

**Class:** VI

**Subject:** English

<b>No. of period</b>	<b>Topics</b>	<b>Sub Topics</b>	<b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>	<b>Innovative Pedagogy</b>	<b>ASSESSMENT EXERCISES / ACTIVITIES / PRACTICALS</b>	<b>OUTCOME</b>
5	Who did Patrick's homework	Story	TO develop the students into refined readers, excelling writers, finer listeners, impressive speakers, ingenious thinkers and righteous human being etc.	Participate. In individual talk viz. Introducing oneself and other persons; participation role play/make. speech, reproduce Speeches of great speakers.  Summarize orally The stories, character and events related same story.	Exercise based on respective topic, MCQ.  One liner short quiz , dictation, open ended questions	Takes part in different events such as role play.  Write dialogue from a story.  Reads with comprehension, identifies main idea.
2	A house ,a home	Poem	To enhance imagination skill, Thinking skill Writing skills	Recites and shares poems, songs, jokes, riddles, tongue twisters, etc.in order to demonstrate fluency in language and communication skills.	Conduct activities like preparing posters and birthday card etc.	The students will be able to - . Enjoy the fun of the language using language games, puzzles, tongue twister etc.

5	How the dog found a new master himself!	Story	To enable the students to understand English properly. They will apply to speak, to write, to read correctly.	Guide to write a paragraph using the given hints and writing) making notes of message.	Make a short story with dialogue where students use their own idea, thoughts and expression	Inculcate creative writing skill. Improve vocabulary. Collaborative learning.
3	The kite	Poem	Introduction and explanation stanza wise Voice Intonation Reading Self-Expression Life Skills Writing Speaking Listening Vocabulary	Explanation of a literary genre 'Fable'.  A quick discussion will be done on the title i.e., The kite	Explanation of a literary genre 'Fable'. A quick discussion will be done on the title i.e., Light will be thrown on the rhyming scheme of the poem.	Vocabulary about rhyming words and scheme . Life Skills Poem Recitation and Composition  Students will be asked to write moral message of the poem
5	Taro 's Reward	Taro's Reward Story	Reading Writing Speaking Listening Life skills Vocabulary Awareness Presentation Spelling	Explanation of one-one paragraph after reading of the same by the students. Letting them note down the synonyms of hard words.	Students will learn new ideas and create paragraph writing.	They will be able to give the answer of close and open ended questions.

3	Quarrel	Quarrel Poem	Reading Writing Speaking Awareness	Initiate discussion among the students towards the language classroom.	Identify the message of the lesson. Learn the usage of prefix and suffix.	Enjoy the fun in language and understands the wit in given poem.
6	An Indian American women	Biography	Facilitates for understanding the information transfer with the given real event which happened with her.	Shares their interest in space , aircraft and scientific engineering .	Picture charts showing different parts of aircraft space.	Facilitates among the group to collect information related to the project work given in.
3	Beauty	Poem	Voice intonation Reading Self-expression Life skill Presentation	Explanation of a literary genre like figure of speech Simile, metaphor	Students will be asked to write the theme of the poem.	Learn about 'literary Genre ' Life skill
5	A different kind of school	Story	Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Problem Solving	Discussion on the significance of challenges in life.  Explanation of the story will be done passage wise.  New/difficult words will be searched using dictionary in the class.	Exercise Discussion written Assessment through HW	Students will learn Understanding the value & importance of curious Students will learn to think of alternatives for the problems or challenges they face
3	Where do all the teachers go?	Poem	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Critical thinking	Recitation of the poem in proper intonation will be done. Explanation of the poem will be done stanza wise.  New/difficult words will be searched using dictionary	Exercise Discussion Oral / Mcq Assessment through HW	Understanding & comprehension of the theme of the poem. Students will learn the importance of firm resolve and determination.

