

CLASS – 8TH

CLASSES REQUIRED	8
TOPIC	Introduction to Database Management
CONCEPT & SKILLS	<p>Basic Concepts and need for a database Components of Database</p> <p>Schema and sub schema Advantages and disadvantages of Database</p> <p>Primary key Candidate keys Super keys Foreign Keys Data types</p> <p>Features of Database Creating the Database and Table What is MySQL?</p>
LEARNING OUTCOMES	<p>Students will learn:</p> <ul style="list-style-type: none"> • What Databases are. • Their features and need for the same. • The concept of keys and why and how are they used in a database. • To create a database and tables using create command. • About MYSQL.
INSTRUCTIONAL TOOLS & REFERENCES	<p>Projector Powerpoint presentation. W3schools</p>
PEDAGOGY	<p>Concept Mapping. Random Questioning Demonstration</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be asked to organize the data of a class in the form of a table. They will create a table student with SID name and class .</p>
ASSESSMENT	They will be assessed on the practical work done in the lab.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	

CLASS – 8TH

CLASSES REQUIRED	7
TOPIC	SQL
CONCEPT & SKILLS	Structure of MySQL. SQL Advantages. SQL Data Types (VarChar, Char, Number, Date) Rules for SQL Commands Database Object Naming Rules Describing Table Structure SQL Insert Into Statement Data Entering values in Table More on Insert Command Renaming Table
LEARNING OUTCOMES	Students learn: <ul style="list-style-type: none"> • How to create a tables in a database. • Various datatypes used. • Naming Rules. They will learn various SQL commands: <ul style="list-style-type: none"> • Create table • Describe • Insert • Rename
INSTRUCTIONAL TOOLS & REFERENCES	Projector Powerpoint presentation
PEDAGOGY	Concept Mapping. Demonstration
ACTIVITY / ASSIGNMENT / RESEARCH	Students will make various tables such as student,class, library etc with respective columns using SQL commands. They will insert data into the tables.
ASSESSMENT	They will be assessed on the practical work done in the lab. They will also be assessed on FA1(practical based)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA1 Basic Concepts and need for a database Components of Database Schema and sub schema



	<p>Advantages and disadvantages of Database (Primary key, Candidate keys, Super keys, Foreign Keys) Data types Features of Database Creating the Database and Table What is MySQL? SQL commands(create, insert)</p>
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CLASS – 8TH

CLASSES REQUIRED	7
TOPIC	SQL Commands
CONCEPT & SKILLS	<p>SELECT command with Where Clauses Operators in Where Clause, or, &, NOT etc</p> <p>Using Alias and LIMIT clause Activities on Alias and Limit</p> <p>SQL Update Statement SQL Update Syntax using Where Clause Using Expressions in UPDATE</p> <p>UPDATE with multiple columns UPDATE with NULL clause SQL Update Warning</p>
LEARNING OUTCOMES	<p>Students will learn SQL commands:</p> <ul style="list-style-type: none"> • Select • Alias • Limit • Update
INSTRUCTIONAL TOOLS & REFERENCES	<p>Projector Powerpoint presentation</p>
PEDAGOGY	<p>Concept Mapping. Demonstration</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will retrieve desired information from the tables using SQL commands.</p>
ASSESSMENT	<p>They will be assessed on the practical work done in the lab and FA2(practical based) will also be conducted.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA2 SQL Commands Select using and, or and not. Alias Limit Update</p>

CLASS – 8th

CLASSES REQUIRED	6
TOPIC	SQL COMMANDS
CONCEPT & SKILLS	<p>ORDERING the Database</p> <p>SQL Delete Statement, Delete All Rows SQL Delete Warning The Drop Statement, Activities on Drop Statement</p> <p>SQL Like Operator Using ‘%’ Sign Wildcard in Like Operator Activities on Like Operator Using ‘%’ Sign Wildcard</p> <p>SQL Constraints (Not Null, Primary Key, Check) Using SQL Constraints while creating Table</p>
LEARNING OUTCOMES	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Sort the data in a table. • Delete the contents of a table. • Delete the structure of a table • Retrieve desired information from the table. • They will learn how to put restrictions on a table using constraints
INSTRUCTIONAL TOOLS & REFERENCES	<p>Projector Powerpoint presentation</p>
PEDAGOGY	<p>Concept Mapping. Demonstration Leaning By Doing</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will make a table and then delete its contents and the table itself. They will use keys while creating a table.</p>
ASSESSMENT	<p>To assess the students on basis of practical work done in the computer lab. SA2 will be conducted.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>(FA1,FA2 syllabus) and Exercises based on SQL commands Order By</p>



	Delete Drop Like And keys Not Null, Primary Key, Check
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CLASS – 8th

CLASSES REQUIRED	8
TOPIC	PHP
CONCEPT & SKILLS	PHP Introduction, PHP Installation PHP Syntax PHP Variables PHP String PHP Operators
LEARNING OUTCOMES	Students will learn: <ul style="list-style-type: none"> • The concept of server side scripting language. • Syntax of the language. • Constructs of the PHP language. • Conditional statements. • How to write a basic PHP program, and execute it.
INSTRUCTIONAL TOOLS & REFERENCES	Projector Powerpoint presentation.
PEDAGOGY	Concept Mapping. Discussion Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write basic Php programs to display messages, write programs for addition, subtraction. They will be asked to write programs using conditional statements.
ASSESSMENT	Students are continuously assessed on the basis of practical work done in the lab.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	

CLASS – 8TH

CLASSES REQUIRED	7
TOPIC	PHP
CONCEPT & SKILLS	PHP While Loop PHP For Loops PHP Function
LEARNING OUTCOMES	Students will be able to understand how repeated work can be done with ease and in less time using loops.
INSTRUCTIONAL TOOLS & REFERENCES	Projector PowerPoint presentation.
PEDAGOGY	Concept Mapping. Discussion Demonstration Learning by doing
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write a program for displaying a message multiple number of times using a loop. They will write a program for multiplication table.
ASSESSMENT	Students are continuously assessed on the basis of practical work done in the lab and FA3
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA3 PHP Introduction, PHP Installation PHP Syntax PHP Variables PHP String PHP Operators

CLASS – 8TH

CLASSES REQUIRED	8
TOPIC	PHP
CONCEPT & SKILLS	<p>PHP Forms PHP \$_GET, PHP \$_POST, PHP Date</p> <p>Program threats: Various types of threats, Categories of viruses (Trojan horses, Worms, Catastrophic failures)</p> <p>Ethics : Social problems relating computers, hacking, cracking, fishing.</p>
LEARNING OUTCOMES	<p>Students will learn:</p> <ul style="list-style-type: none"> • How to retrieve data input in the form. • Various kinds of viruses <p>Students will discuss social problems related to computers</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>Projector Powerpoint presentation. W3 schools.</p>
PEDAGOGY	<p>Demonstration Concept Mapping. Discussion Learning by doing</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will display contents of a form using php. They will speak on the various internet related issues.</p>
ASSESSMENT	<p>They will be assessed on the practical work done in the lab.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA4 PHP While Loop</p> <p>PHP For Loops</p> <p>PHP Function</p>

CLASS – 8TH

CLASSES REQUIRED	4
TOPIC	NETWORKING CONCEPTS
CONCEPT & SKILLS	Protection mechanism: Authentication, basic concepts of cryptography(encryption, decryption, cipher text) Snooping, copyrights, patent rights, cyber laws
LEARNING OUTCOMES	Students will learn how data can be authenticated over the internet. They will be acquainted with the issues such as snooping and get awareness about copyrights, patent rights and cyber laws.
INSTRUCTIONAL TOOLS & REFERENCES	Projector Powerpoint presentation.
PEDAGOGY	Discussion Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to speak about the issues faced in using the internet.
ASSESSMENT	SA2 (viva and practicals)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	(FA3,FA4 syllabus) and PHP Forms PHP \$_GET,PHP \$_POST,PHP Date Program threats: Various types of threats,Categories of viruses (Trojan horses, Worms, Catastrophic failures) Ethics : Social problems relating computers, hacking, cracking, hing. Protection mechanism: Authentication, basic concepts of cryptography(encryption, decryption, cipher text) Snooping, copyrights, patent rights, cyber laws



**DETAILED PLANNER OF
ENGLISH**

CLASS –VIII

March

CLASSES REQUIRED	03
TOPIC	The Guest House
CONCEPT & SKILLS	Persian poetry, metaphor, traits, about the poet, optimism, recitation, rhyme, rhythm Skills- Recitation writing
LEARNING OUTCOMES	About the poem and poet,
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.
PEDAGOGY	Random questioning Discussion In text questions Concept formation
ACTIVITY / ASSIGNMENT / RESEARCH	Collection of poems/Sayings/ quotes by the same poet
ASSESSMENT	Recitation Explanation of stanzas In text questions, group works
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	In text questions Extracts Ppt

March

CLASSES REQUIRED	03
TOPIC	An Indian Keliroscope
CONCEPT & SKILLS	Ruskin Bond, patriotism, his love for animals, unity in diversity, responsible citizen
LEARNING OUTCOMES	About Ruskin bond, his love for country, patriotism
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.



PEDAGOGY	Random questioning Discussion In text questions
ACTIVITY / ASSIGNMENT / RESEARCH	Collage making of different activities popular in India
ASSESSMENT	Presentation on Preamble of India
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	In text questions Extracts. Ppt

March

CLASSES REQUIRED	5
TOPIC	Christmas carol
CONCEPT & SKILLS	Concept- About the author: Charles dickens, life family , works, For eg Tale of two cities, Oliver Twist, Great Expectations etc. Self Realization, Redemption, Punishment, Brotherhood, Festivals. Skills- Reading Creativity Listening
LEARNING OUTCOMES	About the poet, novel, How to be polite, humble, generous .
INSTRUCTIONAL TOOLS & REFERENCES	Novel, Text book and dictionary. Internet. www. Authorsorg.www. Wikipedia.com
PEDAGOGY	Discussion Random questioning, concept mapping.
ACTIVITY / ASSIGNMENT / RESEARCH	Make a Christmas Tree, Questionnaire
ASSESSMENT	Creativity. Team work and questionnaire.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Activity, Dictation, Reading In-text questions, word meanings, Bio sketch of Charles Dickens PPT

Writing Skills: Message Writing, Character Sketch, Informal Letter

Grammar: Determiners

APRIL

CLASSES REQUIRED	08
TOPIC	Art and Culture



CONCEPT & SKILLS	Concept- Pre-history ,aboutBhimbetka, origin and discovery of rock paintings in India, work is worship, about the poet P B Shelley and his works. concept of sonnet. Skills- Reading/Recitation Speaking Listening
LEARNING OUTCOMES	Rock paintings and their importance. Extra information about P B Shelley and his works.
INSTRUCTIONAL TOOLS & REFERENCES	Text book and dictionary.
PEDAGOGY	Discussion Random questioning
ACTIVITY / ASSIGNMENT / RESEARCH	Collage making depicting occupation and living of ancient people.
ASSESSMENT	Recitation Dictation
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading Extracts Ppt

APRIL

CLASSES REQUIRED	20
TOPIC	Literature - Dusk - Milk for the Cat (poem) Grammar - Modal Auxiliaries Writing skills - Article writing
CONCEPT & SKILLS	Concept – - About the author (Saki) - Edward Munro - Satire - Humour - Human Characters - Rhyming Scheme - literary devices (Metaphor, Simile) - Usage of helping words - New words - Layout of Article Writing Skills-



	<ul style="list-style-type: none"> - Reading - Recitation - Listening - Writing - Conversational practice
LEARNING OUTCOMES	<ul style="list-style-type: none"> - Satire - Simile, metaphor - Reading, recitation, speaking, writing - Vocabulary
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> - Text book, dictionary
PEDAGOGY	<ul style="list-style-type: none"> - Discussion - Random Questioning - Concept Mapping - In-text questions
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> - Assignment – Description of people. - Speaking (Conversation practice) - Diary entry
ASSESSMENT	<ul style="list-style-type: none"> - Reading - Recitation - Pronunciation - Intext extracts
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> - In-text questions - PPT - Dictation - Vocabulary - Extracts - Article writing

MAY

CLASSES REQUIRED	20
TOPIC	<p>Course-Unit III (Adventure Express) Grammar- Tenses, determiners Writing skills- Informal letter writing</p>
CONCEPT & SKILLS	<p>Concept –</p> <ul style="list-style-type: none"> - About the space craft, UFO, aliens. - About the author - Formation of sentences - Syntax structure - Layout of the letter



	<p>Skills-</p> <ul style="list-style-type: none"> - Reading - Listening - Writing - Conversational practice
LEARNING OUTCOMES	<ul style="list-style-type: none"> - Sentence structure - Reading, speaking, writing - Vocabulary
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> - Text book, dictionary
PEDAGOGY	<ul style="list-style-type: none"> - Discussion - Random Questioning - Concept Mapping - In-text questions
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> - Worksheets - Speaking (Conversation practice)
ASSESSMENT	<ul style="list-style-type: none"> - Reading - Pronunciation - Exercise on tenses - Informal letter - Intext extracts
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> - In-text questions - PPT - Dictation - Vocabulary - Extracts - Informal letter

MAY

CLASSES REQUIRED	4
TOPIC	Bond for life
CONCEPT & SKILLS	About Helen Keller, how to face the challenges of life, positivity towards life Reading, writing speaking
LEARNING OUTCOMES	About Helen Keller, how to face challenges, to be positive
INSTRUCTIONAL TOOLS & REFERENCES	Literature book and dictionary



PEDAGOGY	Discussion, random questioning ,in text questions, vocabulary.
ACTIVITY / ASSIGNMENT / RESEARCH	Research about Helen Keller.
ASSESSMENT	Character sketch and diary entry.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Ppt, extracts, in text questions

June

CLASSES REQUIRED	03
TOPIC	The Louse and the Mosquito (poem literature)
CONCEPT & SKILLS	CONCEPT -to be generous and hospitable but not foolish. It's not always beneficial to be too generous and hospitable. To be rational and logical. SKILLS -Reciting the poem with correct pronunciation, tone and style. Comprehension specific and global. Developing writing skills. 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, the rhyme scheme followed. To develop the learner's skill to decide and think rationally and don't be an emotional fool. Reinforcement of the content read through class task/home task/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Vikram Seth's book 'Beastly Tales from Here and There' which is the original source of the poem. The Poet's life and notable works.
PEDAGOGY	Loud recitation Expansion of the theme/s Interaction and discussion with the class
ACTIVITY / ASSIGNMENT / RESEARCH	ading 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 maco9hine.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Extracts Reading with proper tone and style. Word meanings Pencil-paper test



August

CLASSES REQUIRED	02
TOPIC	Reported Speech
CONCEPT & SKILLS	Enthusiasm, creativity, Speaking skill, pronunciation
LEARNING OUTCOMES	To learn reported speech To learn how to report what others say. Framing and proper sequencing of sentences. Introducing several reporting verbs. Change of pronouns and Tenses while reporting a speech. Interdependence of reporting verb and reported speech. To provide fun and memorable practice and real use of reported verbs outside of a course book.
INSTRUCTIONAL TOOLS & REFERENCES	Mastering Grammar, Excel in English grammar and composition.
PEDAGOGY	Brainstorming Interaction Discussion, explanation
ACTIVITY / ASSIGNMENT / RESEARCH	Give them different situations in groups and make them report it into indirect form with proper use of pronouns and tenses.
ASSESSMENT	Work sheets and home assignments. S
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Pen-Paper test.

August

CLASSES REQUIRED	07
TOPIC	The Magic Of Words (MAIN COURSE)
CONCEPT & SKILLS	CONCEPT- Rational thinking, Deeper understanding of words, creativity, Comprehension of the text, specific and global. Skills Reading Writing Recitation Speaking



LEARNING OUTCOMES	<p>Create palindromes and recall the already existing like MOM, NOON, TAT, TIT etc. Try to be positive even if the situation is negative. Find out the hidden good in different situations, people or places. Harmony with the neighbouring fellows. Overcome fear Ne Never jump the conclusions. Developing a bond of love despite of different cultures, languages and areas. Magic hidden in the words by understanding the poem. Develop appreciation and love for different languages. Adding new vocabulary as, light awhile, oldies, shrieked, licked, had the temerity, joss sticks etc.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Internet, Dictionary
PEDAGOGY	<p>Discussion. Interaction. Random questioning. In-text questions.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	.
ASSESSMENT	<p>Declamation of one of the two famous personalities mentioned above.(Speech)</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA Reading Dictation Activity SA Extracts. Word meanings.</p>



August

August

CLASSES REQUIRED	3
TOPIC	The Three Questions (Prose Literature)
CONCEPT & SKILLS	Concept -Helping attitude; in the school, at home, etc. critical thinking, Ethical value; thinking of others, hard work and dedication. 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 critical thinking, willingness to help and do something for others and enhance their imaginative power Specific and global comprehension of the text. To develop new vocabulary. Recalling of the memories when they were helpful. Reinforcement of the content read through class tasks/work sheets.
INSTRUCTIONAL TOOLS & REFERENCES	Text book The Three Questions written and illustrated by Jon J. Muth. One of the Aesop's fables available online at http://www.umas.edu/aesop/index.php
PEDAGOGY	Reading, explanation, interaction, discussion.
ACTIVITY / ASSIGNMENT / RESEARCH	Make them sit in pairs and write the answers to; When is the best time to do things? Who is the most important one? What is the right thing to do?
ASSESSMENT	Textual question answers. Checking critical thinking by asking different questions related to the text.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading In-text questions. Word meanings. Pencil paper Test

CLASSES REQUIRED	08
TOPIC	Narration
CONCEPT & SKILLS	About verbs and tenses About direct speech and indirect speech Rules of changing speech Rules of changing of sentences.



	writing
LEARNING OUTCOMES	About direct and indirect speech How to change tenses while changing direct speech into indirect and vice versa.
INSTRUCTIONAL TOOLS & REFERENCES	Wren and martin, bbc worksheets, cornerstone.
PEDAGOGY	Discussion Drill , exercises
ACTIVITY / ASSIGNMENT / RESEARCH	Worksheets
ASSESSMENT	Exercises and ppt
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Change of direct speech into indirect speech. Change of indirect speech into direct. Ppt

September

CLASSES REQUIRED	04
TOPIC	The Casket Test
CONCEPT & SKILLS	About shakespeare and his plays like merchant of venice, role play, expressions, old English. Reading and speaking
LEARNING OUTCOMES	About shakespeare and his works, reading, role play
INSTRUCTIONAL TOOLS & REFERENCES	Literature and dictionary
PEDAGOGY	Discussion, Random questioning, acting(role play)
ACTIVITY / ASSIGNMENT / RESEARCH	Summary of the scene
ASSESSMENT	Vocabulary, dictation
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Pppt, extracts, and intext questions



September

CLASSES REQUIRED	10
TOPIC	HEAL THE EARTH (main course)
CONCEPT & SKILLS	<p>CONCEPT</p> <p>Environmental awareness Know about an environmentalist (ArunKrishnamurthy)</p> <p>Information about an NGO (Environmentalist Foundation of India) Awareness about water pollution and preserving water bodies Proper disposal of garbage</p> <p>Compassion for other living creatures</p> <p>Use of conjunctions, sentence connectors, pronouns and adverbs Bonding with nature</p> <p>Names of various birds, trees and insects Tree-plantation drive</p> <p>Comprehension of text</p> <p>Skills</p> <p>Reading Writing Recitation Speaking</p>
LEARNING OUTCOMES	<p>harmony with the environment Become environment friendly.</p> <p>Know about an environmentalist (ArunKrishnamurthy) Information about an NGO (Environmentalist Foundation of India)</p> <p>About the poet(William Blake) Appreciation for the poem</p> <p>make students think about their environment(flora and fauna)</p> <p>Developing a bond of love with nature and its creatures</p>



	<p>New Vocabulary Poclairn Shouting up and up the scale Scrubland Verdure</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text book, Internet
PEDAGOGY	Discussion. Interaction. Random questioning. In-text questions.
ACTIVITY / ASSIGNMENT / RESEARCH	A cleanliness drive in school or outside..
ASSESSMENT	A panel discussion about how to preserve environment. Done in groups.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA Reading Dictation Activity</p> <p>SA Extracts. Word meanings.</p>

October

CLASSES REQUIRED	3
TOPIC	The Pool(Prose Literature)
CONCEPT & SKILLS	Concept -Bond of friendship, Keeping promises, develop understanding,accepting changes and enhance imagination.



