۔	تفویض، تحقیق، منسوبے اور سرگرمیاں
حب وطن پر کسی دوسرے شاعر کی نظم یاد کرنا۔ نظم ”میرا وطن“ کی تشریح اپنے الفاظ میں کیجئے۔	تشخیص
سوال/جواب، ترنم کے ساتھ پڑھائی اور اپنے وطن کی عظمت کے بارے میں مزید اشعار نظم بند کرنا۔	ترتیب و ارتعاش
شعر و شاعری کی اور رغبت تو وسیع خیالات۔ تخلیقی صلاحیت۔ ترنم ذخیرہ الفاظ میں توسیع۔	



دہلی پبلک اسکول سرینگر	تفصیلی لائیکر عمل اردو
عرصہ ماہ مارچ تا اپریل ۲۰۱۶ء	مہینات اول برائے دینیہ: مہنگم مطلوبہ دروس
۶	موضوع
سبق: "اعتبار"	خیال، تدریسی ہنر
سبق کے عنوان پر سیر حاصل تہرہ افسانہ کی تعریف، افسانہ اور ناول میں فرق، مرکزی خیال کو اجاگر کرنا۔	تدریسی نتائج
اصناف ہنر کے بارے میں علم حاصل کرنا، توسیع خیالات۔ ذمیرہ الفاظ میں توسیع۔	تدریسی آلات اور حوالہ جات
دری کتاب، یو یو، اور مارکر افسانہ نگاری کی تصویر۔	طرز تدریس
موضوع کے متعلق بچوں کو آسان سوالات پوچھنا۔ بچوں کی بلند خوانی۔ مشکل الفاظ کے معنی۔	تفویض، تحقیق، منصوبہ اور سرگرمیاں
ایک چھٹا سا افسانہ تحریر کریں، کہانی کا خلا مساجنے الفاظ میں لکھنا اور سوالات کے جواب لکھنا وغیرہ۔	تشخیص
اضافی سوالات، اہلا، آسان اردو میں گفتگو، مشکل الفاظ کا معنی پوچھنا۔	ترتیبہ اور تشخیص
خوش خط، توسیع خیالات، صحیح تلفظ، کہانی لکھنے کا شوق، ذمیرہ الفاظ میں توسیع۔	



عرصہ ماہ اپریل ۲۰۱۶ء	دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو میتقات اول برائے دیوبند: مطہم مطلوبہ دروس
	۶	موضوع
	سبق: ”پھول والوں کی سیر“	خیال، تدریسی ہنر
	مختلف مذہبوں کے بارے میں جانکاری دینا، گونا گونی تہذیب اور بھائی چارے کو بچوں کے سامنے پیش کرنا، مرکزی خیال کو اجاگر کرنا۔	تدریسی نتائج
	تہواروں کی اہمیت کے بارے میں جانکاری حاصل کرنا۔ اپنے ملک کی تاریخ کے بارے میں علمیت حاصل کرنا۔ آداب زندگی سیکھنا۔	تدریسی آلات اور حوالہ جات
	دری کتاب، مختلف تہواروں کی تصویریں، بورڈ، مارکر، لغت۔	طرز تدریس
	اپنے ملک کے مذہبی تہواروں کے بارے میں بچوں سے سوالات پوچھنا، عنوان پر تبصرہ، استاد کی بلند خوانی، سبق کی وضاحت۔	تفویض، تحقیق، منسوبے اور سرگرمیاں
	مغفل بادشاہوں کے بارے میں جانکاری حاصل کرنا۔ ملک کے تہواروں سے متعلق جانکاری حاصل کرنا، سبق کا خلاصہ اپنے الفاظ میں تلمذ کرنا۔	تشخیص
	اضافی سوالات، اہلا، خوشخط، مشکل الفاظ کا معنی۔	ترتیب و تشخیص
	توسیع خیالات، تخلیقی صلاحیت میں اضافہ، تقریری صلاحیت، ذخیرہ الفاظ میں توسیع، بھائی چارہ۔	