				in the class. Techniques used -: Group Discussion, Questioning		
5	Who I Am	story	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Problem Solving Observational skills Imaginative Skills	Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes.  Discussion on the significance of dedication, honesty, truthfulness.  Explanation of the story will be done passage wise. New/difficult words will be searched using dictionary in the class.	Students will learn new ideas and create paragraph writing.  Shares incidents from the stories they know about other witty people.	Improve vocabulary Enhance knowledge of history. Life skill  Listening and speaking about your goal in life.  Speaking about one's strength and weakess.
3	The wonderful words	Poem	Listening Skills Speaking Skills Reading Skills Writing skills	Explanation of the poem will be done stanza wise  New/difficult words will be	Assessment Exercise Discussion on one liner	Understanding & comprehension of the theme of the poem. Students will learn the

			Vocabulary Creative Thinking Imaginative Skills	searched using dictionary in the class.  Techniques used -: Group Discussion, Questioning	Questioning through HW	importance of words, and thought.
6	Fair play	Moral story	Identify the message of the lesson / stories they read Learn about different type of sentences.	Divides the reading unit Fair play into meaningful slots and guides the children to read and discuss. New/difficult words will be searched using dictionary in the class.	Recollects the witty stories they read and heard during ‘ We love reading”	Comprehend the reading text and listening inputs.
6	A game of chance	Social story	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking	Discussion on the significance of challenges in life.  Explanation of the story will be done passage wise.  New/difficult words will be searched using dictionary in the class. Techniques used -: Group Discussion, Questioning, MCQs & Peer assessment.	Comprehensive questions which is based on story. Story telling debate.	Gain knowledge to organize group discussion.  Learn to interchange the sentences of simple present ,past and future.
3	Vocation	Poem( sonnet)	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Critical thinking	Revision of the content taken up in previous class.  Discussion on the ‘profession’ Recitation of the poem in proper intonation will be done.  Explanation of the poem	Exercise Discussion Oral Questioning Assessment through HW	Understanding & comprehension of the theme of the poem.  Students will learn the importance of firm resolve and determination.

				will be done stanza wise. New/difficult words will be searched using		
6	Desert animals	prose	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary	Discussion on the significance of challenges in life. Explanation of the story will be done passage wise. New/difficult words will be searched using dictionary in the class.	Very short questions. Match of the words meaning	To enable the students to know about the lifestyle of animals in the desert. To make them aware about some strange and unique animals found in desert.
3	What if	Poem	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Critical thinking	Explanation of the poem will be done stanza wise . New/difficult words will be searched using dictionary in the class.  Techniques used -: Group Discussion, Questioning	Writing Self made poem on nature, water or life.  Identify the poetic device.	Understanding & comprehension of the theme of the poem.  Students will learn the importance of firm resolve and determination.
6	The banyan tree	Story	Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Critical thinking	Discussion on the significance of challenges in life. Explanation of the story will be done passage wise. New/difficult words will be searched using dictionary in the class.	Exercise Discussion  Oral Questioning Assessment through HW	Observing and Sharing  Feeling and experiences.  Narrating personal experiences. Learning Life' lessons through Nature.