	<p>Skills-Reading with purpose. Reading for comprehension. Building vocabulary using new words in speaking and writing.</p>
LEARNING OUTCOMES	<p>To enable the learners to appreciate a literary genre (prose) and writer's style of writing. Students will learn to develop fellow feeling and bond of friendship and enhance their imaginative power Specific and global comprehension of the text. To develop new vocabulary. Recalling of the memories with their friends! Reinforcement of the content read through class tasks/work sheets.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text book.
PEDAGOGY	Reading, explanation, interaction, discussion.
ACTIVITY / ASSIGNMENT / RESEARCH	R factual description about a place they have visited or about their friend.
ASSESSMENT	Textual question answers.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Reading In-text questions. Word meanings. Pencil paper Test

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October

CLASSES REQUIRED	02
TOPIC	Dialogue writing
CONCEPT & SKILLS	Enthusiasm, creativity, Writing skill, speaking skill, listening skill
LEARNING OUTCOMES	Art of conversation, Format, framing of sentences, proper sequence, Creativity Adding new vocabulary, correct punctuation,
INSTRUCTIONAL TOOLS & REFERENCES	Brainstorm words to be used like bellowed, chided, screamed etc. instead of the anemic words 'said' and 'tell' Format on dialogue writing.
PEDAGOGY	Brainstorming Interaction Discussion, explanation
ACTIVITY / ASSIGNMENT / RESEARCH	Display a sample paragraph for dialogue to groups of students and then ask them to cut it into strips and make a dialogue by pasting on chart paper inserting comic strip or bubble speech.
ASSESSMENT	Pair work- give them some situations as interaction between a parent and a teacher on PTM. Teenager –Parent, Son asking for new sports shoes and Dad refusing. Give them situations and make them write a dialogue of at



	least 10 lines. S
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Pen-Paper test.

OCTOBER

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	Work 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	Pen-Paper test.

October

CLASSES REQUIRED	10
TOPIC	IN THE NAME OF PEACE (main course)



<p>CONCEPT & SKILLS</p>	<p>CONCEPT</p> <p>War and peace</p> <p>Brief history about a great king (Ashoka)</p> <p>Consequences of war</p> <p>Religious tolerance</p> <p>Prepositions</p> <p>Know about an African environmentalist and man rights-activist (WangariMaathai)</p> <p>Destruction of biodiversity</p> <p>Reforestation</p> <p>Comprehension of text</p> <p>Skills</p> <p>Reading</p> <p>Writing</p> <p>Recitation</p> <p>Speaking</p> <p>Listening</p>
<p>LEARNING OUTCOMES</p>	<p>Message of peace,love and togetherness</p> <p>Ill consequences of war</p> <p>Religious tolerance</p> <p>Value of every form of life/living thing</p> <p>Become environment friendly.</p> <p>Know about an environmentalist (WangariMaathai)</p> <p>Consequences of deforestation</p> <p>About the singer(M>S>Sabbulakshmi)</p> <p>Appreciation for the song</p> <p>Make students aware about reforestation</p> <p>Developing a bond of love with nature and its creatures</p> <p>New Vocabulary</p> <p>Edicts</p> <p>Dhamma</p> <p>Stalking the land</p> <p>Equable conduct</p> <p>Cash crops</p>
<p>INSTRUCTIONAL TOOLS &</p>	<p>Text book, Internet</p>



REFERENCES	
PEDAGOGY	Discussion. Interaction. Random questioning. In-text questions.
ACTIVITY / ASSIGNMENT / RESEARCH	Experiment: Spend one day without using angry words or fighting with anyone at school or home
ASSESSMENT	Debate on ‘all weapons must be destroyed to save mankind’
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Speech Dictation Activity /debate Extracts. Word meanings.



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 हैं "।



जीवन की गति

जीवन एक पतंग की तरह है इसे जिस दिशा में हवा का झोंका यानि समाज ले जाएगा उसी तरफ जाएगा ।

ज़िन्दगी एक जंग है - मुकाबला करो

ज़िन्दगी एक मोड़ है - जहाँ से गुज़रना है

ज़िन्दगी एक सफर है - जिसे तय करना है

ज़िन्दगी एक मौका है - जिसे हासिल करना है

ज़िन्दगी एक मुश्किल है - जिसका सामना करना है

ज़िन्दगी एक सवाल है - जिसका जवाब देना है

ज़िन्दगी एक अनमोल मोती है - जिसकी रक्षा करनी है



ज़िन्दगी एक स्वाद है - इसका मज़ा लो

DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 MARCH

1	For the Month class Read 6 Period read in a week माह	(कक्षा - ८) मार्च कर्मवीर (कविता)
2	Concepts & skills संकल्पना और कौशल	१ .निरंतर प्रयासरत रहना २.कठिनाइयों का सामना करना ३. आगे बढ़ना ४. कविता का मूलभाव समझाना । ५. कवि के बारे में जानकारी देना । ३.कविता का लयबद्ध गान, सही उच्चारण । ७कंठस्थ करना
3	Learning Outcomes अध्ययन के परिणाम	१.आशय चिंतन २.कर्मवीरों के संदेश को जाना । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे । ४.नए शब्द बोलने तथा लिखने सीखे । ५.पर्याय शब्द, विलोम शब्दों का बोध हुआ ।
4.	Instructional Tools & References शिक्षा उपकरण और गतिविधियाँ	१.पाठ्यपुस्तक, २.सी.डी ३.शब्दकोश ४. कार्य प्रपत्र
5.	Pedagogy शिक्षण शास्त्र	१.कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना । २.कविता का सारांश समझाना ३.वार्तालाप के माध्यम से बताना कि कर्मवीर बनने के क्या करना ज़रूरी



		<p>हैं ।</p> <p>४. छात्रों के शब्द भंडार में वृद्धि करना ।</p> <p>५.वर्तनी संबंधी अशुद्धियों को दूर करना</p> <p>संकल्पपूर्ण हेतु पुनरावृत्ति</p>
6.	<p>Activity/ Assignment Project / Research</p> <p><u>कार्यकलाप</u></p>	<p>१.इस कविता से मिलती जुलती कविता कक्षा में छात्रों द्वारा सुनी जाएगी ।</p> <p>२. अभ्यास पत्र</p> <p>३.वाक्य प्रयोग</p>
7.	<p>Assessment</p> <p><u>मूल्यांकन</u></p>	<p>१. कार्य की पूर्णता</p> <p>२. भाषा की शुद्धतावाक्य , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर ।</p> <p>३.मौखिक प्रश्न/उत्तर पूछना</p> <p>४.सही उच्चारण (शब्दों का)</p> <p>५.श्रुतलेख</p> <p>६.अभ्यास - कार्य</p>
8.	<p>Formative/Summative Assessment Syllabus</p> <p><u>रचनात्मक और योगात्मक मूल्यांकन</u></p>	<p>१. सोचिए और बताइए</p> <p>२. पाठ की प्रेरणा</p> <p>३.लयपूर्ण ढंग से कविता गान ।</p> <p>४.चित्र -वर्णन।</p> <p>५.पर्यायवाची शब्द, विलोम शब्द</p> <p>६.शब्दों के अर्थ ।</p> <p>७.</p> <p>८.अति लघु ,लघु</p> <p>निबंधात्मक प्रश्नोत्तर</p>

मुहावरे
और



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION:2016 MARCH

<p>for the Month class Unit 6 Period read in a week ह</p>		<p>कबरी लोटा न्य कथा</p>
<p>Concepts & skills हल्पना और कौशल</p>		<p>छात्रों को कहानी के बारे में जानकारी देना । कहानी का भावपूर्ण ढंग से पठन करना शब्दों का शुद्ध उच्चारण तथा प्रश्नोंके सटीक उत्तर देने की योग्यता और शल का विकास करना । छात्रों के शब्द भंडार में वृद्धि करना । वर्तनी संबंधी अशुद्धियों को दूर करना ।</p>
<p>Learning Outcomes अ्ययन के परिणाम</p>		<p>मन्पूर्णद शर्मा की कहानी द्वारा बच्चों के मन में मित्रता के लिए प्यार और ष्णा का भाव आना । हास्य- व्यंग्य की समझ शब्दों का ज्ञान । चरित्र - चित्रण संधि शब्द विचार</p>
<p>Instructional ferences क्षा उपकरण और विधियाँ</p>	<p>Tools & और</p>	<p>पाठ्यपुस्तक, अतिरिक्त पठन शब्दकोश</p>



		कार्य प्रपत्र
	<p>Bloggy</p> <p>क्षण शास्त्र</p>	<p>कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों उत्तर पूछना तथा बताना ।</p> <p>सरलार्थ</p> <p>कक्षा- कार्य</p> <p>गृहकार्य</p> <p>संकल्पपूर्ण हेतु पुनरावृत्ति</p>
	<p>Activity/ Signature Project/Research</p> <p>र्यकलाप</p>	<p>पाठ से संबंधित किसी घटना को कहानी के रूप में लिखना ।</p> <p>श्रुतलेख४.पत्र लेखन५.मुहावरों का अर्थ लिखकर वाक्यों में प्रयोग</p> <p>अभ्यास - कार्य</p>
	<p>Assessment</p> <p>र्यांकन</p>	<p>सही उच्चारण ।</p> <p>नए शब्दों का ज्ञान ।</p> <p>श्रुतलेख</p> <p>मौखिक प्रश्न/उत्तर पूछना</p>
	<p>Formative/Summative Assessment Syllabus</p> <p>नात्मक और योगात्मक र्यांकन</p>	<p>कहानी का पठन करना ।</p> <p>प्रश्न-उत्तर तथा शब्द-अर्थ</p> <p>शब्दों के वाक्य बनाना।</p> <p>खाली स्थानों की पूर्ति</p> <p>पाठ से संबंधित व्याकरण</p> <p>धि , समास ६.अपठित गद्यांश</p> <p>अति लघु , लघु और निबंधात्मक प्रश्नोत्तर</p>



DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION:2016APRIL

<p>For the Month of April Period in a week माह</p>	<p>अप्रैल निश्छल भाव कविता</p>
<p>Concepts & skills संकल्पना और कौशल</p>	<p>१. नैतिक मूल्यों का विकास २. प्रस्तुतीकरण की क्षमता का विकास ३ . भक्ति -भाव से जुड़ाव ४. पाठ का मूलभाव समझाना । ५. निश्छल भाव के बारे में जानकारी देना । ३. दीप्ति गुप्ता की कविता का सही उच्चारण ।</p>
<p>Learning Outcomes अध्ययन के परिणाम</p>	<p>१.आशय चिंतन २. मित्रता और सच्ची भक्ति का समझा । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे । ४.नए शब्द बोलने तथा लिखने सीखे । ५ .प्रत्येक छात्र अपनेविचार लिखने याच्य हुआ । ६.निश्छल भाव की विशेषताओं का ज्ञान हुआ ।</p>



Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u>	<ol style="list-style-type: none">१. पाठ्यपुस्तक,२. अतिरिक्त पठन३. शब्दकोश४. कार्य प्रपत्र
Pedagogy <u>शिक्षण शास्त्र</u>	<ol style="list-style-type: none">१. कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना ।२. कविता का सारांश समझानावार्तालाप के माध्यम से बताना कि सच्ची भावनासत्य पर आधारित है और यही मनुष्य के जीवन को सही दिशा देने में सहायक सिद्ध हो सकती है।९. सार लेखन१०. संकल्पपूर्ण हेतु पुनरावृत्ति
Activity/ Assignment/ Project/ Research <u>कार्यकलाप</u>	<ol style="list-style-type: none">१. अभ्यास पत्र२. वाक्य प्रयोग३. आशय स्पष्ट४. भावार्थ लिखवाना५. कविता को याद कर के कक्षा में सुनाना ।६. विषय - वस्तु संबंधी प्रश्नोत्तर७. अर्थ ग्रहण संबंधी प्रश्नोत्तर८. परियोजना - छात्रों को निश्चल भाव और प्रकृति से सीख को आधार बनाकर चित्रों सहित कवितएँ लिखवाई गई ।
Assessment <u>मूल्यांकन</u>	<ol style="list-style-type: none">१. कार्य की पूर्णता२. भाषा की शुद्धता वाक्य , वर्तनी , उच्चारण और पाठ- पठन के आधार पर ।३. मौखिक प्रश्न/उत्तर पूछना४. सही उच्चारण (शब्दों का)५. अभ्यास - कार्य



<p>Formative/Summative Assessment Syllabus</p> <p><u>रचनात्मक और योगात्मक</u> <u>मूल्यांकन</u></p>	<p>१. कहानी का पठन करना । २. शब्द-अर्थ ३. शब्दों के वाक्य बनाना। ४. खाली स्थानों की पूर्ति ५. पाठ से संबंधित व्याकरण उपसर्ग , प्रत्यय ६. अपठित गद्यांश ४. अति लघु , लघु और निबंधात्मक प्रश्नोत्तर</p>
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DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 APRIL

	<p>For the Month of April 6 Periods in a week माह</p>	<p>अप्रैल (कहानी) सच्चा तीर्थयात्री</p>
	<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. नैतिक मूल्यों का विकास २. प्रस्तुतीकरण की क्षमता का विकास ३. भक्ति-भाव से जुड़ाव ४. पाठ का मूलभाव समझना । ५. निश्छल भाव के बारे में जानकारी देना । ३. दीप्ति गुप्ता की कविता का सही उच्चारण ।</p>



	<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p>१.आशय चिंतन २. मित्रता और सच्ची भक्ति को समझा । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे । ४.नए शब्द बोलने तथा लिखने सीखे । ५ .प्रत्येक छात्र अपनेविचार लिखने योग्य हुआ । ६.निश्छल भाव की विशेषताओं का ज्ञान हुआ ।</p>
	<p>Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u></p>	<p>१. पाठ्यपुस्तक, २. अतिरिक्त पठन ३. शब्दकोश ४. कार्य प्रपत्र</p>
	<p>Pedagogy <u>शिक्षण शास्त्र</u></p>	<p>१.कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना । २.कविता का सारांश समझाना ३. पाठ्यक्रम को पूर्ण रूप से समझाना और छात्रों के विचार परिचर्चा और संवाद के माध्यम से सुनना । ९. सार लेखन १० संकल्पपूर्ण हेतु पुनरावृत्ति</p>
	<p>Activity/ Assignment Project/Research <u>कार्यकलाप</u></p>	<p>१.अभ्यास पत्र २.वाक्य प्रयोग ३. आशय सपष्ट ४. भावार्थ ५. कविता को याद कर के कक्षा में सुनाना । ६. विषय - वस्तु संबंधी प्रश्नोत्तर ७. अर्थ ग्रहण संबंधी प्रश्नोत्तर ८. परियोजना - छात्रों को निश्छल भाव और प्रकृति से सीख को आधार बनाकर चित्रों सहित कवितएँ लिखवाई गई ।</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>कार्य की पूर्णता भाषा की शुद्धता वाक्य , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर ।</p>



		<p>३.मौखिक प्रश्न/उत्तर पूछना ४.सही उच्चारण (शब्दों का) ५.अभ्यास - कार्य</p>
	<p>Formative/Summative Assessment Syllabus</p> <p><u>रचनात्मक और योगात्मक मूल्यांकन</u></p>	<p>१.कहानी का पठन करना । २.शब्द-अर्थ ३.शब्दों के वाक्य बनाना। ४.खाली स्थानों की पूर्ति ५.पाठ से संबंधित व्याकरण उपसर्ग , प्रत्यय ६.अपठित गद्यांश ४.अति लघु , लघु और निबंधात्मक प्रश्नोत्तर</p>

DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 MAY

<p>For the Month of Period in a week माह</p>	<p>जादुई कालीन (संवाद) तिथि तवोरा</p>
<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. पठन-पाठन,चिंतनात्मक पठन,कारण,आशय,शुद्ध उच्चारण,कल्पना २. संदेश प्रतिक्रिया,विस्तृत विवरण,सही उत्तर ३. सामाजिक जागरूकता,समाज सेवा,प्रेम,समझदारी</p>



	<p>Learning Outcomes अध्ययन के परिणाम</p>	<p>१.सहृदयता २.सहानुभूति ३.तिथि तवोरा केसंवाद द्वारा बच्चों के मन में दुखियों और निर्धनों के लिए प्यार और करुणा का भाव आना । ४.जागरूकता - दुख सब के लिए समान होता है</p>
	<p>Instructional Tools & References शिक्षा उपकरण और गतिविधियाँ</p>	<p>१. शब्दकोश ,पाठ्य पुस्तक २. श्यामपट्ट तूलिका ३. कुछ चित्रों का प्रयोग -(बालश्रमिकों के प्रति हमारा क्या कर्तव्य है?)</p>
	<p>Pedagogy शिक्षण शास्त्र</p>	<p>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।“जादुई कालीन ” पाठ के 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 प्रश्न: पाठ्य पुस्तक में दिये गए प्रश्न- अति लघु उत्तर,लघु उत्तर और निबंधात्मक प्रश्न-उत्तर,सोचिए और बताइए,संबंधी प्रश्न-उत्तर बताया जाएगा।</p>
	<p>Activity/ Assignment Project/ Research कार्यकलाप</p>	<p>१.संवाद,समारोह में मंचन,लेखक परिचय २.बालश्रम इस विषयपर कक्षा चर्चा</p>
	<p>Assessment मूल्यांकन</p>	<p>१. कार्य की पूर्णता २. भाषा की शुद्धतावाक्य , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर । ३.मौखिक प्रश्न/उत्तर पूछना</p>



		४.सही उच्चारण (शब्दों का) ५.अभ्यास - कार्य
	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u> <u>मूल्यांकन</u>	१.कहानी का पठन करना । २.शब्द-अर्थ ३.शब्दों के वाक्य बनाना। ४.खाली स्थानों की पूर्ति ५.पाठ से संबंधित व्याकरण उपसर्ग , प्रत्यय ६.अपठित गद्यांश और पद्यांश ४.अति लघु , लघु और निबंधात्मक प्रश्नोत्तर

DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION:2016 MAY

For the Month of Period in a week माह	चक दे ! इंडिया दीपिका गुप्ता
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	<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१.पठन-पाठन,चिंतनात्मक पठन,कार्य कारण २.संदेश,प्रतिक्रिया,शुद्ध उच्चारण ३.चरित्र-चित्रण,सही उत्तर,उद्देश्य कथन,विस्तृत विवरण कराया जाएगा</p>
	<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p>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।</p>
	<p>Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u></p>	<p>१.शब्दकोश,पाठ्य पुस्तक २.श्यामपट्ट तूलिका ३.कुछ चित्रों का प्रयोग</p>
	<p>Pedagogy <u>शिक्षण शास्त्र</u></p>	<p>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। पाठ्य पुस्तक से प्रश्न: पाठ्य पुस्तक में दिये गए प्रश्न- अति लघु उत्तर,लघु उत्तर और निबंधात्मक प्रश्न-उत्तर,सौचिए और बताइए,संबंधी प्रश्न-उत्तर बताया जाएगा।</p>
	<p>Activity/ Assignment Project/ Research <u>कार्यकलाप</u></p>	<p>१.विनम्रता,उदारता,पश्चाताप,दयाभाव २.परियोजना निर्माण – 1.छात्र पाठ को पढ़ कर संज्ञा , सर्वनाम और विशेषण शब्द छाँटकर लिखेंगे । ३. ध्यानचंद का चित्र और जीवन परिचय ज्ञात करके छात्रों परियोजना कार्य देकर अंकित किया जाएगा ।</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>अनुच्छेद लेखन , फिल्म पर आधारित लेख लिखवाया जाएगा । संज्ञा , सर्वनाम और विशेषण शब्दों पर आधारित वाक्य रचना ।</p>



	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u>	कठिन शब्द, शुद्ध उच्चारण, सोचिए और बताइए, रिक्त स्थानों की पूर्ति, अति लघु, लघु और निबंधात्मक प्रश्नोत्तर, शब्दार्थ, शुद्ध वर्तनी, सरलार्थ

DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 JUNE



	<p>For the Month of Period 6 Period in a week माह</p>	<p>(कविता) लोहे के पेड़ हरे होंगे</p>
	<p>Concepts & skills संकल्पना और कौशल</p>	<p>१.रामधारी सिंह <u>दिनकर</u> की लिखित कविता लोहे के पेड़ हरे होंगे में प्राकृतिक सौंदर्य बोध प्रकृति प्रेम, दुखी से संवेदना २.कविता का मूलभाव समझाना ३. कवि के बारे में जानकारी देना । ४..कविता का लयबद्ध गान, सही उच्चारण । ७ कंठस्थ करना</p>
	<p>Learning Outcomes अध्ययन के परिणाम</p>	<p>१.आशय चिंतन २.प्राकृतिक सौंदर्य के संदेश को जानना । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे ।४.नए शब्द बोलने तथा लिखने सीखे ।५.पर्याय शब्द, विलोम शब्दों का बोध हुआ ।</p>
	<p>Instructional Tools & References शिक्षा उपकरण और गतिविधियाँ</p>	<p>पाठ्य पुस्तक, शब्दकोश, कविताओं का संग्रह,कविताओं के बारे में चर्चा, सामान्य ध्यान</p>
	<p>Pedagogy शिक्षण शास्त्र</p>	<p>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 । ३.यह कविता हमें उत्साह और आत्मविश्वास का महत्त्व बताती है ।</p>
	<p>Activity/ Assignment Project/Research</p>	<p>१.इस कविता से मिलती जुलती कविता कक्षा में छात्रों द्वारा सुनी जाएगी ।२. अभ्यास पत्र ३.वाक्य प्रयोग ४. रामधारी सिंह दिनकरकी कविताओं का संग्रह तैयार करवाया जाएगा</p>



	<u>कार्यकलाप</u>	
	Assessment <u>मूल्यांकन</u>	कार्य की पूर्णता २. भाषा की शुद्धता , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर ३.मौखिक प्रश्न/उत्तर पूछना ४.सही उच्चारण (शब्दों का) ५.श्रुतलेख६.अभ्यास - कार्य
	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u> <u>मूल्यांकन</u>	१.सोचिए और बताइए २. पाठ की प्रेरणा ३.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 –VIII



SESSION:2016 JUNE

	<p>For the Month class Topic 6 Period topic in a week माह</p>	<p>1. मिसाइल मैन (साक्षात्कार) डा० ए० पी० जे० अब्दुल कलाम 2. प्रदूषित हवा हर साँस में <u>पर्यावरण पर लेख</u></p>
	<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. पठन-पाठन, चिंतनात्मक पठन, कारण, आशय, शुद्ध उच्चारण, कल्पना २. संदेश प्रतिक्रिया, विस्तृत विवरण, सही उत्तर ३. सामाजिक जागरूकता, समाज सेवा, प्रेम, समझदारी</p>
	<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p><u>चिंतन पूंजी है उद्यम जरिया है और कड़ी मेहनत समाधान है ।</u> डा० अब्दुल कलाम <u>के इस कथन को समझा जो छात्रों के जीवन को एक नई दिशा देगा ।</u> गन , परिश्रम , समय का सदुपयोग , परमाणु शक्ति का सकारात्मक प्रयोग प्रकृति से प्रेम , प्रकृति को नुकसान न पहुँचाना , पेड़ लगाना</p>
	<p>Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u></p>	<p>१. अतिरिक्त पठन २. कार्य प्रपत्र ३. सामूहिक कार्य ४. शब्दकोश</p>
	<p>Pedagogy <u>शिक्षण शास्त्र</u></p>	<p>१. विचार विमर्श २. भावार्थ ३. पूर्वज्ञान प्रश्नोत्तर ४. वर्तनी की शुद्धता ५. प्रस्तुतीकरण</p>



		<p>६. पाठ पर आधारित प्रश्नोत्तर ७. कक्षा- कार्य ८. गृहकार्य ९. संकल्पपूर्ण हेतु पुनरावृत्ति</p>
	<p>Activity/ Assignment Project/Research <u>कार्यकलाप</u></p>	<p><u>पर्यावरण मेल</u> आई यह पर्यावरण की मेल , कितना अच्छा है यह खेल । पर्यावरण मेल में ये सारे , जीवन सुखमय बनाते हैं हमारे । पानी , वायु , पहाड़, पेड़ , मनुष्य भूल गया इनके मायने । निज सुख हेतु करता दुरुपयोग भूल गया इनका सदुपयोग ॥ १.इसी प्रकार छात्रों से कल्पना पर आधारित कविताएँ लिखवाई जाएँगी।२. अभ्यास पत्र ३.वाक्य प्रयोग,शब्दार्थ ४. विराम चिह्नों का प्रयोग</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>१. कार्य की पूर्णता २. भाषा की शुद्धता वाक्य ,वर्तनी ,उच्चारण और पाठ- पठन के आधार पर । ३.मौखिक प्रश्न/उत्तर पूछना ४.सही उच्चारण (शब्दों का) ५.अभ्यास - कार्य</p>
	<p>Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u></p>	<p>शुद्ध उच्चारण सोंचिए और बताइये रिक्त स्थानों की पूर्ति</p>



<u>मूल्यांकन</u>	<p>अतिलघु, लघु और निबंधात्मक प्रश्नोत्तर शब्दार्थ</p> <p>बच्चों की पाठ पढ़ने की परीक्षा ली जाएगी। बच्चों द्वारा पाठ के पात्रों का चरित्र-चित्रण लिखवाया जाएगा।</p>
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DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 AUGUST

<p>For the Month of 1st Period in a week माह</p>	<p>(कक्षा - ८) अगस्त सुभागी , जलियाँवाला बाग में बसंत</p>
<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. नैतिक मूल्यों का विकास २. प्रस्तुतीकरण की क्षमता का विकास ३. प्रेम -भाव से जुड़ाव ४. पाठ का मूलभाव समझाना । ५. जलियाँवाला बाग में बसंत के बारे में जानकारी देना । ३. श्रीमती सुभद्राकुमारी चौहान की कविता <u>जलियाँवाला बाग में बसंत</u> और मुंशी प्रेमचंद की कहानी <u>सुभागी</u> का सही उच्चारण ।</p>
<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p>१.आशय चिंतन २.लड़कियों का सम्मान करना । ३.कविता का लयबद्ध गान तथा समान तुक वाले शब्द सीखे । ४.नए शब्द बोलने तथा लिखने सीखे । ५ .प्रत्येक छात्र अपने विचार लिखने योग्य हुआ । ६.<u>जलियाँवाला बाग में बसंत</u> का ज्ञान हुआ ।</p>
<p>Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u></p>	<p>१. पाठ्यपुस्तक, २. अतिरिक्त पठन ३. शब्दकोश</p>



		४. कार्य प्रपत्र
	Pedagogy <u>शिक्षण शास्त्र</u>	१. कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना । २. कविता का सारांश समझाना वार्तालाप के माध्यम से बताना कि सच्ची भावनासत्य पर आधारित है और यही मनुष्य के जीवन को सही दिशा देने में सहायक सिद्ध हो सकती है। ९. सार लेखन १० संकल्पपूर्ण हेतु पुनरावृत्ति
	Activity/ Assignment Project/Research <u>कार्यकलाप</u>	१. अभ्यास पत्र २. वाक्य प्रयोग ३. आशय सपष्ट ४. भावार्थ लिखवाना ५. कविता को याद कर के कक्षा में सुनाना । ६. विषय - वस्तु संबंधी प्रश्नोत्तर ७. अर्थ ग्रहण संबंधी प्रश्नोत्तर परियोजना - छात्रों को जलियाँवाला बाग में बसंतको आधार बनाकर चित्रों सहित कविता लिखवाई गई ।
	Assessment <u>मूल्यांकन</u>	१. कार्य की पूर्णता २. भाषा की शुद्धतावाक्य , वर्तनी , उच्चारण और पाठ- पठन के आधार पर । ३. मौखिक प्रश्न/उत्तर पूछना ४. सही उच्चारण (शब्दों का) ५. अभ्यास - कार्य
	Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u>	१. सोचिए और बताइए २. पाठ की प्रेरणा ३. लयपूर्ण ढंग से कविता गायन



	<p><u>मूल्यांकन</u></p>	<p>४. सुभागी के आधार पर प्रश्नोत्तर ५, काव्यांश के आधार पर प्रतिपाद्य लिखिए । ६. तुकांत शब्द ७. प्रयुक्त और प्रचलित रूप । ८. काव्यांश पर आधारित प्रश्नोत्तर । ९. सुभागीको आधार बनाकर अपने विचार लिखिए ।</p>
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DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 SEPTEMBER

	<p>For the Month of September Periods in a week माह</p>	<p>(कक्षा - ८) सितंबर -समय नियोजन (निबंध) और राम वन गमन (पद्य)</p>
	<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. छात्रों को निबंध और पद्य के बारे में जानकारी देना । २. पाठ्यक्रम 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 ।</p>
	<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p>श्री समर बहादुर सिंह के निबंध द्वारा बच्चों के मन में दुखियों और निर्धनों के लिए प्यार और करुणा का भाव आना । २. भावनाओं की समझ ३. शब्दों का ज्ञान । ५. चरित्र - चित्रण ६. विचार प्रकट करने की क्षमता का विकास ७. संवाद , समय नियोजन के फायदे ८. गांधी जी और नेहरू जी के महान कार्यों से प्रेरणा प्राप्त की । ९. कष्ट सहना १०. आज्ञा का पालन करना ११. <u>राम वन गमन (पद्य)</u> से प्रेरित होकर श्रद्धा और आदर करना ।</p>
	<p>Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u></p>	<p>१.अतिरिक्त पठन २. कार्य प्रपत्र ३. सामूहिक कार्य ४. शब्दकोश</p>



	<p>Pedagogy <u>शिक्षण शास्त्र</u></p>	<p>कहानी का सही उच्चारण से वाचन तथा वार्तालाप के माध्यम से प्रश्नों के उत्तर पूछना तथा बताना । २.सरलार्थ ३. कक्षा- कार्य ४.तुलसीदास जी के पद्य का मूल भाव स्पष्ट करवाना । ५ <u>समय नियोजन (निबंध)</u> और <u>राम वन गमन(पद्य)</u> की (चर्चा) ५. सफलपूर्ण हेतु पुनरावृत्ति</p>
	<p>Activity/ Assignment Project/Research <u>कार्यकलाप</u></p>	<p>१.पाठ से संबंधित घटना का कहानी के रूप में लिखना । २. सहाद लेखन ३.अभ्यास - कार्य ४. कार्यकलाप - भी छात्रों का चार्ट पर नैतिक शिक्षा के आधार पर अच्छे बाल , मुहावरे और लक्षकियाँ लिखवाई गई ।</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>१. सही उच्चारण । २.नए शब्दों का ज्ञान । ३. ओ-बुक-टेस्ट ४.मौखिक प्रश्न/उत्तर पूछना ५.कार्य की पूर्णता ६.दुखी लोगों के प्रति हमारा क्या कर्तव्य है । अपने विचार लिखिए । ७. <u>राम वन गमन</u> यात्रा के दृश्य का वर्णन कीजिए ।</p>
	<p>Formative/Summative Assessment Syllabus <u>रचनात्मक और याज्ञात्मक</u> <u>मूल्यांकन</u></p>	<p>१.कहानी का पठन करना । २.शब्द-अर्थ ३.शब्दों के वाक्य बनाना। ४.खाली स्थानों की पूर्ति</p>



		<p>५.पाठ से संबंधित व्याकरण उपसर्ग , प्रत्यय ६.अपठित गद्यांश ४.अति लघु , लघु और निबंधात्मक प्रश्नोत्तर</p>
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DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 -OCTOBER

	<p>For the Month of October Periods in a week माह</p>	<p>(कक्षा - ८) अक्टूबर शहीद का संदेश (पत्र) कलिंग विजय (एकांकी)</p>
	<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. नैतिक मूल्यों का विकास २. प्रस्तुतीकरण की क्षमता का विकास ३. अहिंसा , त्याग और प्रेम -भाव से जुड़ाव ४. पाठ का मूलभाव समझाना । ५. स्वतंत्रता के पुजारी शहीद भगत सिंहके बारे में जानकारी देना । ६. <u>जगदीश चंद्र माथुर</u> के पाठ कलिंग विजय का संदेश क्या है । ७.शहीद का संदेश पत्र के माध्यम से छात्रों को स्वदेश प्रेम , माता पिता का आदर करने की भावना को जागृत तथा सही उच्चारण शक्ति का विकास करवाना ।</p>
	<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p>१.आशय चिंतन २.देश के प्रति प्रेम की भावना । ३. नियम पूर्वक उच्चारण तथा समान तुक वाले शब्द सीखे । ४. नए शब्द बोलने तथा लिखने सीखे । ५ .प्रत्येक छात्र अपने विचार लिखने योग्य हुआ ।</p>