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ اپریل ۲۰۱۶ء	میتقات اول برائے دیبہ: ماہنامہ مطلوبہ دروس
۶	موضوع
سبق: "ظلمتی نوکر"	خیال، تدریسی ہنر
لوک کہانی کی روایت، غفلت شعاری کا انجام، ہنر ماہر داری کا سبق، مرکزی خیال کو اجاگر کرنا، سمجھدار اور نا سمجھ میں فرق۔	تدریسی نتائج
لوک کہانی پڑھنے کا شوق، وقت پر کام نہ کرنے کے نقصانات، نادان کی دوستی کا انجام، آداب زندگی۔	تدریسی آلات اور محالہ جات
دری کتاب، بورڈ، مارکر لغت، لوک کہانیوں کی کتاب نمونے کے طور پر۔	طرز تدریس
لوک کہانی کے بارے میں سوالات پوچھنا، عنوان پر پتھرہ، استاد کی بلند خوانی، بچوں کی بلند خوانی، سبق کی وضاحت۔	تفویض، تحقیق، منصوبے اور سرگرمیاں
کوئی بھی لوک کہانی قلمبند کریں، 'نادان دوست سے دانا ڈھرن بہتر' عنوان پر ایک مضمون لکھیں۔ کہانی کا خلاصہ اپنے الفاظ میں لکھیں۔	تشخیص
اضافی سوالات، بچوں کی بلند خوانی۔ ایسا، خوشخط۔	ترتیب وار تشخیص
تخلیقی صلاحیت، تقریری صلاحیت، ذخیرہ الفاظ میں اضافہ،	



عرصہ ماہانہ	دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو میقات اول برائے دینی و علم
	۶	مطلوبہ دروس
	سبق ”پی اماں“	موضوع
	مجاہدین آزادی کے بارے میں جانکاری۔ مرکز کی خیال سے آگاہی اور تقابلی بندی۔	خیال، تدریسی ہنر
	بچوں کی آمادگی میں اضافہ، سبق سے متعلق جانکاری اور اظہار خیال اور جواب دہی کی صلاحیت، الفاظ کو جملوں میں استعمال کرنے کی صلاحیت۔ خطوط چکر کرنے کی صلاحیت۔	تدریسی نتائج
	دری کتاب، لغت، تجزیہ سفید، مارکر	تدریسی آلات اور حوالہ جات
	ہند خوانی، خاموش خوانی، جو رو فکر۔	طرز تدریس
	مجاہدین آزادی کی زندگی پر نوٹ۔ پڑھائی کی مشق، درسی سوالات کے جواب۔	تفویض، تحقیق، منصوبہ اور سرگرمیاں
	انفرادی ہند خوانی، سوالات کے جواب	تشخیص
	پڑھائی، لکھائی اور تقریری کا جانچ، املا	موضوعی ہم روشنی تشخیص



عرصہ ماہی	دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو میقات اول برائے دہیہ ہلیم
	۶	مطلوبہ دروس
	نظم ”بہار“	موضوع
نظم اور نثر میں فرق۔ مرکزی خیال سے آگاہی اور تالیف ہندی، مژم و ذخیرہ الفاظ میں توسیعی۔ مشکل الفاظ کے معنی اور ربط۔		خیال، تدریسی ہنر
بچوں کی آگاہی میں اضافہ، شاعر کے بارے میں جانکاری، بہار کی رنگینیوں کے بارے میں علم حاصل ہونا۔ خوش لمائی۔		تدریسی نتائج
دری کتاب، لغت، تجزیہ سفید، مارکر		تدریسی آلات اور حوالہ جات
ہندوستانی، خاموش خوانی، نحو و فکر، عنوان نظم پر تبصرہ، نظم کی تشریح، آسان اردو میں بحث و مباحثہ۔		طریقہ تدریس
بہار کے عنوان پر کسی دوسرے شاعر کی نظم لکھ کر لائیں، نظم کی تشریح اپنی زبان میں قلمبند کیجئے، نظم کو زبانی یاد کریں۔		تفویض، تحقیق، منصوبے اور سرگرمیاں
انفرادی ہندوستانی، سوالات کے جواب		تشخیص
پڑھائی، کھلائی اور تقریری چارج، املا، خوشخط۔		موضوعی، ہر مضمونی تشخیص



موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹
موضوع	مطلوبہ دروس	میتقات اول برائے وجہ تعلیم	دہلی پبلک اسکول سرینگر	عرصہ ماہ جون ۲۰۱۹



موضوع	صفحہ نمبر	تفصیلی لائحہ عمل اردو میقات دوم برائے ذیحدہ و عظیم مطلوبہ دروس
سبق ”حسرت موہانی“	۶	دہلی پبلک اسکول سرینگر عرصہ ماہ اگست ۲۰۱۶ء
خیال، تدریسی ہنر		جنگ آزادی میں حصہ لینے والے بہادر مجاہدین کے بارے میں جانکاری، انگریزوں کے ڈھائے ہوئے مظالم کے بارے میں جانکاری۔ سبق کا مرکزی خیال۔
تدریسی نتائج		حب وطن کا جذبہ پیدا کرنا، آزادی کے علمبرداروں کے بارے میں جانکاری، حسرت موہانی کی قدر اور شخصیت کے بارے میں جانکاری۔
تدریسی آلات اور حوالہ جات		دہلی کتاب، لغت، تجسس سفید، مارکر
طرز تدریس		اپنے ملک کے بارے میں بچوں سے سوالات پوچھنا، جنگ آزادی میں حصہ لینے والے عظیم ہستیوں کے بارے میں سوالات پوچھنا، استاد کی بلند خوانی، بچوں کی بلند خوانی، بحث و مباحثہ۔
تفویض، تحقیق، منصوبہ اور سرگرمیاں		حسرت موہانی کے بارے میں ایک مختصر نوٹ، جنگ آزادی میں حصہ لینے والے دو عظیم شخصیتوں کے بارے میں کچھ تحریر کریں۔ حب وطن کے بارے میں ایک مضمون قلمبند کریں۔
تشخیص		اضافی سوالات، اہل، خوشخط، توسیع خیالات، ذخیرہ الفاظ میں توسیع، وطن پرستی کا جذبہ، مشکل الفاظ کے معنی۔
موضوعی ہر مہر و مہی تشخیص		وطن پرستی کا جذبہ، زبان پر دسترس توسیع خیالات، ذخیرہ الفاظ میں توسیع۔



دہلی پبلک اسکول سرینگر	تفصیلی لکچر عمل اردو
عرصہ ماہ اگست ۲۰۱۶ء	میتقات دوم برائے ذبیحہ معظم
۶	مطلوبہ دروس
سبق ”ابوالکلام آزاد“	موضوع
جنگ آزادی میں حصہ لینے والے جانثاروں کے بارے میں جانکاری، مولانا آزاد کی شخصیت اور اس کے ادبی کارناموں کے بارے میں جانکاری، سبق کا مرکزی خیال اُجاگر کرنا، توسیع خیالات۔	خیال، تدریسی ہنر
حب وطن کا جذبہ پیدا کرنا، اپنے ملک کی تاریخ کا علم ہونا، ابوالکلام آزاد کے بارے میں جانکاری حاصل۔ زبان پر دسترس۔	تدریسی نتائج
دری کتاب، لغت، تجزیہ سفید، مارکر، مجاہدین آزادی کی تصویریں۔	تدریسی آلات اور حوالہ جات
اپنے ملک کی تاریخ کے بارے میں بچوں سے سوالات پوچھنا، مولانا آزاد کے بارے میں بچوں سے سوالات پوچھنا، اُستاد کی بلند خوانی، بچوں کی بلند خوانی، سبق کی وضاحت آسان اردو میں۔	طرز تدریس
مولانا آزاد کی زندگی اور اسکے ادبی کارناموں کے بارے میں نوٹ، سبق میں استعمال شدہ مشکل الفاظ کے ٹھیلے بنائیں۔	تفویض، تحقیق، منصوبے اور سرگرمیاں
اضافی سوالات، اہل، خوشخط، توسیع خیالات، وطن پرستی کا جذبہ، ذخیرہ الفاظ میں توسیع۔	تشخیص
وطن پرستی کا جذبہ، ابوالکلام آزاد کے بارے میں جانکاری کو جانچنا، زبان پر دسترس، توسیع خیالات، ذخیرہ الفاظ میں توسیع۔	موضوعی ہم درستی تشخیص