Class VI

Subject Hindi

मांक	कुल दिवसों की संख्या	पाठ का नाम	शिक्षण के लक्ष्य	सीखनेकेप्रतिफल	शिक्षण अधिगम क्रियाकलाप	आकलनयोजना	गृह कार्य
	4	वह चिड़िया	<p>1. कविता सुननेकेबादसभीविद्यार्थीकविताकेअंशोंकेप्रश्नोंकेउत्तरदेने में समर्थ होंगे।</p> <p>2. कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा।</p> <p>3. समूह में बैठे विद्यार्थीमात्राओं को ध्यान में रखते हुए धारा प्रवाह पढ़ने में सक्षम होंगे।</p> <p>1. अध्यापक अपने बचपन में रहने के ढंग को और बच्चे अपने अनुभव को साझा करेंगे।</p> <p>2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंश के प्रश्नों के उत्तर देने में समर्थ होंगे।</p> <p>3. समकालीन साहित्यकारों के योगदान के प्रति जागरूक हो सकेंगे।</p> <p>4. प्राचीन खान पान और सांस्कृतिक परिवर्तनों को जान सकेंगे।</p>	<p>1. विभिन्न प्रकार की ध्वनियों को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक सांकेतिक भाषा में प्रस्तुत करना।</p> <p>2. कविता के माध्यम से पक्षियों के प्रति मानवीय संवेदना को समझना।</p>	<p>1. कविता का सस्वरगायन।</p>	<p>1. बच्चे कविता का सा स्वर पाठ अध्यापक व अभिभावक को सुनाएंगे।</p> <p>2. आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पाठपर आधारित लिखित आकलन किया जाएगा।</p>	<p>1. स्वयं को छोटी चिड़िया मानकर कविता के भाव को अपने शब्दों में लिखिए।</p> <p>2. चिड़िया का चित्र बनाकर रंग भरे।</p> <p>3. विशेषण क्रिया विशेषण पर आधारित प्रश्न दिया जाएगा पथ पर आधारित अन्य प्रश्नों को भी दे सकते हैं।</p>
	4	बचपन	<p>1. अध्यापक अपने बचपन में रहने के ढंग को और बच्चे अपने अनुभव को साझा करेंगे।</p> <p>2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंश के प्रश्नों के उत्तर देने में समर्थ होंगे।</p>	<p>1. सुनी, देखी गई बात जैसे स्थानीय सामाजिक घटनाओं, कार्यों और गतिविधियों पर</p>	<p>1. उचित उतार-चढ़ाव के साथ पाठ</p>	<p>1. छात्र संस्मरण का सर अध्यापक व अभिभावक को</p>	<p>1. अपने बचपन की स्मृतियों को ताजा</p>

		<p>3. समकालीन साहित्यकारों के योगदान के प्रति जागरूक हो सकेंगे।</p> <p>4. प्राचीन खान पान और सांस्कृतिक परिवर्तनों को जान सकेंगे।</p>	<p>बेझिझक बात करना और प्रश्न करना।</p> <p>2. नैतिक मूल्यों में इन परिवर्तनों की व्याख्या करना।</p>	<p>का आदर्श वचन और अनुकरण।</p>	<p>सुनाएंगे।</p> <p>2. आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पर आधारित लिखित आकलन किया जाएगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>करके संक्षेप लिखिए।</p> <p>2. अपने पसंद की पोजीसन का चित्र बनाकर उनका वर्णन करें।</p>
4	नादान	1. छात्र पक्षियों और मनुष्य के व्यावहारिक जीवन के अंतर को स्पष्ट कर सकेंगे।	1. देखी सुनी घटनाओं/	1. उचित	1. आवश्यकता अनुसार	1. चिड़िया अप