		<p>६. सम्राट अशोक के बारे में जानकारी प्राप्त हुई ।</p> <p>७. भगत सिंहका देश की स्वतंत्रता के लिए योगदान</p>
<p>Instructional Tools & References</p> <p><u>शिक्षा उपकरण और गतिविधियाँ</u></p>		<p>१. पाठ्यपुस्तक,</p> <p>२. अतिरिक्त पठन</p> <p>३. शब्दकोश</p> <p>४. कार्य प्रपत्र</p>
<p>Pedagogy</p> <p><u>शिक्षण शास्त्र</u></p>		<p>१. विचार विमर्श</p> <p>२. भावार्थ , 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।</p> <p>३. पूर्वज्ञान प्रश्नोत्तर</p> <p>४. वर्तनी की शुद्धता</p> <p>५. प्रस्तुतीकरण</p> <p>६. पाठ पर आधारित प्रश्नोत्तर</p> <p>७. कक्षा- कार्य</p> <p>८. गृहकार्य</p> <p>९. संकल्पपूर्ण हेतु पुनरावृत्ति</p>
<p>Activity/ Assignment Project/Research</p> <p><u>कार्यकलाप</u></p>		<p>१. अभ्यास पत्र</p> <p>२. वाक्य प्रयोग</p> <p>३. आशय स्पष्ट</p> <p>४. भावार्थ लिखवाना</p> <p>५. कविता को याद कर के कक्षा में सुनाना ।</p> <p>६. विषय - वस्तु संबंधी प्रश्नोत्तर</p> <p>७. अर्थ ग्रहण संबंधी प्रश्नोत्तर</p> <p>८. एकांकी मंचन , पत्र लेखन , भगत सिंह की जीवनी (कक्षा चर्चा)</p>



	<p>Assessment मूल्यांकन</p>	<p>१. कार्य की पूर्णता २. भाषा की शुद्धता वाक्य , वर्तनी ,उच्चारण और पाठ- पठन के आधार पर । ३.मौखिक प्रश्न/उत्तर पूछना ४.सही उच्चारण ५.अभ्यास - कार्य काल , विशेषण , विराम चिह्न</p>
	<p>Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक</u> मूल्यांकन</p>	<p>१. सोचिए और बताइए २. पाठ की प्रेरणा ३. संकेत गद्यांश पर आधारित प्रश्नोत्तर ४. पाठों के आधार पर प्रश्नोत्तर ५, पंक्तियों के आधार पर प्रतिपाद्य लिखिए । ६. तुकांत शब्द ७.प्रयुक्त और प्रचलित रूप । पत्र के प्रारूप ९.भगत सिंह और सम्राट अशोक को आधार बनाकर अपने विचार लिखिए ।</p>

DETAILED PLANNING OF HINDI (MAIN) FOR CLASS –VIII

SESSION: 2016 NOVEMBER

	<p>For the Month of Nov 6 Periods in a week माह</p>	<p>(कक्षा - ८) नवम्बर <u>सत्साहसी (लेख) मन भावन सावन (कविता)</u></p>
	<p>Concepts & skills <u>संकल्पना और कौशल</u></p>	<p>१. छात्रों को लेख और कविता के बारे में जानकारी देना । २. पाठ्यक्रम का भावपूर्ण ढंग से पठन करना ३..शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की योग्यता और कौशल का विकास करना ।</p>



		<p>४. छात्रों के शब्द भंडार में वृद्धि करना ।</p> <p>५. वर्तनी संबंधी अशुद्धियों को दूर करना ।</p>
	<p>Learning Outcomes <u>अध्ययन के परिणाम</u></p>	<p>१. गणेश शंकर विद्यार्थी के लेख द्वारा बच्चों के मन परोपकार , निःस्वार्थ , कर्तव्यशील और साहसी बनने की प्रेना को जगाना ।</p> <p>२. भावनाओं की समझ</p> <p>३. शब्दों का ज्ञान ।</p> <p>५. चरित्र - चित्रण</p> <p>६. विचार प्रकट करने की क्षमता का विकास</p> <p>७. संवाद ,</p> <p>८. सुमित्रानंदन पंत की कविता के माध्यम से प्रकृति से प्रेम , सौंदर्य बोध और सुखद आनंद की अनुभूति होना</p> <p>९. कष्ट सहना</p> <p>१०. आज्ञा का पालन करना</p>
	<p>Instructional Tools & References <u>शिक्षा उपकरण और गतिविधियाँ</u></p>	<p>१. अतिरिक्त पठन</p> <p>२. कार्य प्रपत्र</p> <p>३. सामूहिक कार्य</p> <p>४. शब्दकोश</p>
	<p>Pedagogy <u>शिक्षण शास्त्र</u></p>	<p>१. कविता का लयबद्ध तथा शुद्ध उच्चारण के साथ वाचन करवाना ।</p> <p>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 ।</p> <p>३. यह कविता हमें उत्साह और आत्मविश्वास का महत्त्व बताती है ।</p> <p>४. विचार विमर्श: क्या बुराई को समाप्त करने के लिए हमें भी बुराई का</p>



		<p>रास्ता अपनाना चाहिए? इस पाठ के आधार पर बताएँगे कि बुराई को अच्छाई में कैसे परिवर्तित किया जा सकता है।</p> <p>३. पूर्व ज्ञान संबंधित कुछ और कहानियाँ जिससे नैतिक शिक्षा मिलती है।</p>
	<p>Activity/ Assignment Project/Research <u>कार्यकलाप</u></p>	<p>१. पाठ से संबंधित घटना को कहानी के रूप में लिखना । २. संवाद लेखन ३. अभ्यास - कार्य ४. कार्यकलाप - सावन से संबंधित चित्रों के आधार पर कविताएँ लिखवाना ।</p>
	<p>Assessment <u>मूल्यांकन</u></p>	<p>१. सही उच्चारण । २. नए शब्दों का ज्ञान । ३. ओ-बुक-टेस्ट ४. मौखिक प्रश्न/उत्तर पूछना ५. कार्य की पूर्णता ६. सत्साहसी व्यक्ति के बारे में अपने विचार लिखिए । ७. दिए गए शब्दों की सहायता से एक सुंदर कविता लिखिए (नित , सूरज , ताजगी , मुर्गा , बाँग , उगना , चिड़िया , मन , सवेरे , चहके , देता)</p>
	<p>Formative/Summative Assessment Syllabus <u>रचनात्मक और योगात्मक मूल्यांकन</u></p>	<p>१. कहानी और कविता का पठन करना । २. शब्द-अर्थ ३. शब्दों के वाक्य बनाना। ४. खाली स्थानों की पूर्ति ५. पाठ से संबंधित व्याकरण समास , वाक्य , तार , डायरी ४. अति लघु , लघु और निबंधात्मक प्रश्नोत्तर</p>



لائیکہ عمل باپت ڈری (۲۰۱۶) مضمون - کاشتر - جمائو - اوٹھم

مارچ تہ اپریل رتھ
تصویر تہ تدریس تہ مندی

- ۱- دُعا ۲- حضرت عمرؓ ۳- کتھہ ہاتھ کرے کو آداب ۴- نیکی
- ۱- شُرہن وڈ زان زلظم کیاہ گپہ۔ شُرہن زلظم لے سان پرنا وڈ ۲۔ شُرہن سبھا وڈ ز خلیفہ کیاہ گو۔ خلیفہ راشدین ہن زان وڈ -
- ۳- شُرہن کتھہ ہاتھ کرے کو آداب تہ سبھا وڈ - ۴- شُرہن وڈن ز نیکی کرے کو کیاہ فایدہ چھہ تہ کتا تیاہ اواب چھہ۔
- ۱- شُرہن آو سبھ زلظم کیاہ گپہ تہ دُعا لظم یکین و بھنا وڈ - ۳- شُرہن سبھ ز اسلامی نظام کیاہ چھہ تہ خلیفہ کیاہ گو۔
- ۳- شُرہن آو سبھ ز کتھہ ہاتھ کرے کو ز آداب کیاہ چھہ - ۴- شُرہن کرن نیک کامہ کرے کو شش تہ پن نیک۔

تدریس نتائج

۱- درسی کتاب ۲- بورڈ ۳- مارکر ۴- چاٹ

لیکچر پرنڈر ساز و سامان

۱- لظم لے سان پرنا وڈ ۲- مشکل الفاظن ہنڈر معنی سبھا وڈ - ۳- مکالمہ آری -

طرز تدریس

۱- شُرہن قافیہ تہ ردیف پرناون ۲- حضرت عمرؓ سنز زان - شُرہن پڑھن مشکل الفاظن ہنڈر معنی۔

سرگرمی - اظہار وجوہ منصوبہ تفتیش

۱- شُرہن ہا ونا وڈ مشکل الفاظن ہنڈر چاٹ - ۲- حضرت عمرؓ عنوانس ہنڈر لیکچر موصو مضمون ۳- لظم دُعا بو زنا وڈ زانی - ۴- توہہ گس نیکی چھہ کران -

تہنچس

۱- الفاظ معنی سبتن ہنڈر ۲- سوالنامہ ۳- عملی کام ۴- سرگرمین ہنڈر تہنچس۔

ترتیب وار تہنچس



لائحه عمل باہت ڈری (۲۰۱۶) مضمون - کاٹھر - جہاڑ - اوٹھم

سے تہ جون رتھ

۱۔ ریل ۲۔ ٹیلی ویژن ۳۔ ویرناگ ۴۔ گلبن ہندو فایڈ

تصور تہ تدریسی ہنرمندی

۱۔ ٹرین وڈی زان ریل گاڈ تعلق - ۲۔ ٹرین ٹیلی ویژنک فایڈ تہ نو قضان وڈی - ۳۔ ویرناگ جھ و تھ ہندو آگر ٹرین پھ کپرتا زن۔

۴۔ گلبن ہندو فایڈ وڈی - کورڈنگ نو قضان وڈی وڈی -

تدریسی نتائج

۱۔ ٹرین آو سچھ ز ریل گاڈ اہم چھ - ۲۔ ٹرین یہ سچھ ز ٹیلی ویژنک نو قضان تہ فایڈ کیا چھ۔

۳۔ ٹرین آو سچھ ز ویرناگ کتھ پٹا جھ و تھ ہندو آگر - ۴۔ ٹرین کرن گلبن ر اچھ تہ راوٹھ۔

لیکچر ہندو ساز و سامان

۱۔ درسی کتاب ۲۔ بورڈ ۳۔ مارکر ۴۔ چاٹ

طرز تدریس

۱۔ سبق بناد خوانی سان پرتا وڈی ۲۔ مشکل الفاظن ہندو معنی سمجھا وڈی - ۳۔ مکالمہ آرایہ۔

سرگرمی - اظہار وجوہ منصوبہ تفتیش

۱۔ ٹرین ان بوشہ نیلہ نیلہ قن پوشہ عنوانس پٹھ مضمون لکھنا وڈی ۲۔ ریل، ویرناگ تہ ٹیلی ویژن عنوان پٹھ پانٹھ پانٹھ جملہ۔ ٹرین ہڈ ٹھن مشکل

الفاظن ہندو معنی۔

۱۔ ٹرین بنا وڈی مشکل الفاظن ہندو چاٹ - ۲۔ مضمون نویسی - ۳۔ سوالن ہندو جواب۔

تفتیش

۱۔ ٹیلی ویژن، ریل، ویرناگ تہ گلبن ہندو فایڈ عنوان پٹھ موخر مضمون۔

ترتیب وار تفتیش



لائسہ عمل باہت ڈری (۲۰۱۶) مضمون - کائثر جہاڑ - اوٹھم

- ۱- وطنک ترانہ ۲- ہلمہ ژارک سبق ۳- رفاقت ۴- للتاد
- ۱- ٹرہن وڈی زان وطن پرستی ہنزہ ۲- ٹری سمٹ سجھاوڈی ۳- ٹرہن ہنزاکھ اکس اکار بکار بنگت جذبہ پاد کرن
- ۴- شخصی نظام تیہ جمہوری نظام سجھاوڈی - بادشاہ للتادس متعلق زان وڈی -
- ۱- ٹرہن آوٹھجہ ز حب الوطنی کیاہ گیہ ۲- ٹری کرن پانہ وانی سمٹ -
- ۳- ٹرہن آوٹھجہ ز اسمیر اکھ اکس رفاقت کرنی ۴- ٹرہن آییہ حکومت کرنکی واریاہ طریقہ سجھ - بادشاہ للتادس متعلق کچھ زان -
- ۱- درسی کتاب ۲- بورڈ ۳- مارکر ۴- چاٹ
- ۱- سبق بلند خوانی سان پرنا وڈی ۲- مشکل الفاظ ہندی معنی سجھاوڈی ۳- مکالمہ آرابی ۴- نظم لے سان پر نیہ -
- ۱- ٹری للتادت عنوانس پیٹھ مضمون لیکھنا وڈی ۲- ٹری نظم ہنزہ و ہوزے کرنا وڈی ۳- ٹرہن ہنزہ ٹھن مشکل الفاظ ہندی معنی ۴- پر ہاسپورک سأل -
- ۱- ٹری بوزنا وڈی نظم وطنک ترانہ زبانی ۲- مضمون نویسی ۳- سوالن ہندی جواب -
- ۱- للتادت عنوانس پیٹھ مضمون ۲- سوالنامہ ۳- عملی کام ۴- الفاظ معنیں

اگست تیہ ستمبر ریٹھ
تصویر تیہ تدریسی ہنز مندی

تدریسی نتائج

لیچھ پریہندی ساز و سامان

طرز تدریس

سرگرمی - اظہار وجوہ منصوبہ تفتیش

تفتیش

ترتیب وار تفتیش



لائسنج عمل باہت ڈری (۲۰۱۶) مضمون - کاشتر - ہماژ - اوٹھم

- ۱- چاچانہرو ۲- چاٹھ ۳- رسم الخط ۴- گرامر
- ۱- شرن دڈ زان جواہرلال نہرو شرن - ۲- چاٹھ کیاہ گوو - شرن منز چھاٹھ وٹنگ مقابلہ -
- ۳- آواز تہ آواز نشاٹن ہند دو ہراو - ۴- کراوت تہ امکو قسم سمجھاوڈی -
- ۱- شرن بخر فکریز چاچانہرو گس اوس ۲- شرن بیہ سمجھ ز چاٹھ کیاہ گوو -
- ۳- شرن گوہن کاشتر لیکھٹس منز غلطی دور - ۴- شری گوہن چاٹھ بوڑتھ سبھاہ خوش - ۵- شری ہیکن کراوت جان پاٹھو جھلس منز کراوت وارتا وٹھ -
- ۱- درسی کتاب ۲- بورڈ ۳- مارکر ۴- چاٹ
- ۱- سبق بلند خوانی سان پرناوڈی ۲- مشکل الفاظن ہندو معنی سمجھاوڈی - ۳- مکالمہ آرابی -
- ۱- شری چاچانہرو عنوانس پٹھ مضمون لیکھناوڈی ۲- چاٹھ وٹنگ مقابلہ کرن - ۳- شری مشکل الفاظ لیکھناوڈی - شری واریاہ کراوڈی لیکھناوڈی -
- ۱- مضمون نویسی - ۲- سوالن ہندو جواب - ۳- چاٹھ لیکھناوڈی - ۴- کراوتہن ہندو قسم پرناوڈی -
- ۱- چاچانہروں پٹھ موخصر مضمون - ۲- چاٹھ لیکھن - ۳- رسم الخط کروٹھیک -

اکتوبر تہ نومبر رتھ

تصویر تہ تدریسی ہنرمندی

تدریسی نتائج

لیکھ پور ہندو ساز و سامان

طرز تدریس

سرگرمی - اظہار وجوہ منصوبہ تفتیش

تشخیص

ترتیب وار تشخیص

CLASS–8th

CLASSES REQUIRED	Area of polygons : 12
TOPIC	Area of polygons
CONCEPT & SKILLS	The learner will be able to recall the perimeter and area of triangle ,parallelogram ,square, rectangle , rhombus To determine area of trapezium , irregular rectilinear figure and area of polygon
LEARNING OUTCOMES	Students will understand the concept of area Find the area of regular polygons such as quadrilateral , trapezium , parallelogram, rhombus Find the area of regular and irregular polygons by dividing them into regular polygons
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 -8th ~ November, 2015

CLASSES REQUIRED	18
TOPIC	Commercial Mathematics
CONCEPT & SKILLS	<ul style="list-style-type: none"> To understand the meaning and concept of direct and inverse variation. To identify whether a given situation is of direct variation or inverse variation. To convert ratio into percentage and vice-versa. To calculate increase or decrease in certain quantity in terms of percentage.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Students will be able to categorise real life situations into direct variation or inverse variation and then solve them accordingly. Students will be able to solve problems involving percentage change. Students will be able to solve problems involving profit and loss in day to day life. Students will be able to calculate discounts.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Text book . Online links for practise and concept reinforcement. Individual activity and practice questions.
PEDAGOGY	<ul style="list-style-type: none"> Lecture method. Discussion. Creating different examples of day to day life. Peer learning.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> Class assignments based on questions from the text book. Group activity for direct and inverse variation.
ASSESSMENT	<ul style="list-style-type: none"> Written assignment Individual activity Worksheet. MCQ.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Question based on Textbook; Revision Exercise.

CLASS -8th ~ October, 2016

CLASSES REQUIRED	Probability : 10:
TOPIC	Probability ;
CONCEPT & SKILLS	To understand the random experiment, event, outcome, sample space. To determine the probability of an event, favourable outcomes, calculate the probability for simple events.
LEARNING OUTCOMES	Students will be able to understand the concept of probability. Find the sample space, favourable outcomes, probability of an event. To distinguish between an event and an outcome for an experiment.
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book for the topics. ii) Online links for practise and concept reinforcement. ii) Individual activity and practice questions.
PEDAGOGY	Lecture, discussion, making examples of day to day life, dice, coins, coloured balls and bags.
ACTIVITY / ASSIGNMENT / RESEARCH	Assignments based on questions, revision exercise, group activity, individual activity and worksheets.
ASSESSMENT	Worksheets, individual activity, group activity.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Questions based on text book ; Revision Exercise.

CLASS -8th ~ October, 2016

CLASSES REQUIRED	Introduction to Graphs : 15:
TOPIC	Introduction to Graphs ;
CONCEPT & SKILLS	To understand number plane, Cartesian plane, locating a point in a Cartesian plane, to draw linear graph, simple interest-time graph. To understand area-side graph of a square.
LEARNING OUTCOMES	Students will be able to understand the graphs, learn about Cartesian plane, quadrants, ordered pairs, sign conversion in quadrants and plot points. The students will understand to interpret the graphs, construct linear graphs and apply linear graphs to solve day to day life problems.
INSTRUCTIONAL TOOLS & REFERENCES	i) Text book for the topics. ii) Graph paper. ii) Individual activity and practice questions.
PEDAGOGY	Lecture, discussion, creating different examples of day to day life for making different types of graphs. There should be a large model graph.
ACTIVITY / ASSIGNMENT / RESEARCH	Assignments based on questions, revision exercise, group activity, individual activity and worksheets.
ASSESSMENT	Worksheets, individual activity, group activity.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Questions based on text book; Revision Exercise.