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ اگست ۲۰۱۶ء	میتقات دوم برائے ذبیحہ و نظم مطلوبہ بدروس
۶	موضوع
نظم ”صبح کے نظارے“	خیال، تدریسی ہنر
نظم کی تعریف، نظم اور نثر میں فرق، شاعر کا تعارف، عنوان نظم پر بحث، مرکزی خیال۔	تدریسی نتائج
شاعری کی اور رزیت، شاعر کے بارے میں جانکاری، بحر نغزی کے فوائد، نئے الفاظ اور نئے تراکیب سے آشنائی۔ جمالیاتی شعور۔	تدریسی آلات اور محالہ جات
دری کتاب، لغت، تجسس سفید، مارکر اور تصویریں۔	طرز تدریس
نظم اور نثر میں فرق عنوان نظم پر تبصرہ، شاعری کی حالات زندگی اور مائد انبیان پر گفتگو، زخم کے ساتھ بلند خوانی، نظم کی تشریح اور توضیح آسان الفاظ میں۔	تفویض، تحقیق، منسوبے اور سرگرمیاں
نظم صبح کے نظارے کی تشریح اپنے الفاظ میں کیجئے، صبح کے وقت آپ جن قدرتی مناظر سے لطف اندوز ہو جاتے ہوں ان کو اپنے الفاظ میں لکھئے۔	تشخیص
اضافی سوالات، زخم کے ساتھ پڑھائی، توسیع خیالات، تخلیقی صلاحیت، جمالیاتی شعور۔	موضوعی ہم درستی تشخیص
شاعری کے اور رزیت، توسیع خیالات، ذخیرہ الفاظ میں توسیع قدرتی مناظر سے لچپی، تخلیقی صلاحیت۔	



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ ستمبر ۲۰۱۶ء	میتقات دوم برائے ذبیحہ معظم مطلوبہ دروس
۸	موضوع
سبق ”دو گز زمین“	خیال، تدریسی ہنر
کہانی کی تعریف، کہانی پڑھنے کے فائدے، لالچ کے نقصانات، کہانی کا ارتقاء، کہانی کے مرکزی خیال کو نمایاں کرنا، کہانی استعمال شدہ قواعد کے بارے میں جانکاری دینا، صحیح تلفظ کی حکمتا توسیع خیالات۔	تدریسی نتائج
لالچ کے نقصانات سے آشنا ہو جانا، کہانی کا رے بارے جانکاری حاصل ہونا، کہانی پڑھنے کا شوق پیدا کرنا، ہتھیاری شعور پیدا کرنا، توسیع خیالات۔	تدریسی آلات اور محالہ جات
درسی کتاب، لغت، تجزیہ سفید، مارکر۔	طرز تدریس
مصنف کے بارے میں سوالات پوچھنا، کہانی کے کہتے ہیں، سبق کے عنوان پر تبصرہ، استاد کی بلند خوانی، بچوں کی بلند خوانی، سوال و جواب۔	تفویض، تحقیق، منسوبے اور سرگرمیاں
لالچ بڑی مال ہے اس ایک مضمون لکھیں، کہانی دو گز زمین کا خلاصہ اپنے الفاظ میں قلمبند کیجئے۔ کہانی میں استعمال شدہ احواد و جمع کی ایک فہرست بنائیں۔	تشخیص
اضافی سوالات لالچ کے نقصانات، اہل، خوشحظ توسیع خیالات۔	موضوعی ہمرہ مضمونی تشخیص
پڑھائی، لکھائی، کہانی پڑھنے کا شوق توسیع خیالات، ذخیرہ الفاظ میں توسیع۔	