	दोस्त	<ol style="list-style-type: none"> <li>2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे।</li> <li>3. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे।</li> <li>4. लेखन कौशल का विकास कर सकेंगे।</li> </ol>	<p>रचनाओं मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ना।</p> <p>2. सरसरी नजर से किसी पाठ्यपुस्तक को पढ़कर उसकी विषय वस्तु का अनुमान लगाना।</p>	<p>उतार चढ़ाव के साथ पाठ का आदर्श वचन और अनुकरण वचन</p>	<p>कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा।</p>	<p>अंडों की देखभाल कैसे करती है पत लगाकर लिखिए।</p> <p>केशव और श्याम के बीच हुई बातों के अंश को संवाद के रूप में लिखिए।</p>
5	चांद से थोड़ी सी गप्पे	<ol style="list-style-type: none"> <li>1. कविता सुनाने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे।</li> <li>2. कक्षा में पढ़ाई गई कविता का सार अपने शब्दों में लिख सकेंगे</li> </ol>	<ol style="list-style-type: none"> <li>1. देखी सुनी घटनाओं/ रचनाओं मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ना।</li> <li>2. सरसरी नजर से किसी पाठ्यपुस्तक को पढ़कर उसकी विषय वस्तु का अनुमान लगाना।</li> </ol>	<p>1. उचित उतार-चढ़ाव के साथ पाठ का आदर्श वचन और अनुकरण</p>	<ol style="list-style-type: none"> <li>1. आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा।</li> <li>2. चाँद की विभिन्न कलाओं के विषय में बताना।</li> </ol>	<ol style="list-style-type: none"> <li>1. चांद को देखकर जो आपके मन में विचार उठते हैं उन्हें कविता के रूप में लिखिए।</li> <li>2. दो अर्थ वाले शब्द और दोजक कॉन से संबंधित प्रश्न दे पथ पर आधारित अन्य प्रश्न भी दे सकते हैं।</li> </ol>
4	साथी हाथ बढाना	<ol style="list-style-type: none"> <li>1. सहयोग की भावना पर बल देते हुए कक्षा में चर्चा करेंगे।</li> <li>2. किताब से सामूहिक गीत का पठन और गायन किया जाएगा</li> <li>3. कविता सुनने के बाद सभी विद्यार्थी कविता के अंश के प्रश्नों के उत्तर देने में समर्थ होंगे</li> <li>4. वाचन कौशल का विकास होगा।</li> </ol>	<ol style="list-style-type: none"> <li>1. मौखिक अभिव्यक्ति का विकास</li> <li>2. सहयोग की भावना का विकास</li> </ol>	<ol style="list-style-type: none"> <li>1. उचित उतार चढ़ाव के साथ कविता का आदर्श वचन और अनुकरण वचन</li> </ol>	<ol style="list-style-type: none"> <li>3. छात्र कविता का सस्वर वाचन अध्यापक व अभिभावक को सुनाएंगे।</li> <li>4. आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पर आधारित लिखित आकलन किया जाएगा जिनके उत्तर</li> </ol>	<ol style="list-style-type: none"> <li>1. एकता में शक्ति है इस विषय पर एक लेख माध्यम के अपने विचार लिखेंगे।</li> <li>2. इस गीत को आपकी अवसरों पर गायेगे</li> <li>3. पाठ में संकलित व्याकरण से संबंधित प्रश्न दिन पाठ पर आधारित अन्य प्रश्न भी दें</li> </ol>

						विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।	
6	ऐसे – ऐसे	1.नाटक के माध्यम से बोल मनोभाव को उजागर करते हुए छात्र दृश्य श्रव्य कौशल को जानेंगे। 2. पाठ का नाटक अभिनय कर सकेंगे 3. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशु के प्रश्नों के उत्तर देने में समर्थ होंगे।	1.किसी पाठ्यपुस्तक की बारीकी से जांच करते हुए उसमें किसी विशेष बिंदु को खोजना या अनुमान लगाना निष्कर्ष निकालना।	1.उचित उतार-चढ़ाव के साथ पाठ का आदर्श वचन व अनुकरण।	1.बच्चे एकांकी का सार अध्यापक या अभिभावक को सुनाएंगे गूगल फॉर्म के माध्यम से आकलन किया जाएगा	1.इस पाठ में आपको कौन सा पात्र अच्छा लगा? कारण सहित बताइए। 2.डाक्टर व वैद्य के बारे में बताइए।	
5	टिकट अलबम	1. समूहमेंबैठेविद्यार्थीनिर्धारितअंशकापठनकरेंगे। 2.बच्चे अपने पसंद की चीजें जमा करने के बारे में अपने विचार लिखेंगे। जिससे लेखन कौशल का विकास होगा। 3.बच्चों को मात्राओं का ज्ञान होगा।	हिंदी भाषा में विभिन्न प्रकार की जानकारी प्राप्त सामग्री को पढ़ना और उसके बारे में अपने पसंद नापसंद राय टिप्पणी देना।	उचित उतार-चढ़ाव के साथ पाठ का वाचन और अनुकरण।	1.आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पर आधारित लिखित आकलन किया जाएगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।	1.क्या आप किसी वस्तु का संकलन करते हैं यदि हां तो उसके बारे में लिखिए यदि नहीं तो बताइए कि आप किसी वस्तु का संकलन करेंगे और क्यों? 2. आपकी घड़ी स्कूल में नहीं खो गई है, इस संबंध में स्कूल की नोटिस बोर्ड में लगाने के लिए एक नोटिस तैयार कीजिए।	
5	झाँसीकी रानी	1.कक्षा में भारत के गौरवपूर्ण इतिहास के बारे में चर्चा करेंगे। 2. किताब से सामूहिक गीत का पठन और गायन किया जाएगा। 3.कविता सुनाने के बाद सभी विद्यार्थी कविता के अंश से प्रश्नों के उत्तर देने में समर्थ होंगे   4.कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा 5. झाँसी की रानी के जीवन की विशेषताओं के बारे में लिख सकेंगे	भाषा की बारीकियां ,व्यवस्था, ढंग पर ध्यान देते हुए उसकी सराहना कर सकेंगे  जैसे कविता में लय ,तुक ,वर्ण ,आवृत्ति तथा कहानी निबंध में मुहावरे लोकोक्तियां आदि।	उचित उतार-चढ़ाव के साथ कविता का वाचन और अनुकरण	1.आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पर आधारित लिखित आकलन किया जाएगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।	1.झाँसी की रानी लक्ष्मीबाई पर एक अनुच्छेद लिखिए। 2. इस पाठ में जिन हथियारों के नाम आए उनके चित्र बनाइए।	