CLASS – 8th

CLASSES REQUIRED	Linear equation : 16
TOPIC	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-8th

CLASSES REQUIRED	15
TOPIC	Simple interest and compound interest.
CONCEPT & SKILLS	<ul style="list-style-type: none"> To calculate simple and compound interest . To calculate compound interest quarterly, half-yearly and yearly. To calculate growth and depreciation. To calculate compound interest for different interest rates.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Students will be able to apply the concept of simple interest, compound interest in their day to day life. Student will be able to differentiate simple interest and compound interest. Students will be able to find the future value of the given amount.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Textbook , practice questions ,individual activity . Online link for concept reinforcement.
PEDAGOGY	<ul style="list-style-type: none"> Lecture method Demonstration method Creating different Examples of day to day life.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> Class assignment based on question Revision exercise Individual and group activities
ASSESSMENT	<ul style="list-style-type: none"> Worksheets. Individual activity Group activity
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Question based on text book , revision exercise

CLASS – 8th

CLASSES REQUIRED	Volume and surface area: 22
TOPIC	Volume and surface area
CONCEPT & SKILLS	To identify curved surface area and total surface area of solids To calculate surface area and volume of solids, cuboids ,cylinders etc
LEARNING OUTCOMES	Students will learn the difference between surface area and volume of solids Differentiate between volume and capacity Solve problems from everyday life situations
INSTRUCTIONAL TOOLS & REFERENCES	Textbook , practice questions , models of geometrical figures
PEDAGOGY	Lecture method , demonstration of geometrical figures , 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 – VIII

CLASSES REQUIRED	5
TOPIC	Modern period in India/Colonial rule in India
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Beginning of the modern period in India . • Developments in the world • Sources of the modern world. • About the arrival of European trading company . • Colonialism. • About the rise of British dominance in India.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the beginning of the modern period in India world. • About various events like the Renaissance and the Industrial revolution that changed the world. • About the historical sources of the modern period. • About the rivalries and battles among the trading companies. • About how British conquered India through different policy-subsidiary alliance and doctrine of lapse .
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. How many periods history has been divided. Q2. What do you know about medieval period. Q3. Do you think medieval period in India was Muslim period Q4. Do you know about Raja-Ram-Mohan-Roy.</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 sources of modern period in India.



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"> • Modern period in Indian history (FA -1)

March

CLASSES REQUIRED	6
TOPIC	Our Resources
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Our resources. • Natural ,human and human made resource. • Sustainable development.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • About the resources • About the types of resources. • About the importance of sustainable development.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Giving reference of our surroundings.
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 Q; Give an example to show that the importance and use of a resource changes with time.</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>
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion •
ASSESSMENT	<ul style="list-style-type: none"> • PPT. • •
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Our resource(FA-1)



March

CLASSES REQUIRED	6
TOPIC	Indian constitution/Vision of Indian constitution.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the need for laws to govern a nation. • About the role of the constitution and the rule of law and dissent. • About the vision of Indian constitution. • About translating the objectives of the constitution into reality.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The Indian constitution. • The mass movement in both the colonial and independent India. • About the legitimacy of law • About the making of constitution of India. • About the aims and objectives of constitution.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Textbook. • Making of the rules of class.
PEDAGOGY	Slides and videos on the said topic. Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write about the importance of constitution in your own words.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Indian constitution(FA-1)



CLASS – VIII March

CLASSES REQUIRED	5
TOPIC	Colonial administration.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the colonial administration . • How the British excluded the Indians from higher posts in the civil service. • Sources of the modern world.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the administrative structure of colonial India. • About various acts and charters passed by the British. • About the organisation of civil service, judiciary, army and police.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • 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. Who were first foreign company to land in India. Q2. Who was vascode gama. Q3. Do you think trade was the weapon used by the foreigners in India Q4. Do you know about subsidiary alliance.</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 .



	<ul style="list-style-type: none"> • 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 institutions of British- India .
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"> • Colonial administration (FA -1)
CLASSES REQUIRED	6 APRIL
TOPIC	Rural life and society.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About rural life. • Impact of colonial agrarian policy.. • Role of panchayat in village.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • About the new land revenue settlements • About how commercialisation of agriculture impoverished the Indian peasantry. • About peasant rebellion in different parts of India
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Reference.
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 Q; Colonial agrarian policy brought about a complete change in the nature and character of rural life in India. Elaborate.</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>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion •
ASSESSMENT	<ul style="list-style-type: none"> • PPT. • •
SYLLABUS FOR FORMATIVE &	Rural life and society(FA-2)



SUMMATIVE ASSESSMENT	
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CLASSES REQUIRED	6 APRIL
TOPIC	Fundamental rights and duties/Directive principles of state policy
CONCEPT & SKILLS	<ul style="list-style-type: none">• About human rights, fundamental rights and fundamental duties.• About the role of the constitution in preserving the rights of a citizen.• About directive principles.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• About the concept of human rights , fundamental rights and duties .• About the extent to which fundamental rights have been translated into reality.• About the directive principle of state policy.• How directive principle act as guiding principles for the government.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Textbook.• Example of day today human rights exploitation.
PEDAGOGY	Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write about duties towards your school. Besides students will be asked to write about: Are there are any directive principles for schools as well .
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion• PPT



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Fundamental rights and duties(FA-2)
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CLASSES REQUIRED	6 APRIL
TOPIC	Land and soil resources
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the land resource and land use in India. • About the importance of land. • About the soil formation.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the land resources and land use in India. • About the soil profile and soil formation. • About the types of soil. • About the soil erosion and conservation.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Textbook. • A visit to our school premise.
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 Q If there will remain no soil how will be possible for humans to live. In text Questions: Certain textual question will be discussed with the students related to the topics. Discussion:</p>



	Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views.
ACTIVITY / ASSIGNMENT / RESEARCH	Visit a nearby farm and find out the different soil conservation techniques used there.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion • PPT
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Land and soil resources(FA-2)

CLASSES REQUIRED	6 MAY
TOPIC	Crafts and industries/Revolt of 1857
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Crafts and industries in India before British rule. • How colonialism led to ruin of handicraft industry. • Causes for the revolt of 1857 • Outcomes of the revolt..
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • About the process of deindustrialisation. • About the growth of modern industries in India.. • About the reasons of the revolt of 1857. • About the spread ,limitations and failure of the revolt.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Reference book.



PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q; Many historians have called the revolt of 1857 the first war of independence. Do you agree ? give reasons for your answer 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.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion •
ASSESSMENT	<ul style="list-style-type: none"> • PPT.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Revolt of 1857(SA-1)

CLASSES REQUIRED	6 MAY
TOPIC	Parliamentary government.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Forms of government.. • About the federal form of government.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • About the federal form of government. • About the basic features ,functions and powers of the two houses of parliament. • About the law making.
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.



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 Q; India being a land of diversity ,federal form of government is indeed best suited for.Do you agree. 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.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	Name a few Rajya sabha members who are well known in their fields .collect more information about them and make a presentation in class.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Parliamentary government(SA-1)

CLASSES REQUIRED	6 MAY
TOPIC	Water resources/ Natural vegetation and wild life
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About water resource and distribution of water. • About the natural vegetation and wildlife of India .
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the significance and distribution of water. • About the problems of water scarcity. • About how to improve the quality of water and conserve it.



	<ul style="list-style-type: none"> • About the forests and grasslands. • About the desert and tundra vegetation. • About the conservation of forests and wildlife.
INSTRUCTIONAL TOOLS & REFERENCES	Textbook. A visit to Dachigam national park. Videos
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 Q why does the depth of water table vary from place to place and season to season. 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.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	Find the names of some endangered species of wild life in India and in other countries.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Water resource(SA-1)

CLASSES REQUIRED	05	JUNE
TOPIC	Mineral and Power Resources.	



CONCEPT & SKILLS	1.Mineral Resources. 2.Types of Minerals. 3.Distribution of Mineral Resources. 4.Conservation of Minerals. 5.Conventional and Non-Conventional sources of Power.
LEARNING OUTCOMES	After the end of the chapter students will be able to learn about: Minerals its types, distribution and how it is mined. Mineral resources of India. The Conservation of minerals.
INSTRUCTIONAL TOOLS & REFERENCES	Map of India showing world mineral and power resources and distribution of power resources in India. Text-book
PEDAGOGY	Discussion: Teacher may ask the following questions to bring students into discussion: 1.What are minerals? 2.From where are minerals obtained? 3.What is a mineral ore? Random Questioning: Teacher will ask some Random questioning to students in order to check their knowledge like: Q1.What are fossil fuels? Q2.What are quarries? Q3.What is hydroelectricity? Brain Storming: HOT'S(High order thinking questions) will be given to students to call out their ideas like: *Nuclear power is the energy for the future. Justify. *Identify some of the qualities you think made Ashoka a great emperor? In-text Questions: Certain in-text Questions will be discussed with students after the end of the chapter.
ACTIVITY / ASSIGNMENT / RESEARCH	Class Assignment: What are the various ways in which you would save electricity at home and at school.
ASSESSMENT	1.PPT 2.Individual Activity 3.Group Activity
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Mineral and Power Resources.



CLASSES REQUIRED	05	JUNE
TOPIC	The Union Executive.	
CONCEPT & SKILLS	1.The President, Qualifications of the President. 2.Powers of President. 3.Vice-President and his Qualifications. 4.Prime Minister and his functions. 5.Council of Ministers. 6.Civil Service.	
LEARNING OUTCOMES	After the end of the chapter students will be able to learn about: The appointment, powers and role of the president. The Prime Minister and the council of ministers. The structure and functions of the Indian Civil Service.	
INSTRUCTIONAL TOOLS & REFERENCES	Text-book	
PEDAGOGY	<p>Discussion:Teacher may ask the following questions to bring students into discussion:</p> <ol style="list-style-type: none"> 1.Who is the president of India and how is he/she elected? 2.What is an Electoral College? 3.What is Impeachment? <p>Random Questioning:Teacher will ask some Random questioning to students in order to check their knowledge like:</p> <p>Q1.To become the president of India a person must be qualified to be a member of which House?</p> <p>Q2. To become the Prime Minister of India a person must be qualified to be a member of which House</p> <p>Q3.What does UPSC stand for?</p> <p>Brain Storming:HOT’S(High order thinking questions) will be given to students to call out their ideas like:</p> <p>*Do you believe that the President of India is merely a figurehead while the real power resides in the Prime Minister and Council of Ministers?</p> <p>In-text Questions:Certain in-text Questions will be discussed with students after the end of the chapter.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	Class Assignment: Why did the Constitution of India give emergency powers to the president?	
ASSESSMENT	1.PPT 2.Individual Activity 3.Group Activity	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	The Union Executive.	



CLASS -VIII

CLASSES REQUIRED	6 AUGUST
TOPIC	Education and British Rule
CONCEPT & SKILLS	<ul style="list-style-type: none">• Indigenous Education and introduction of western education.• Limitations of British Policies.• Growth of National Education.
LEARNING OUTCOMES	Students will be able to learn: <ul style="list-style-type: none">• About the indigenous systems of education.• About the British policies of Education in India.• About the role of enlightened Indians in spreading western scientific education.• About the growth of national educational Institutions in India.
INSTRUCTIONAL TOOLS & REFERENCES	Text Books Maps
PEDAGOGY	Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge. 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. Brain storm: students will be given a topic to call out their ideas as: Anglicist and Orientalist debate.
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• PPT• Individual work-M.CQ/Project/Assignment



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Education and British Rule
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CLASS – VIII

CLASSES REQUIRED	5	AUGUST
TOPIC	Socio-religious Reforms.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> India in the 19th century-condition of women. Socio-religious reformers in like Raja Rammohan roy, Ishwar Chandra Vidya Sagar in West Bengal, Prarthana Samaj, Jyotiba Phule, Swami Dyanand, Sir syed Ahmad Khan etc About the role of women social reformers. 	
LEARNING OUTCOMES	<p>Students will learn:</p> <ul style="list-style-type: none"> about the social and religious evils prevalent in the nineteenth century in Indian society. about the contribution educated social and religious reformers of India and British administrators in eradicating social evils. about the role of women social reformers. 	
INSTRUCTIONAL TOOLS & REFERENCES	Book. Maps	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What is social change? Q2. What social evils were prevailing during nineteenth century in India? Q3. What kind of discrimination does women face in past. Q4. Do you know about Raja-Ram-Mohan Roy?</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, Comparing the position of women in the colonial period and independent India, Would you agree that the nineteenth century social reformers were successful in improving the condition of women? <p>Concept Mapping: Tabular form of assignment will be given. Brain storm: students will be given a topic to call out their ideas as: Why did the social reformers mainly focus on the women’s question?</p>	



	Did British show any support to eradicate social evils?
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on challenging the caste system will be given. • Prepare a report on the social evils prevailing in the Indian society today.
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment • PPT • Individual work-M.CQ/Project/Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE	<ul style="list-style-type: none"> • Socio –religious Reforms(FA-4)

CLASS -VIII

CLASSES REQUIRED	5	AUGUST
TOPIC	Challenging the caste system.	



CONCEPT & SKILLS	<ul style="list-style-type: none"> • Struggle against caste system. • Reform Movements • Reform movement in Maharashtra • Role of the British
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Students will be able to learn: <ul style="list-style-type: none"> ➤ About the struggle against the caste system. ➤ About the caste movements. ➤ How the British tried to encourage caste divisions.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book Slides Charts
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge.</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. Students will be divided in to different groups and each group will be given few subtopics to prepare. Each group will present their topics in the class and will be questioned by the other group.</p> <p>Brain storm: students will be given a topic to call out their ideas as: The caste system still exists in India. What can you as a citizen of India do to change the situation.</p>
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • PPT Individual work-M.CQ/Project/Assignment
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on agriculture and major crops will be given.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Challenging the caste system.
CLASSES REQUIRED	8 AUGUST
TOPIC	Agriculture and major crops
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Evolution of agriculture. ➤ Factors influencing agriculture ➤ Types of farming ➤ Food crops ➤ Commercial crops ➤ Fibre crops ➤ Beverage crops ➤



INSTRUCTIONAL TOOLS & REFERENCES	Text Book Map skills
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Students will be able to learn: <ul style="list-style-type: none"> ➤ About the evolution of agriculture ➤ About the factors influencing agriculture ➤ About the subsistence and commercial agriculture ➤ About the major crops.
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge. Q. What is agriculture? Q. How agriculture was evolved? Q. Why India is known as agricultural country?</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. ➤ Why commercial agriculture is important?</p> <p>Brain storm: students will be given a topic to call out their ideas as: What are the reasons that India is still practicing subsistence agriculture?</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on agriculture and major crops will be given.
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment • PPT • Individual work-M.CQ/Project/Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Agriculture and major crops

CLASSES REQUIRED	4	AUGUST
TOPIC	Agricultural development in India and USA	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Main features of agriculture in India • Problems of Indian agriculture • Agricultural reforms in India • Agricultural development in India and USA 	



LEARNING OUTCOMES	<p>Students will be able to learn:</p> <ul style="list-style-type: none"> ➤ About the main features of agriculture in India ➤ About the agricultural problems and reforms in India ➤ About the agricultural development in USA
INSTRUCTIONAL TOOLS & REFERENCES	<p>Text book slides</p>
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge. Q. What are the various problems in Indian agriculture? Q. What reforms took place in Indian agriculture? Q. What is the role of government in the agricultural development in India? 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 like <ul style="list-style-type: none"> ➤ Problems in Indian agriculture Brain storm: students will be given a topic to call out their ideas as: <ul style="list-style-type: none"> ➤ Compare a farm in India with USA. </p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment will be given on the said topic. • Prepare a project report on the farm of USA and India
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • PPT • Individual work-M.CQ/Project/Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	

CLASSES REQUIRED	9	AUGUST
TOPIC	The union executive, judiciary and role of police and courts.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the president and prime-minister. • Indian judiciary. • Role of police and courts. 	



LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• How to appoint prime-minister, president and council of ministers.• Position and powers of above mentioned portfolios.• About the supreme and high court.• About the need for independence of judiciary.• About the role of courts and police in maintaining law and order.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Text- Book•
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q1. Who is the head of government. Q2 Is there need of a president. 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.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion•
ASSESSMENT	<ul style="list-style-type: none">• Group activity(role of police and courts)•
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	The union executive (FA-4)



Sub: Social Science

CLASSES REQUIRED	12	SEPTEMBER
TOPIC	Indian National Movement, Indian National Movement- Gandhian Era.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Growth of national Consciousness. • Indian national Movement (1885-1905) • Growth of Militancy. • Constitutional Reforms. • Gandhian era- Non- violent satyagraha movement. • Govt. Of India Act,1935. • Post-1945 developments. • Independence and Partition. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The rise of nationalist feelings among Indians. • Early associations formed. • Various constitutional reforms proposed by the british government. • Mahatma Gandhi and the non-violent mass movement led by him. • How Indians attained freedom from British rule. 	
INSTRUCTIONAL TOOLS & REFERENCES	Text book. Reference. 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 Nationalism? Q2. What is imperialism? Q3. For how many years was India under the British rule? Q4. When did India get freedom? 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, What are merits and de-merits using violence as a means of protest? • Concept Mapping: Tabular form of assignment will be given. 	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Do you believe it was Gandhiji's leadership that made mass participation in nationalist movement possible? 	
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"> • Indian National Movement.
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CLASSES REQUIRED	6	SEPTEMBER
TOPIC	Social Justice and the Marginalised.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Understanding Marginalisation. • Effects of marginalisation. • Role of social reformers. • Efforts made to uplift Scheduled Castes and Scheduled Tribes. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The process of marginalisation. • The social and economic in-equalities. • The steps taken by the Indian Government to eradicate discrimination. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Reference book. • Video clippings. 	
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: Q; How far has India been able to prevent discrimination in society? 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.</p>	



ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment. • Questionnaire based on the video clips.
ASSESSMENT	<ul style="list-style-type: none"> • PPT. • Assignment • Group Discussion.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Social Justice and the Marginalised.
CLASSES REQUIRED	8 SEPTEMBER
TOPIC	Manufacturing industries.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the industrial revolution. • About the classification of industries. • .
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • Evolution of industry. • Stages of production in an industry. • About industrial regions and the major industries. • Factors influencing the industries .
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.
PEDAGOGY	Slides and videos on the said topic. Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to select product of your choice and write the different stages of its production .
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Manufacturing industries (FA-4)



CLASSES REQUIRED	6	OCTOBER
TOPIC	India After Independence.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Developments since 1947.• Planning and Industrialisation.• India's foreign Policy.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• The challenges faced by the newly independent India in 1947.• The planned economic development.• The reforms implemented by the government since independence.	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q; Can we say that India is a peace loving country? Give examples to support your answer. 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. .	
ACTIVITY / ASSIGNMENT / RESEARCH	Trace the origin of socialism, liberalisation, privatisation and globalisation. Make a report of their impact on Indian economy and society.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	India After Independence.	