CLASS - VII

 CYCLE – 1st

CLASSES REQUIRED	10
TOPIC	Weather, Climate & Adaptation
CONCEPT & SKILLS	Climate, Weather , Adaptation Acquisitive skill, Communicative, Creative skill
LEARNING OUTCOMES	Elements of weather, Climate (Definition), Adaptation (Definition), Climate & Adaptation (Relation), Instruments used to measure elements of weather, Climate & Weather (Difference)
INSTRUCTIONAL TOOLS & REFERENCES	Charts, Rain gauge, Thermometers(Mercury & digital), etc. Reference: Cordova (My World Of Science), Text book, Videos
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To prepare a report on the working of metrological department
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASS – VII

CYCLE – Ist

CLASSES REQUIRED	10
TOPIC	Nutrition in Animals
CONCEPT & SKILLS	Types of nutrition in amoeba & human-beings, Digestive System – Humans & Ruminants, Types of teeth and their role, Self awareness skills
LEARNING OUTCOMES	Different steps in the process of nutrition, Digestion in humans, Nutrition in amoeba and ruminants, Types of teeth & their role, Differences in human and ruminant stomach
INSTRUCTIONAL TOOLS & REFERENCES	Model of teeth, Charts of alimentary canal, amoeba, etc. Videos related to certain topics such as digestion in humans and ruminating animals, etc.
PEDAGOGY	Discussion, Random Questions, Brain, Storming, Concept formation Concept mapping, Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	To study the action of saliva on starch
ASSESSMENT	MCQ,s, Assignment, Lab work, Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. The topics related to the lesson will be kept for summative assessment

CLASS – VII

CYCLE – 1st

CLASSES REQUIRED	10
TOPIC	Acids, Bases & Salts
CONCEPT & SKILLS	Acids, Bases, Indicators, Neutralisation, Salts Acquisitive skill, Communicative, Creative skill
LEARNING OUTCOMES	Properties of acids and bases, Neutralisation reaction, Indicators & their uses, Salts(Definition)
INSTRUCTIONAL TOOLS & REFERENCES	Charts, Acid, Base, Test tubes, beaker Spirit lamp, etc. Reference: Cordova (My World Of Science) & Oxford Science.
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Neutralisation Reaction • To prepare crystals of alum
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment

CLASS – VII

CYCLE – Ist

CLASSES REQUIRED	07
TOPIC	Fibre to fabric
CONCEPT & SKILLS	ores & fabrics, animal fibres, Silk, acquisitive skill, Communicative, Creative skill, Organizational skill
LEARNING OUTCOMES	oncept of fibre & fabric, Differences between natural & man-made fibres, Properties of different fibres, Shearing, Sericulture, Life cycle of silk moth
INSTRUCTIONAL TOOLS & REFERENCES	Charts Reference: Cordova (My World Of Science) & Oxford Science.
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To study wool yielding animals & prepare a detailed report
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASSES REQUIRED	08
TOPIC	Heat
CONCEPT & SKILLS	Hot and Cold, Temperature, Clinical Thermometer, Laboratory Thermometer, Transfer of heat, Choice of clothes, Thermos flask Acquisitive skill, Communicative, Creative skill, Manipulative skill
LEARNING OUTCOMES	Heat (definition), Temperature scales, How to read a thermometer, Modes of heat transfer (Conduction, Convection & Radiation), Use of conductors and insulators, Practical application of convection currents, Convection currents in nature (sea breeze & land breeze), Use of light & dark coloured clothes.
INSTRUCTIONAL TOOLS & REFERENCES	Charts, Metal strip, Pins, Candle wax, Spirit lamp, Beaker, Round bottomed flask, Potassium – Permanganate, Retort stand, etc. Reference: Cordova (My World Of Science) & Oxford Science.
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To show that heat travels through solids by conduction To show that liquids transfer heat by convection
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASS – VII