CLASSES REQUIRED	5	OCTOBER
TOPIC	Economic Presence of the Government.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Tackling the Economic Problems.• Economic planning: Five Year Plans.• Industrial Development under the Five Year Plans.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• The steps taken to provide social and economic justice to all.• The policies to tackle the problems of poverty and unemployment.• The planned economic development of India.• Five Year Plans.	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q: Trace the growth of the poverty alleviation programme. Why are we not progressing inspite of it? 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.	
ACTIVITY / ASSIGNMENT / RESEARCH	Visit a nearby village and study the changes brought about in the villages after independence. Find out the percentage of unemployed youth in India.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Economic Presence of the Government.	



CLASSES REQUIRED	7	NOVEMBER
TOPIC	Natural Disasters and Disaster Management.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Difference between natural Hazard and Natural Disaster.• Categories of Natural Hazards.• Disaster and its types.• Disaster management at various levels.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• Natural hazard and natural disaster.• The categories and causes of natural hazards.• Types of disaster and their management.• The institutions involved in managing disasters.	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Textbook.	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q: Landslides are a result of both, natural factors and human practices. Justify this statement. How can we minimise the risk posed by landslides? 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.	
ACTIVITY / ASSIGNMENT / RESEARCH	Give the causes of Tsunami that occurred in 2004. Conduct a hazard hunt in your school and identify the hazards that students and the staff might have to face. Prepare a list of such hazards.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion• PPT	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Natural Disasters and Disaster Management.	



CLASSES REQUIRED	6	NOVEMBER
TOPIC	India After Independence.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Developments since 1947.• Planning and Industrialisation.• India's foreign Policy.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• The challenges faced by the newly independent India in 1947.• The planned economic development.• The reforms implemented by the government since independence.	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q; Can we say that India is a peace loving country? Give examples to support your answer. 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.	
ACTIVITY / ASSIGNMENT / RESEARCH	Trace the origin of socialism, liberalisation, privatisation and globalisation. Make a report of their impact on Indian economy and society.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	India After Independence.	



CLASSES REQUIRED	5	NOVEMBER
TOPIC	Economic Presence of the Government.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Tackling the Economic Problems.• Economic planning: Five Year Plans.• Industrial Development under the Five Year Plans.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• The steps taken to provide social and economic justice to all.• The policies to tackle the problems of poverty and unemployment.• The planned economic development of India.• Five Year Plans.	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q: Trace the growth of the poverty alleviation programme. Why are we not progressing inspite of it? 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.	
ACTIVITY / ASSIGNMENT / RESEARCH	Visit a nearby village and study the changes brought about in the villages after independence. Find out the percentage of unemployed youth in India.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Economic Presence of the Government.	

CLASS – VIII

 CYCLE – 2nd

CLASSES REQUIRED	10
TOPIC	Crop Production & Management
CONCEPT & SKILLS	Agricultural Practices, Basic Practices of crop production, Agriculture implements, Adding manures & fertilizers, Irrigation, Harvesting, Storage, Protection from weeds, Food for animals Organizational skill, Acquisitive skill, Communicative Skill
LEARNING OUTCOMES	Types of crops, Agricultural practices, ploughing, tools used for ploughing, Cultivator driven by a tractor, Traditional method of sowing, Usage of seed drill, Growing seedlings with manure & fertilizer, Advantages of fertilizer, Role of rhizobium in nitrogen fixation, Sources of irrigation, Traditional & modern methods of irrigation, Tools used in harvesting, Combine & winnowing machines, Harvest festivals, Storage of food grains, Animal Husbandry
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Charts, Agricultural tools Videos related to certain topics
PEDAGOGY	Discussion, Explanation Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Growing seedlings with manure & fertilizer
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII

 CYCLE – 2nd

CLASSES REQUIRED	10
TOPIC	Light
CONCEPT & SKILLS	Reflection & its types, Laws of reflection, Formation of images in the plane mirror, Multiple images, Dispersion of light, The Human Eye, Persistence of vision, Care of eyes Manipulative skill, Creative skill, Organizational skill
LEARNING OUTCOMES	Reflection(Definition), Regular & Irregular reflection, Characteristics of images formed by a plane mirror, Uses of multiple reflection of light, Kaleidoscope & periscope, Dispersion & Spectrum, Structure & Working of Human Eye, Visually Challenged people, Braille System
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like (Mirror strip, torch, Prism, Model of Human eye, etc.), video lessons. 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 make a kaleidoscope to study multiple reflection
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 – VIII

 CYCLE – 2nd

CLASSES REQUIRED	8
TOPIC	Pollution of Air & Water
CONCEPT & SKILLS	Pollution, Air Pollution, Water Pollution, Potable Water Acquisition skill, Organizational skill, Creative skill
LEARNING OUTCOMES	Pollution (Definition), Sources of Air Pollution, Harmful effects of Air Pollution, Methods of Prevention & Control of Air Pollution, Causes & harmful effects of water pollution, Methods of Prevention & Control of Water Pollution, Potable water, Purification of water at home
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, Video lessons. 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"> Design a colourful poster with a catchy slogan on the need to control air pollution
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 – VIII

 CYCLE – 2nd

CLASSES REQUIRED	8
TOPIC	Some Natural Phenomenon
CONCEPT & SKILLS	Charging by rubbing, Transfer of charge, Lightning and thunder, Earthquakes Communicative skill, Organizational skill, Acquisitive skill
LEARNING OUTCOMES	Types of charges, Properties of charges, Transfer of charges, Earthing, Cause of lightning & thunder, Harmful effects of lightning, Safety measures during lightning, Causes of earthquake, Terms related to earthquakes, Effects of earthquakes, Safety measures during earth quakes
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like (Comb, Glass rod Ebonite rod, Electroscope, etc.), video lessons. 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 a charged body attracts pieces of paper towards itself To show that like charges repel each other To show that unlike charges attract each other To make a simple electroscope
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 – VIII

 CYCLE – 2nd

CLASSES REQUIRED	10
TOPIC	Stars And the Solar System
CONCEPT & SKILLS	Universe, Space, Moon, The Solar System, Stars, The Sun, Planets, Some other members of the solar system, Constellation, Artificial Satellite Acquisitive skill, Organisational skill, creative skill
LEARNING OUTCOMES	Universe & Space (definition), Phases of moon, Solar System (Structure), Planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, & Neptune), Difference between a star & a planet, Units of measuring distances in the universe, Asteroids, Comet, Meteors & Meteorites, Constellation, Satellite (definition), Uses of artificial satellites
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like (Telescope, models etc.), video lessons. 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 observe the night sky and note down the observations
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 – VIII

 CYCLE – 2nd

CLASSES REQUIRED	8
TOPIC	Friction
CONCEPT & SKILLS	Friction, Factoring affecting friction, Types of friction, Fluid friction, Friction due to air, Friction is a necessary evil.
LEARNING OUTCOMES	Friction (Definition), Causes of Friction, Static friction, Limiting friction, Sliding friction, Rolling friction, Friction due to liquids & gases, Friction due to air, Disadvantages of friction, Ways to reduce friction
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like (match box, ball bearings, spring balance, sand paper, etc.), video lessons. 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 measure the force of friction using spring balance To show that rolling reduces friction
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 – VIII
CYCLE – Ist

CLASSES REQUIRED	10
TOPIC	Microorganism :Friends and foe
CONCEPT & SKILLS	Basic concept of microorganism, Classification of microorganism, Shapes and structure of microorganism, Uses of microorganism, Microbe fermentation, Food preservation, Harmful effects of microorganism, Nitrogen cycle Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Where do microorganisms live, Diversity in microorganism, Different shapes and structures of microorganism, Useful microorganism, Diseases causing microorganisms in plants, animals, humans, Role of microorganism in nitrogen fixation. Food spoilage and techniques involved in food preservation. Pasteurization technique .
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Charts Permanent slides of microorganisms Videos related to certain topics such as Shapes of microorganisms, Nitrogen cycle, etc.
PEDAGOGY	Discussion, Explanation Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	To identify the permanent slides of microorganism.
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII

 CYCLE – 2nd

CLASSES REQUIRED	8
TOPIC	Sound
CONCEPT & SKILLS	Sound, Vibration, Musical Instruments, Sounds need a medium to travel, Terms related to sound waves, Characteristics of sound waves, Sound produced by humans, Human ear, Noise & Music, Noise pollution Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Sound(Definition), Vibratory motion, Part of musical instruments which produces sound, Sound cannot travel in vacuum, Amplitude, time period, Frequency (definition), Pitch, Loudness & timbre (definition), Structure of voice box, Structure & working of human ear, Audible & Inaudible sounds, Difference between noise & music, Noise pollution (harmful effects & reduction measures)
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like (pendulum, slinky, Pair of tongs, Model of ear, Charts, etc.), video lessons. 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"> • Visit to music room of your own school. Note the part of musical instruments & make the list of musical instruments that vibrate to produce the sound • To show that sound requires a medium to travel
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 – VIII

 CYCLE – 2nd

CLASSES REQUIRED	10
TOPIC	Reaching The Age Of Adolescence
CONCEPT & SKILLS	Adolescence, Puberty, , Secondary sexual characters, Hormones, Reproductive phase of life in humans, Determination of sex of a baby, Hormones other than sex hormones, Reproductive health Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Adolescence/Puberty (Definition), Changes at puberty and adolescence, Features that distinguish a male from a female, Menstruation Cycle, Endocrine glands(location & function), Role of hormones in completing the life history of insects and frogs, Basic conditions or requirements for keeping good health during adolescence.
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like charts, video lessons. 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"> • Make a list of changes(physical & emotional) that you observe in yourselves from class 6th to 8th
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 - VIII

 CYCLE – 1st

CLASSES REQUIRED	10
TOPIC	Cell-Structure and Function
CONCEPT & SKILLS	Parts of a cell, Cell theory, Animal and plant cells. Diagrammatic skills Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Parts of cell, Functions performed by the cell, Discovery of cell, Difference between Plant cell and animal cell, Role of cell organelles. Mounting.
INSTRUCTIONAL TOOLS & REFERENCES	All Class room instructional tools, Charts, Models. Video lessons
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion, Experimental.
ACTIVITY / ASSIGNMENT / RESEARCH	To prepare Mount of onion peel. To study different parts of microscope
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 – VIII

 CYCLE – 2nd

CLASSES REQUIRED	08
TOPIC	Force and Pressure
CONCEPT & SKILLS	Concept of force, Effects of force, Unit of force, Resultant force, Classification of force, Concept of pressure, Atmospheric pressure, Fluid pressure Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Force (definition), Various effects of force like (force cause movement in stationary body, force can stop moving body, force can change direction, speed and shape of body), Differentiate between contact and non contact force with examples,, Relationship between pressure and area, Application of atmospheric and fluid pressure, Instruments used to measure fluid and atmospheric pressure.
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, other tools like (comb, paper bits, ball bearings, drawing pins, toothpaste etc.), video lessons. 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 electrostatic force is a non-contact force To show that liquids exert pressure at same depth
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 - VIII

 CYCLE – 2nd

CLASSES REQUIRED	06
TOPIC	Chemical Effects of Current
CONCEPT & SKILLS	Conductors & Insulators, Electrical conductivity, Terms commonly used in describing chemical effects of current, Uses of electrolysis Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Conductors & Insulators (Definition), Electrical conductivity of liquids, Electrolytes, Non-Electrolytes, Electrolysis, Electrodes, Electrolytic cell, Uses of electrolysis (Extraction of metals, Manufacture of chemicals, Refining of metals, Electroplating), Uses of electroplating
INSTRUCTIONAL TOOLS & REFERENCES	Carbon rod, Copper plate, Copper wires, Copper sulphate, Battery, LED Reference: Cordova (My World Of Science) & Ratna Sagar (Living Science), Videos
PEDAGOGY	Discussion, Random Questioning, Explanatory, Concept Mapping, Reflective Discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> To find whether a given liquid is a good conductor of electricity or a poor conductor of electricity To test the conduction of electricity through various fruits & vegetables. Display your results in a tabular form Electroplating
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 – VIII
CYCLE – Ist

CLASSES REQUIRED	10
TOPIC	Reproduction in animals
CONCEPT & SKILLS	Modes of reproduction, Reproductive organs, Fertilization, Development of embryo, Viviparous and Oviparous animals, Asexual reproduction, Story of a Dolly, The Clone Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Asexual reproduction, Binary fission in amoeba, Budding in Hydra, Life cycle of Frog, Organs of male and female reproductive system, Structure of human male sperm, Role of sperm, Fertilization and Types Test tube babies, Development of Foetus in the Uterus, Cloning technique.
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Charts, Models, Specimen of life cycle of frog and silkworm Videos related to certain topics such as Reproductive system, Fertilization
PEDAGOGY	Discussion, Explanation Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Observe permanent slides of Hydra.
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII
CYCLE – 1st

CLASSES REQUIRED	8
TOPIC	Coal and petroleum
CONCEPT & SKILLS	Coal, Story of coal, useful products of coal, Petroleum, refining of petroleum, Natural gas, Limited natural resources Creative Skill, Organizational Skill, Acquisitive Skill, Communicative Skill
LEARNING OUTCOMES	Fossil fuels, types of fossil fuel, formation of fossil fuels, Characteristics of products of coal, Fractional distillation, Destructive distillation, Advantages of LPG and CNG, Calorific value of different fuels.
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Video related to certain topic such as Refining of petroleum, Coal mines etc
PEDAGOGY	Discussion, Explanation, Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Make a list of various materials used by us in daily life and classify them as natural and man-made.
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII
CYCLE – 1st

CLASSES REQUIRED	8
TOPIC	Combustion and flame
CONCEPT & SKILLS	Combustion, Combustion of a wax candle, Fuels, Flame, Combustion of fuel, Fuel and environment Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill, Communicative Skill
LEARNING OUTCOMES	Combustion, Types of Combustion, Combustible and non combustible substances, Products of combustion, Zones of Flame, Conditions necessary for combustion, Characteristic of fuel, Characteristics of ideal fuel, History of matchstick, Fuel efficiency, Harmful effect of burning fuels.
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Wax candle, Various articles of combustible and non combustible substance, Paper cups, Video related to certain topic such as how to control fire, types of combustion, Harmful effects of combustion
PEDAGOGY	Discussion, Explanation, Experimental, Demonstration Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	To make a working model of fire extinguisher. To study the different zones of candle flame
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII
CYCLE – Ist

CLASSES REQUIRED	8
TOPIC	Metals and non metals
CONCEPT & SKILLS	Matter, Classification of matter, Metals and non metals, Physical and chemical properties of metals and non metals, Uses of metals and non metals. Manipulative Skill, Creative Skill, Organizational Skill, Acquisitive Skill, Communicative Skill
LEARNING OUTCOMES	Physical properties of metals, Chemical proper toes of matter, Nature of the rusting, Reaction of sodium with water, Displacement reaction,
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Various articles made of Metals, Different chemicals, Litmus paper, Magnesium ribbon, Electric tester etc. Video lessons.
PEDAGOGY	Discussion, Explanation, Experimental, Demonstration. Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Displacement reaction. • To study the nature of solution using litmus paper.
ASSESSMENT	<ol style="list-style-type: none"> 1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ol style="list-style-type: none"> 1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII
CYCLE – Ist

CLASSES REQUIRED	8
TOPIC	Synthetic fibers and plastics
CONCEPT & SKILLS	Basic concept of fiber, Types of fibers, Synthetic fibers, Types of synthetic fibers, Plastics, Plastics and environment. Communicative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Characteristics of synthetics fiber, use of synthetic fiber, Advantages of synthetic fiber, plastic as a material of choice, Advantages of using plastic, Harmful effects of plastics.
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools, Various articles made of plastics ,thermosetting plastics and thermoplastics, Rayon and nylon Videos related to certain topics such as Types of synthetic fibers, plastics and environment.
PEDAGOGY	Discussion, Explanation Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	To study the strength of different fibres.
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment

CLASS – VIII
CYCLE – Ist

CLASSES REQUIRED	10
TOPIC	Conservation Of Plants and Animals
CONCEPT & SKILLS	Deforestation and its causes, Consequences of Deforestation, Conservation of forest and wildlife, Biosphere Reserve, Fauna and Flora, Endemic species, Wild life Sanctuary, National Park, Red book Data, Migration, Recycling of Paper, Reforestation. Communicative Skill, Creative Skill, Organizational Skill, Acquisitive Skill
LEARNING OUTCOMES	Deforestation, Causes, consequences, National park, Biosphere, Flora and fauna, Endemic Species, Endemic species of plants and animal, Difference between zoo and a wild life sanctuary, Project tiger, Ecosystem, Components Solutions of deforestation.
INSTRUCTIONAL TOOLS & REFERENCES	All class room instructional tools. Videos Lessons.
PEDAGOGY	Discussion, Explanation Random Questions Brain Storming Concept formation Concept mapping Reflective discussion
ACTIVITY / ASSIGNMENT / RESEARCH	Find out the endemic plants and animals of the region where you live. Visit to Dachigam Wild Life Sanctuary
ASSESSMENT	1. MCQ,s 2. Assignment 3. Lab work 4. Project work
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. MCQ's related to the topic, assignment, assessment of the lab work and project work will be kept for the formative assessment. 2. All the topics related to the lesson will be kept for summative assessment



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ مارچ ۲۰۱۶ء	مہینات: دوم ہمارے درجہ ہشتم
۶	مطلوبہ درس
’ضمیر کی قسمیں‘	موضوع
اردو زبان پر پورا دسترس، ضماں کا صحیح استعمال، اردو زبان کے لسانیات والے پہلو کے ورثیت، قواعد کی اہمیت زبان سیکھنے کے لئے، اسم اور ضمیر کا ایسی تعلق۔	خیال، تدریسی ہنر
صحیح بول چال تجزیہ میں بہتری، اردو گرامر کی اہمیت اردو زبان میں، لسانیاتی پہلو پر روشنی۔	تدریسی نتائج
اردو گرامر، تجزیہ مفید، ماکر۔	تدریسی آلات اور حوالہ جات
زبان میں گرامر کی اہمیت بیان کرنا، ضمیر کی تعریف اور مثالیں دینا، ضمیر کی قسمیں بورڈ پر لکھنا، اور ہر قسم کی تعریف اور مثالیں۔	طرز تدریس
ضمیر کی تعریف اور مثالیں زبانی یاد کریں، ایک چھوٹا سا نوٹ جس میں فیادہ سے فیادہ ضماں استعمال ہو۔	تفویض، تحقیق، منسوسے اور سرگرمیاں
ضمیر کے متعلق سوالات پوچھنا، خالی جگہوں کو صحیح ضماں سے بھر دو۔	تخصیص
اردو پر پورا دسترس، صحیح بول چال، اردو قواعد کی جانکاری، غلط ضماں استعمال کرنے سے اجتناب، ذخیرہ الفاظ میں اضافہ۔	موضوعی ہر وضعی تخصیص



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ مارچ تا اپریل ۲۰۱۹ء	مہینات: دوم ہمارے درجہ ہشتم
۶	مطلوبہ درس
”صفت کی قسمیں“	موضوع
اردو زبان پر مکمل دسترس، قواعد کا صحیح استعمال، لسانیاتی پہلو پر روشنی، صفت کی اہمیت، اردو لکھنے اور بولنے میں۔	خیال، تدریسی ہنر
اچھی بول چال، صحیح اور بہتر تحریر، اردو زبان میں گرامر کی اہمیت۔	تدریسی نتائج
اردو گرامر (کتاب) تختہ سفید اور مارکر۔	تدریسی آلات اور حوالہ جات
زبان میں گرامر کی اہمیت پر تیسرہ صفت کی تعریف اور مثالیں بیان کرنا، صفت کے غلط استعمال سے بچوں کو خبردار کرنا۔	طرز تدریس
صفات کی ایک لمبی فہرست بنائیں۔ مذکورہ صفتوں کی مثالیں دیں، نصابی کتاب میں استعمال شدہ صفات کی نشاندہی کریں۔	تفویض، تحقیق، منسو بہے اور سرگرمیاں
متعلقہ سوالات پوچھنا، خامی جگہوں کو مناسب صفت بھر دینے۔	تفصیص
اردو پر دسترس، صحیح بول چال، بہتر تحریر، اردو گرامر کی جانکاری، ذخیرہ الفاظ میں اضافہ۔	موضوعی ہمدردی تفصیص



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ اپریل ۲۰۱۹ء	میتقات: دوم ہمارے دلچہ ہشتم
	مطلوبہ پوروس ۶
	موضوع ”دفعہ کی قسمیں“
اردو زبان پر دسترس، قواعد کا صحیح استعمال، لسانیاتی پہلو پر روشنی، تذکیر و تا نہی کا صحیح استعمال، قواعد اردو پر روشنی۔	خیال، تدریسی ہنر
صحیح بول چال، صحیح اور بہتر تحریر، اردو زبان میں اردو گرامر کی اہمیت، لسانیاتی پہلو کی اہمیت۔	تدریسی نتائج
اردو گرامر (کتاب) تجزیہ سفید اور مارکر۔	تدریسی آلات اور حوالہ جات
زبان میں گرامر کی اہمیت پر تبصرہ، فعل کی تعریف اور مثالیں، بلحاظ معنی اور بلحاظ زمانہ، اصول تذکیر و تا نہی، فہرست تذکیر و تا نہی۔	طرز تدریس
افعال کی ایک لمبی فہرست، بناؤں، مذکر اور مؤنث کی فہرست، بناؤں کسی بھی سبق میں استعمال شدہ مذکر اور مؤنث کی نشا تدری کریں۔	تفویض، تحقیق، منصوبہ اور سرگرمیاں
متعلقہ سوالات پوچھنا، خالی جگہوں کو مناسب فعل سے بھریں،	تشخیص
اردو پر دسترس، صحیح بول چال، بہتر تحریر، اردو گرامر کی چائناری، ذخیرہ الفاظ میں اضافہ۔	موضوعی ہنر و ذہنی تشخیص



دہلی پبلک اسکول سرینگر	تفصیلی لائیکر عمل اردو
عرصہ ماہ جنوری ۲۰۱۶	میتقات: دوم ہمارے درجہ ہشتم
۶	مطلوبہ دوس
”حروف کلیبان“	موضوع
زبان میں گرائمر کی اہمیت، حروف کی تعریف، حروف کی پہچان، حروف کی مشق، اردو زبان کے سائناتی پہلو پر روشنی، صحیح اردو پر کامل دسترس، زبان دانی کا علم۔	خیال، تدریسی ہنر
حروف کی صحیح پہچان، زبان میں گرائمر کی اہمیت کو جاننا، جزیروہ تقریر میں شدھار	تدریسی نتائج
اردو گرائمر (کتاب) تحت سٹڈیا اور مارکر۔	تدریسی آلات اور حوالہ جات
زبان میں گرائمر کی اہمیت پر تبصرہ، حروف کی تعریف، حروف کی صحیح پہچان سیکھنا، حروف کی مشق۔	طریقہ تدریس
سبق ”گل عباس“ میں استعمال شدہ حروف کی ایک فہرست تیار کریں۔ زبان میں حروف کی کیا اہمیت ہے؟ اس پر ایک مختصر نوٹ لکھیں۔	تفویض، تحقیق، منصوبہ بے اور سرگرمیاں
حروف سے متعلق سوال پوچھنا، خامی جیموں کو صحیح حروف سے پُر کریں۔	تشخیص
اردو زبان پر پوری دسترس، قواعد اردو کے بارے میں جانکاری، زبان میں حروف کی اہمیت۔ ذمہ دار الفاظ میں توسیع۔	موضوعی ہنر و ذہنی تشخیص



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ جون ۲۰۱۶	مہینات: دو مہائے دوپہ ہفتہ
۶	مطلوبہ دروس
”مجاورات اور معنی“	موضوع
اردو زبان پر دسترس، ادبی انداز میں اردو کا سیکھنا، مجاورات کا صحیح استعمال، ذخیرہ الفاظ میں توسیع، توسیع خیالات، مجاورات اور ضربا امثال میں فرق۔	خیال، تدریسی ہنر
صحیح بول چال، جریر میں بہتری، گرائمر کی اہمیت، اردو زبان میں، ادبی اردو سیکھنا، زبان میں مجاورات کی اہمیت، زبان دانی کا شوق۔	تدریسی نتائج
اردو گرائمر، تہذیب سفید اور راکر۔	تدریسی آلات اور حوالہ جات
مجاورات کی اہمیت پر تبصرہ، مجاورات کی تعریف، مجاورات کی فہرست۔	طرز تدریس
چند مجاورات لکھ کر لائیں، چند الفاظ کو صحیح جملوں میں استعمال کریں	تفویض، تحقیق، منصوبہ اور سرگرمیاں
مجاورات کے معنی پوچھنا، الفاظ کے معنی پوچھنا، الفاظ کے معنی خیر جملے بنائیں۔	تشخیص
اردو زبان پر دسترس، صحیح بول چال، ذخیرہ الفاظ میں توسیع، خوش خط۔	موضوعی، ہنری و معنی تشخیص



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ اگست ۲۰۱۶ء	میقات: دوم ہمارے درجہ ہشتم
۶	مطلوبہ بدویں
”زائد الفاظ اور متقابل الفاظ“	موضوع
زبان میں گرائمر کی اہمیت، زائد الفاظ اور متقابل الفاظ کی تعریف بیان کرنا، زبان میں زائد الفاظ اور متقابل الفاظ کی اہمیت، زبان دانی کا شوق۔	خیال، تدریسی ہنر
گر گرائمر کی کتاب اور رولز، زائد الفاظ اور متقابل الفاظ کی صحیح پہچان، اردو زبان پر دسترس، جزا نامہ الفاظ میں توسیع۔	تدریسی نتائج
اردو گرائمر، تجزیہ سفید اور مارکر۔	تدریسی آلات اور حوالہ جات
زبان میں گرائمر کی اہمیت پر تبصرہ، زائد الفاظ اور متقابل الفاظ کی تعریف مع مثالیں بیان کرنا، زائد الفاظ اور متقابل الفاظ کی مشق کروانا۔	طریقہ ریس
زائد الفاظ اور متقابل الفاظ کی لمبی فہرست تیار کیجئے، زبان میں زائد الفاظ اور متقابل الفاظ کی کیا اہمیت ہے؟ بیان کیجئے۔	تفویض، تحقیق، منصوبہ اور سرگرمیاں
زائد الفاظ اور متقابل الفاظ کے بارے میں سوالات پوچھنا، زائد الفاظ اور متقابل الفاظ کی مشق، ذخیرہ الفاظ میں وسعت۔	تخصیص
اردو زبان پر دسترس الفاظ کی پہچان، زبان میں زائد الفاظ اور متقابل الفاظ کی اہمیت، ذخیرہ الفاظ میں توسیع۔	موضوعی ہنر و ذہنی تخصیص



مطلوبہ دوس	۶	دہلی پبلک اسکول سرینگر عرصہ ماہ ستمبر ۲۰۱۶ء	تفصیلی لائحہ عمل اردو میقات: دوم ہمارے دیدہ ہمشتم
موضوع	۶	”ضرب الامثال“	
خیال، تدریسی ہنر		ضرب الامثال کی تعریف، زبان میں ضرب الامثال کی اہمیت، ضرب الامثال کا صحیح استعمال، لسانیاتی پہلو کی اور رزیت، ذخیرہ الفاظ میں توسیع	
تدریسی نتائج		ضرب الامثال سے واقفیت، ضرب الامثال کا صحیح استعمال، ضرب الامثال کے معنی کے بارے میں جانکاری حاصل ہونا، زبان میں ضرب الامثال کی اہمیت جاننا۔	
تدریسی آلات اور خالہ جات		اردو گرامر، تجزیہ سفید اور ما کر ضرب الامثال کا ایک چاٹ۔	
طرنڈ ریس		زبان میں ضرب الامثال کی کیا اہمیت اس پر پتھرہ کرنا، ضرب الامثال کی تعریف اور اسکے معنی کے بارے میں بچوں کو جانکاری دینا۔	
تفویض، تحقیق، منصوبے اور سرگرمیاں		اپنی اردو کتاب میں استعمال شدہ ضرب الامثال کی ایک فہرست تیار کریں، ہمیں ضرب الامثال لکھ کر لائیے۔	
تفصیل		ضرب الامثال کے بارے میں جانکاری، ضرب الامثال کے معنی پوچھنا، ذخیرہ الفاظ میں وسعت۔	
موضوعی، معروضی تفصیل		اردو زبان پر دوسرے محاورات اور ضرب الامثال کے مابین فرق کو جاننا، زبان میں ضرب الامثال کا بول تو سبج خیالات۔	



عرصہ ماہ نومبر ۲۰۱۶	دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو مہینات: دوم ہمارے دلچسپ مشق
	۶	مطلوبہ دروس
	”غلط فقرے درست فقرے“	موضوع
گر امر نہ سیکھنے کے نقصانات بیان کرنا، گرا امر کی اہمیت بیان کرنا، غلط فقروں اور درست فقروں کا اجمالی خاکہ بچوں کے سامنے رکھ کر ان کی ذہانت کو جانچنا۔		خیال، تدریسی ہنر
غلط فقروں اور درست فقروں کو پہچاننا، گرا امر اور مثبت پیدا کرنا، زبان کی بازیابیوں کو جاننا۔		تدریسی نتائج
اُردو گرا امر، تجسس، سفید اور مار کر۔		تدریسی آلات اور حوالہ جات
گرا امر کی اہمیت، غلط فقروں اور درست فقروں کو بچوں کے سامنے پیش کرنا، غلط اور درست فقروں کی پہچان کرنا۔		طرز تدریس
غلط فقرے دے کر بچوں سے درست کروانا، گرا امر نہ سیکھنے کے نقصانات قلمبند کریں۔		تفویض، تحقیق، منصوبہ اور سرگرمیاں
ہنملوں کی شناخت، قواعد زبان پر عبور، زبان دانی کا علم۔		تشخیص
اُردو زبان پر دسترس، صحیح بول چال، اُردو بولنے میں غلطیوں سے اجتناب، قواعد زبان پر عبور، ہنملوں کی شناخت سیکھنا۔		موضوعی ہنر و ضمنی تشخیص



دہلی پبلک اسکول سرینگر	تفصیلی لائحہ عمل اردو
عرصہ ماہ نومبر ۲۰۱۶	میقات: دوم ہمارے درجہ ہشتم
۶	مطلوبہ دروس
”مذکیر و تا میث“	موضوع
گر امر کی اہمیت، مذکیر و تا میث کی تعریف، مذکیر و تا میث کے قواعد بیان کرنا، مذکیر و تا میث کا استعمال، صحیح اردو بولنے کے قائل ہونا۔	خیال، تدریسی ہنر
مذکیر و تا میث کے قواعد سے آشنائی، مذکیر و تا میث کا صحیح استعمال سیکھنا، زبان میں مذکیر و تا میث کی اہمیت، مذکیر و تا میث کے الفاظ سے قلمے بنانا۔	تدریسی نتائج
اردو گرامر، تجزیہ سفید اور مارکر۔	تدریسی آلات اور حوالہ جات
مذکیر و تا میث کی تعریف، مذکیر و تا میث اور رمز کمونٹ کے فرق کو بیان کرنا، مذکیر و تا میث کے قواعد سیکھنا، بحث و مباحثہ۔	طریقہ تدریس
ان الفاظ کو مذکیر و تا میث کے الفاظ سے قلموں میں استعمال کریں، سبق مہمان میں استعمال شدہ مذکیر و تا میث لفظوں کی فہرست تیار کریں۔	تفویض، تحقیق، منصوبہ اور سرگرمیاں
مذکیر و تا میث کے بارے میں سوالات پوچھنا لفظوں کو مذکیر و تا میث کے الفاظ سے قلموں میں استعمال کریں۔ مذکیر و تا میث کا صحیح استعمال۔	تشخیص
اردو زبان پر دس مذکیر و تا میث سے واقفیت، زبان میں مذکیر و تا میث کی اہمیت، صحیح قلمے تراشنا، ذخیرہ الفاظ میں توسیع، خوشخط۔	موضوعی ہنر و ذہنی تشخیص



CLASS – VIII

CLASSES REQUIRED	5
TOPIC	Modern period in India/Colonial rule in India
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Beginning of the modern period in India . • Developments in the world • Sources of the modern world. • About the arrival of European trading company . • Colonialism. • About the rise of British dominance in India.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the beginning of the modern period in India world. • About various events like the Renaissance and the Industrial revolution that changed the world. • About the historical sources of the modern period. • About the rivalries and battles among the trading companies. • About how British conquered India through different policy-subsidiary alliance and doctrine of lapse .
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. How many periods history has been divided. Q2. What do you know about medieval period. Q3. Do you think medieval period in India was Muslim period Q4. Do you know about Raja-Ram-Mohan-Roy.</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 sources of modern period in India.