CYCLE – Ist

CLASSES REQUIRED	10
TOPIC	Nutrition in plants
CONCEPT & SKILLS	nutrition, Modes of nutrition acquisitive skill, Communicative, Creative skill
LEARNING OUTCOMES	nutrition (Definition), Autotrophic & Heterotrophic nutrition, Photosynthesis, Parasitic nutrition, saprotrophic nutrition, symbiotic & insectivorous plants
INSTRUCTIONAL TOOLS & REFERENCES	Charts, Permanent slide, Compound microscope, etc. Reference: Cordova (My World Of Science) & Oxford Science.
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To prepare amount of stomata
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASS – VII

CYCLE – Ist

CLASSES REQUIRED	08
TOPIC	Physical & Chemical Changes
CONCEPT & SKILLS	Physical & Chemical changes, Rusting of iron Prerequisite skill, Communicative, Creative skill, Critical thinking
LEARNING OUTCOMES	Differences between physical & chemical changes, Condition for rusting, Methods to prevent rusting
INSTRUCTIONAL TOOLS & REFERENCES	Charts, Iron fillings, Sulphur powder, Magnet, China dish, Spirit lamp, etc. Reference: Cordova (My World Of Science) & Oxford Science.
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To study a chemical change using iron fillings and sulphur powder To observe the formation of new substances when an iron nail is placed in copper sulphate solution
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASS - VII

 CYCLE – 1st

CLASSES REQUIRED	08
TOPIC	Soil
CONCEPT & SKILLS	Formation of soil, Constituents of soil, Soil profile, Types of soil, Properties of soil, Soil and crops Acquisitive skill, Communicative, Creative skill
LEARNING OUTCOMES	Soil formation, Composition, Soil profile, Types of soil, Properties of soil, Soil and crops
INSTRUCTIONAL TOOLS & REFERENCES	Charts, Garden soil, beakers, spirit lamp, tripod stand Reference: Cordova (My World Of Science), Text book, Videos
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To show that soil contains air To show that soil contains water
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASS - VII

 CYCLE – 1st

CLASSES REQUIRED	10
TOPIC	Winds, Storms & Cyclones
CONCEPT & SKILLS	Air, Wind, Atmospheric pressure Acquisitive skill, Communicative, Creative skill
LEARNING OUTCOMES	Causes of winds, Air expands on heating, Thunder storm, tornado & cyclone (Causes), Precaution need to be taken during thunder storm, cyclone & tornado
INSTRUCTIONAL TOOLS & REFERENCES	Weather instruments, Test tubes balloon, Spirit lamp, etc. Reference: Cordova (My World Of Science), Text book, Videos
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To show that air expands on heating
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. All the topics related to the lesson will be kept for Summative Assessment

CLASS - VII

 CYCLE – 1st

CLASSES REQUIRED	8
TOPIC	Forest- Our lifeline.
CONCEPT & SKILLS	<p>Forest profile, uses of forest, inters dependence of plants and animals, forest help in purifying air, deforestation.</p> <p>◆ Knowledge skill regarding forest habitat and bio diversity.</p>
LEARNING OUTCOMES	Appreciate the benefits that all beings on the earth derive from forests, concept of food chain and food web, ways to conserve forest.
INSTRUCTIONAL TOOLS & REFERENCES	<p>PPT on Importance of forests.</p> <p>Oxford Science in Everyday life, Cordova.</p>
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Pencil paper test. • Assignment.
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment