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"> • Modern period in Indian history (FA -1)

March

CLASSES REQUIRED	6
TOPIC	Our Resources
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Our resources. • Natural ,human and human made resource. • Sustainable development.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • About the resources • About the types of resources. • About the importance of sustainable development.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Giving reference of our surroundings.
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 Q; Give an example to show that the importance and use of a resource changes with time.</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>
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion •
ASSESSMENT	<ul style="list-style-type: none"> • PPT. • •
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Our resource(FA-1)



March

CLASSES REQUIRED	6
TOPIC	Indian constitution/Vision of Indian constitution.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the need for laws to govern a nation. • About the role of the constitution and the rule of law and dissent. • About the vision of Indian constitution. • About translating the objectives of the constitution into reality.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The Indian constitution. • The mass movement in both the colonial and independent India. • About the legitimacy of law • About the making of constitution of India. • About the aims and objectives of constitution.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Textbook. • Making of the rules of class.
PEDAGOGY	Slides and videos on the said topic. Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write about the importance of constitution in your own words.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Indian constitution(FA-1)

CLASS – VIII March

CLASSES REQUIRED	5
TOPIC	Colonial administration.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the colonial administration . • How the British excluded the Indians from higher posts in the civil service. • Sources of the modern world.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the administrative structure of colonial India. • About various acts and charters passed by the British. • About the organisation of civil service, judiciary, army and police.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • 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. Who were first foreign company to land in India. Q2. Who was vascode gama. Q3. Do you think trade was the weapon used by the foreigners in India Q4. Do you know about subsidiary alliance.</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 institutions of British- India .
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"> • Colonial administration (FA -1)
CLASSES REQUIRED	6 APRIL



TOPIC	Rural life and society.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About rural life. • Impact of colonial agrarian policy.. • Role of panchayat in village.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • About the new land revenue settlements • About how commercialisation of agriculture impoverished the Indian peasantry. • About peasant rebellion in different parts of India
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • Reference.
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 Q; Colonial agrarian policy brought about a complete change in the nature and character of rural life in India. Elaborate. 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.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion •
ASSESSMENT	<ul style="list-style-type: none"> • PPT. • •
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Rural life and society(FA-2)



CLASSES REQUIRED	6 APRIL
TOPIC	Fundamental rights and duties/Directive principles of state policy
CONCEPT & SKILLS	<ul style="list-style-type: none">• About human rights, fundamental rights and fundamental duties.• About the role of the constitution in preserving the rights of a citizen.• About directive principles.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• About the concept of human rights , fundamental rights and duties .• About the extent to which fundamental rights have been translated into reality.• About the directive principle of state policy.• How directive principle act as guiding principles for the government.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Textbook.• Example of day today human rights exploitation.
PEDAGOGY	Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to write about duties towards your school. Besides students will be asked to write about: Are there are any directive principles for schools as well .
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion• PPT
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Fundamental rights and duties(FA-2)



CLASSES REQUIRED	6 APRIL
TOPIC	Land and soil resources
CONCEPT & SKILLS	<ul style="list-style-type: none">• About the land resource and land use in India.• About the importance of land.• About the soil formation.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• About the land resources and land use in India.• About the soil profile and soil formation.• About the types of soil.• About the soil erosion and conservation.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Textbook.• A visit to our school premise.
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q If there will remain no soil how will be possible for humans to live. 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.
ACTIVITY / ASSIGNMENT / RESEARCH	Visit a nearby farm and find out the different soil conservation techniques used there.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion• PPT
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Land and soil resources(FA-2)



CLASSES REQUIRED	6 MAY
TOPIC	Crafts and industries/Revolt of 1857
CONCEPT & SKILLS	<ul style="list-style-type: none">• Crafts and industries in India before British rule.• How colonialism led to ruin of handicraft industry.• Causes for the revolt of 1857• Outcomes of the revolt..
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• About the process of deindustrialisation.• About the growth of modern industries in India..• About the reasons of the revolt of 1857.• About the spread ,limitations and failure of the revolt.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Text- Book• Reference book.
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q; Many historians have called the revolt of 1857 the first war of independence. Do you agree ? give reasons for your answer 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.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion•
ASSESSMENT	<ul style="list-style-type: none">• PPT.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Revolt of 1857(SA-1)



CLASSES REQUIRED	6 MAY
TOPIC	Parliamentary government.
CONCEPT & SKILLS	<ul style="list-style-type: none">• Forms of government..• About the federal form of government.
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• About the federal form of government.• About the basic features ,functions and powers of the two houses of parliament.• About the law making.
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q; India being a land of diversity ,federal form of government is indeed best suited for.Do you agree. 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. .
ACTIVITY / ASSIGNMENT / RESEARCH	Name a few Rajya sabha members who are well known in their fields .collect more information about them and make a presentation in class.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Parliamentary government(SA-1)



CLASSES REQUIRED	6 MAY
TOPIC	Water resources/ Natural vegetation and wild life
CONCEPT & SKILLS	<ul style="list-style-type: none">• About water resource and distribution of water.• About the natural vegetation and wildlife of India .
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• About the significance and distribution of water.• About the problems of water scarcity.• About how to improve the quality of water and conserve it.• About the forests and grasslands.• About the desert and tundra vegetation.• About the conservation of forests and wildlife.
INSTRUCTIONAL TOOLS & REFERENCES	Textbook. A visit to Dachigam national park. Videos
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q why does the depth of water table vary from place to place and season to season. 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.
ACTIVITY / ASSIGNMENT / RESEARCH	Find the names of some endangered species of wild life in India and in other countries.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Water resource(SA-1)



CLASSES REQUIRED	05	JUNE
TOPIC	Mineral and Power Resources.	
CONCEPT & SKILLS	1.Mineral Resources. 2.Types of Minerals. 3.Distribution of Mineral Resources. 4.Conservation of Minerals. 5.Conventional and Non-Conventional sources of Power.	
LEARNING OUTCOMES	After the end of the chapter students will be able to learn about: Minerals its types, distribution and how it is mined. Mineral resources of India. The Conservation of minerals.	
INSTRUCTIONAL TOOLS & REFERENCES	Map of India showing world mineral and power resources and distribution of power resources in India. Text-book	
PEDAGOGY	<p>Discussion:Teacher may ask the following questions to bring students into discussion:</p> 1.What are minerals? 2.From where are minerals obtained? 3.What is a mineral ore? <p>Random Questioning:Teacher will ask some Random questioning to students in order to check their knowledge like:</p> Q1.What are fossil fuels? Q2.What are quarries? Q3.What is hydroelectricity? <p>Brain Storming:HOT’S(High order thinking questions) will be given to students to call out their ideas like:</p> *Nuclear power is the energy for the future. Justify. *Identify some of the qualities you think made Ashoka a great emperor? <p>In-text Questions:Certain in-text Questions will be discussed with students after the end of the chapter.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	Class Assignment: What are the various ways in which you would save electricity at home and at school.	
ASSESSMENT	1.PPT 2.Individual Activity 3.Group Activity	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Mineral and Power Resources.	



CLASSES REQUIRED	05	JUNE
TOPIC	The Union Executive.	
CONCEPT & SKILLS	1.The President, Qualifications of the President. 2.Powers of President. 3.Vice-President and his Qualifications. 4.Prime Minister and his functions. 5.Council of Ministers. 6.Civil Service.	
LEARNING OUTCOMES	After the end of the chapter students will be able to learn about: The appointment, powers and role of the president. The Prime Minister and the council of ministers. The structure and functions of the Indian Civil Service.	
INSTRUCTIONAL TOOLS & REFERENCES	Text-book	
PEDAGOGY	<p>Discussion:Teacher may ask the following questions to bring students into discussion:</p> <ol style="list-style-type: none"> 1.Who is the president of India and how is he/she elected? 2.What is an Electoral College? 3.What is Impeachment? <p>Random Questioning:Teacher will ask some Random questioning to students in order to check their knowledge like:</p> <p>Q1.To become the president of India a person must be qualified to be a member of which House?</p> <p>Q2. To become the Prime Minister of India a person must be qualified to be a member of which House</p> <p>Q3.What does UPSC stand for?</p> <p>Brain Storming:HOT'S(High order thinking questions) will be given to students to call out their ideas like:</p> <p>*Do you believe that the President of India is merely a figurehead while the real power resides in the Prime Minister and Council of Ministers?</p> <p>In-text Questions:Certain in-text Questions will be discussed with students after the end of the chapter.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	Class Assignment: Why did the Constitution of India give emergency powers to the president?	
ASSESSMENT	1.PPT 2.Individual Activity 3.Group Activity	



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	The Union Executive.
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CLASS -VIII

CLASSES REQUIRED	6 AUGUST
TOPIC	Education and British Rule
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Indigenous Education and introduction of western education. • Limitations of British Policies. • Growth of National Education.
LEARNING OUTCOMES	<p>Students will be able to learn:</p> <ul style="list-style-type: none"> • About the indigenous systems of education. • About the British policies of Education in India. • About the role of enlightened Indians in spreading western scientific education. • About the growth of national educational Institutions in India.
INSTRUCTIONAL TOOLS & REFERENCES	Text Books Maps
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge.</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> <p>Brain storm: students will be given a topic to call out their ideas as: Anglicist and Orientalist debate.</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 • PPT • Individual work-M.CQ/Project/Assignment



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Education and British Rule
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CLASS – VIII

CLASSES REQUIRED	5	AUGUST
TOPIC	Socio-religious Reforms.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • India in the 19th century-condition of women. • Socio-religious reformers in like Raja Rammohan roy, Ishwar Chandra Vidya Sagar in West Bengal, Prarthana Samaj, Jyotiba Phule, Swami Dyanand, Sir syed Ahmad Khan etc • About the role of women social reformers. 	
LEARNING OUTCOMES	<p>Students will learn:</p> <ul style="list-style-type: none"> • about the social and religious evils prevalent in the nineteenth century in Indian society. • about the contribution educated social and religious reformers of India and British administrators in eradicating social evils. • about the role of women social reformers. 	
INSTRUCTIONAL TOOLS & REFERENCES	Book. Maps	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What is social change? Q2. What social evils were prevailing during nineteenth century in India? Q3. What kind of discrimination does women face in past. Q4. Do you know about Raja-Ram-Mohan Roy?</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, Comparing the position of women in the colonial period and independent India, • Would you agree that the nineteenth century social reformers were successful in improving the condition of women? <p>Concept Mapping: Tabular form of assignment will be given. Brain storm: students will be given a topic to call out their ideas as: Why did the social reformers mainly focus on the women's question? Did British show any support to eradicate social evils?</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on challenging the caste system will be given. • Prepare a report on the social evils prevailing in the Indian 	



	society today.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Map work • Discussion • Assignment • PPT • Individual work-M.CQ/Project/Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE	<ul style="list-style-type: none"> • Socio –religious Reforms(FA-4)

CLASS -VIII

CLASSES REQUIRED	5	AUGUST
TOPIC	Challenging the caste system.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Struggle against caste system. • Reform Movements • Reform movement in Maharashtra • Role of the British 	
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Students will be able to learn: <ul style="list-style-type: none"> ➤ About the struggle against the caste system. ➤ About the caste movements. ➤ How the British tried to encourage caste divisions. 	
INSTRUCTIONAL TOOLS & REFERENCES	Text Book Slides Charts	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge.</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. Students will be divided in to different groups and each group will be given few subtopics to prepare. Each group will present their topics in the class and will be questioned by the other group.</p> <p>Brain storm: students will be given a topic to call out their ideas as: The caste system still exists in India. What can you as a citizen of India do to change the situation.</p>	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • PPT Individual work-M.CQ/Project/Assignment	



ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on agriculture and major crops will be given.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Challenging the caste system.
CLASSES REQUIRED	8 AUGUST
TOPIC	Agriculture and major crops
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Evolution of agriculture. ➤ Factors influencing agriculture ➤ Types of farming ➤ Food crops ➤ Commercial crops ➤ Fibre crops ➤ Beverage crops ➤
INSTRUCTIONAL TOOLS & REFERENCES	Text Book Map skills
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Students will be able to learn: <ul style="list-style-type: none"> ➤ About the evolution of agriculture ➤ About the factors influencing agriculture ➤ About the subsistence and commercial agriculture ➤ About the major crops.
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge. Q. What is agriculture? Q. How agriculture was evolved? Q. Why India is known as agricultural country?</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. ➤ Why commercial agriculture is important?</p> <p>Brain storm: students will be given a topic to call out their ideas as: What are the reasons that India is still practicing subsistence agriculture?</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on agriculture and major crops will be given.



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

CLASSES REQUIRED	4	AUGUST
TOPIC	Agricultural development in India and USA	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Main features of agriculture in India • Problems of Indian agriculture • Agricultural reforms in India • Agricultural development in India and USA 	
LEARNING OUTCOMES	Students will be able to learn: <ul style="list-style-type: none"> ➤ About the main features of agriculture in India ➤ About the agricultural problems and reforms in India ➤ About the agricultural development in USA 	
INSTRUCTIONAL TOOLS & REFERENCES	Text book slides	
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge. Q. What are the various problems in Indian agriculture? Q. What reforms took place in Indian agriculture? Q. What is the role of government in the agricultural development in India?</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 like</p> <ul style="list-style-type: none"> ➤ Problems in Indian agriculture <p>Brain storm: students will be given a topic to call out their ideas as:</p> <ul style="list-style-type: none"> ➤ Compare a farm in India with USA. 	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment will be given on the said topic. • Prepare a project report on the farm of USA and India 	



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

CLASSES REQUIRED	9	AUGUST
TOPIC	The union executive, judiciary and role of police and courts.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • About the president and prime-minister. • Indian judiciary. • Role of police and courts. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • How to appoint prime-minister, president and council of ministers. • Position and powers of above mentioned portfolios. • About the supreme and high court. • About the need for independence of judiciary. • About the role of courts and police in maintaining law and order. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text- Book • 	
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. Who is the head of government. Q2 Is there need of a president. 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.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion • 	
ASSESSMENT	<ul style="list-style-type: none"> • Group activity(role of police and courts) • 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	The union executive (FA-4)	



CLASS – VIII

Sub: Social Science

CLASSES REQUIRED	12	SEPTEMBER
TOPIC	Indian National Movement, Indian National Movement- Gandhian Era.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Growth of national Consciousness. • Indian national Movement (1885-1905) • Growth of Militancy. • Constitutional Reforms. • Gandhian era- Non- violent satyagraha movement. • Govt. Of India Act,1935. • Post-1945 developments. • Independence and Partition. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The rise of nationalist feelings among Indians. • Early associations formed. • Various constitutional reforms proposed by the british government. • Mahatma Gandhi and the non-violent mass movement led by him. • How Indians attained freedom from British rule. 	
INSTRUCTIONAL TOOLS & REFERENCES	Text book. Reference. 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 Nationalism? Q2. What is imperialism? Q3. For how many years was India under the British rule? Q4. When did India get freedom? 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, What are merits and de-merits using violence as a means of protest? • Concept Mapping: Tabular form of assignment will be given. 	
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Do you believe it was Gandhiji's leadership that made mass participation in nationalist movement possible? 	
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"> Indian National Movement.
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CLASSES REQUIRED	6	SEPTEMBER
TOPIC	Social Justice and the Marginalised.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> Understanding Marginalisation. Effects of marginalisation. Role of social reformers. Efforts made to uplift Scheduled Castes and Scheduled Tribes. 	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> The process of marginalisation. The social and economic in-equalities. The steps taken by the Indian Government to eradicate discrimination. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Text- Book Reference book. Video clippings. 	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q; How far has India been able to prevent discrimination in society? 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.	
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be assessed on the basis of: <ul style="list-style-type: none"> Assignment. Questionnaire based on the video clips. 	
ASSESSMENT	<ul style="list-style-type: none"> PPT. Assignment Group Discussion. 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Social Justice and the Marginalised.	
CLASSES REQUIRED	8	SEPTEMBER
TOPIC	Manufacturing industries.	



CONCEPT & SKILLS	<ul style="list-style-type: none">• About the industrial revolution.• About the classification of industries.• .
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• Evolution of industry.• Stages of production in an industry.• About industrial regions and the major industries.• Factors influencing the industries .
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.
PEDAGOGY	Slides and videos on the said topic. Assignment will be done.
ACTIVITY / ASSIGNMENT / RESEARCH	Students will be asked to select product of your choice and write the different stages of its production .
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Manufacturing industries (FA-4)



CLASSES REQUIRED	6	OCTOBER
TOPIC	India After Independence.	
CONCEPT & SKILLS	<ul style="list-style-type: none">• Developments since 1947.• Planning and Industrialisation.• India's foreign Policy.	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none">• The challenges faced by the newly independent India in 1947.• The planned economic development.• The reforms implemented by the government since independence.	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q; Can we say that India is a peace loving country? Give examples to support your answer. 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. .	
ACTIVITY / ASSIGNMENT / RESEARCH	Trace the origin of socialism, liberalisation, privatisation and globalisation. Make a report of their impact on Indian economy and society.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none">• Assignment• Group Discussion	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	India After Independence.	



CLASSES REQUIRED	5	OCTOBER
TOPIC	Economic Presence of the Government.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Tackling the Economic Problems. • Economic planning: Five Year Plans. • Industrial Development under the Five Year Plans. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The steps taken to provide social and economic justice to all. • The policies to tackle the problems of poverty and unemployment. • The planned economic development of India. • Five Year Plans. 	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
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: Q: Trace the growth of the poverty alleviation programme. Why are we not progressing inspite of it? 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.</p>	
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Visit a nearby village and study the changes brought about in the villages after independence. Find out the percentage of unemployed youth in India.</p>	
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Assignment • Group Discussion 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Economic Presence of the Government.	



CLASSES REQUIRED	7	NOVEMBER
TOPIC	Natural Disasters and Disaster Management.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Difference between natural Hazard and Natural Disaster. • Categories of Natural Hazards. • Disaster and its types. • Disaster management at various levels. 	
LEARNING OUTCOMES	Students will learn about: <ul style="list-style-type: none"> • Natural hazard and natural disaster. • The categories and causes of natural hazards. • Types of disaster and their management. • The institutions involved in managing disasters. 	
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Textbook. 	
PEDAGOGY	Brain Storming Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas. For example: Q: Landslides are a result of both, natural factors and human practices. Justify this statement. How can we minimise the risk posed by landslides? 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.	
ACTIVITY / ASSIGNMENT / RESEARCH	Give the causes of Tsunami that occurred in 2004. Conduct a hazard hunt in your school and identify the hazards that students and the staff might have to face. Prepare a list of such hazards.	
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion • PPT 	
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Natural Disasters and Disaster Management.	

CLASSES REQUIRED	6	NOVEMBER
TOPIC	India After Independence.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Developments since 1947. • Planning and Industrialisation. • India's foreign Policy. 	



LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The challenges faced by the newly independent India in 1947. • The planned economic development. • The reforms implemented by the government since independence.
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.
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: Q; Can we say that India is a peace loving country? Give examples to support your answer.</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>
ACTIVITY / ASSIGNMENT / RESEARCH	Trace the origin of socialism, liberalisation, privatisation and globalisation. Make a report of their impact on Indian economy and society.
ASSESSMENT	Students will be assessed on the basis of: <ul style="list-style-type: none"> • Assignment • Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	India After Independence.

CLASSES REQUIRED	5	NOVEMBER
TOPIC	Economic Presence of the Government.	
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Tackling the Economic Problems. • Economic planning: Five Year Plans. • Industrial Development under the Five Year Plans. 	
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • The steps taken to provide social and economic justice to all. • The policies to tackle the problems of poverty and unemployment. • The planned economic development of India. • Five Year Plans. 	
INSTRUCTIONAL TOOLS & REFERENCES	Textbook.	
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: Q: Trace the growth of the poverty alleviation programme. Why are we not</p>	



	<p>progressing inspite of it?</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>.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Visit a nearby village and study the changes brought about in the villages after independence.</p> <p>Find out the percentage of unemployed youth in India.</p>
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none">• Assignment• Group Discussion
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>Economic Presence of the Government.</p>