CLASSES REQUIRED	10
TOPIC	Light
CONCEPT & SKILLS	<p>light and propagation of light, reflection of light, image and object, properties of image formed by plane mirror and spherical mirror, images formed by lenses, dispersion of white light using glass prism, Newton's disc.</p> <p>◆ Exploration skills in terms of how light get propagated and images formed by spherical mirrors and lenses.</p>
LEARNING OUTCOMES	Propagation of light, reflection of light, images formed by plane and spherical mirror, image formed through lenses, spectrum, Newton's disc.
INSTRUCTIONAL TOOLS & REFERENCES	Plane mirror Concave mirror Convex mirror Lenses Newton's disc Glass prism Cordova and Oxford Science in Everyday life
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Lab work • Pencil paper test. • Assignment
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment

CLASSES REQUIRED	10
TOPIC	Respiration in organisms
CONCEPT & SKILLS	<p>Respiration, types, respiratory system in animals, respiration in other organisms like fish, cockroach and earthworm and respiration in plants.</p> <ul style="list-style-type: none"> ◆ Diagrammatic skill ◆ Knowledge skill
LEARNING OUTCOMES	Difference between aerobic and anaerobic respiration, how do plants respire, how small animals breathe, structure of gills, spiracles, tracheal tubes, detailed process of respiration in human beings, role of alveoli, role of ploughing and tilling the soil.
INSTRUCTIONAL TOOLS & REFERENCES	Chart and model of human respiratory system. Cordova and Oxford Science in Everyday life
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Lab work • Pencil paper test.
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment

CLASSES REQUIRED	10
TOPIC	Transport in Animals and Plants
CONCEPT & SKILLS	<p>Blood- as connective tissue, blood vessels, pulse rate, structure of heart, heartbeat, excretion, excretory system in humans, transport of water and minerals in plants, root hair and its role, vascular tissue and transpiration and its importance.</p> <ul style="list-style-type: none"> ◆ Knowledge skills in terms of anatomy and function of heart. ◆ Diagrammatic skill. ◆ Exploration skill to demonstrate how substances move through semi permeable membrane as in dialysis.
LEARNING OUTCOMES	Circulatory system, blood vessels, anatomy of heart, Structure and role of kidneys, transport system in plants, xylem and phloem, transpiration in plants.
INSTRUCTIONAL TOOLS & REFERENCES	<p>Chart and model of human heart. Model and chart of kidney Cordova and Oxford Science in Everyday life</p>
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Lab work • Pencil paper test.
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment

CLASSES REQUIRED	7
TOPIC	Water- A precious resource
CONCEPT & SKILLS	<p>Forms of water, uses and sources of water, natural distribution of water in India, Scarcity of water, conservation of water.</p> <ul style="list-style-type: none"> ◆ Exploration skills in terms of case study of ground water recharge. ◆ Knowledge skills regarding revival of traditional practices of water storage and water recharge.
LEARNING OUTCOMES	Importance of water for agriculture, domestic and industrial purposes, water cycle, sources of water, natural distribution of water in India, Water scarcity and how it can be overcome, water conservation measures.
INSTRUCTIONAL TOOLS & REFERENCES	<p>Chart of water cycle. Oxford Science in Everyday life, Cordova.</p>
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Lab work • Pencil paper test.
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment

CLASSES REQUIRED	9
TOPIC	Waste water story
CONCEPT & SKILLS	<p>Sources of waste water, where domestic waste water goes, what happens to the treated water and sludge, What you should do to control sewage, problems faced due to improper management of sewage.</p> <ul style="list-style-type: none"> ◆ Knowledge skill regarding vermin processing, sewage disposal.
LEARNING OUTCOMES	<p>Recognise the problems that arise when waste is left in the open, understand the process of treating the sewage in a treatment plant before letting it out into water bodies, think of ways in which generation of sewage can be reduced, find solutions of the problems faced due to improper management of waste water.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Cordova and Oxford Science in everyday life
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Assignment • Research.
ASSESSMENT	MCQ,s, Assignment, Skill based assignment, Random Questioning
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • MCQ's, Assignment, Skill based questions; Pencil Paper Test will be kept for Formative Assessment. • All the topics related to the lesson will be kept for Summative Assessment