	4	जो देखकर भी नहीं देखते	1. प्रकृति और आंखों के महत्व को जानते हुए छात्र आपस में चर्चा करेंगे पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे 2. 'आंखों का महत्व' विषय में छात्र कक्षा में लिखेंगे जिससे लेखन कौशल का विकास होगा।	1. विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उचित आरोह अवरोह और सही गति के साथ पढ़ना।	1. उचित उतार-चढ़ाव के साथ पाठ का आदर्श वचन व अनुकरण।	1. बच्चे पाठ का सार अध्यापक या अभिभावक को सुनाएंगे गूगल फॉर्म के माध्यम से आकलन किया जाएगा	1. किसी प्राकृतिक स्था की यात्रा का आंखों देख वर्णन अपने शब्दों में लिखिए। हेलेन केलर पर एक अनुच्छेद लिखिए।  2. पाठ में शामिल व्याकरण से संबंधित प्र दिए जाएं पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।
0	4	संसार पुस्तक है	1. छात्र संसार और प्रकृति के संबंध पर कक्षा में चर्चा करेंगे और प्रकृति के संबंध में अपने विचार बता पाएंगे। 2. पृथ्वी के निर्माण की प्रक्रिया के बारे में लिख सकेंगे 3. छात्र में प्रकृति प्रेम और प्रकृति के प्रति आदर की भावना का विकास हो सकेगा।	1. हिंदी भाषा में विभिन्न प्रकार की रचनाओं को पढ़ना।	1. उचित उतार-चढ़ाव के साथ पाठ का आदर्श वचन व अनुकरण।	अभ्यास कार्य को कर सकेंगे	1. अपनी गर्मी की छुट्टियों के बारे में बताएं हुए अपने मित्र को पत्र लिखिए।
1	3	मैं सबसे छोटी होऊँ	1. मां की ममता के विषय में चर्चा करेंगे 2. कविता का आशा स्वर्गन करेंगे जिसमें लय ताल गति यति का विकास होगा। 3. मां के प्रति प्रेम भाव व्यक्त करते हुए एक पत्र लिखेंगे।	1. नए शब्दों के प्रति जिज्ञासा पलट कर उनमें अर्थ समझने के लिए शब्दकोश का प्रयोग करना।	1. उचित उतार-चढ़ाव के साथ पाठ का आदर्श वचन व अनुकरण।	अभ्यास कार्य को कर सकेंगे	1. कविता के आधार पर बताइए की बच्ची अपनी मां से क्या चाहती है? 2. क्या आप हमेशा छो बने रहना चाहोगे या चाहोगी? अपने उत्तर का कारण लिखिए।
2.	3	लोकगीत	1. लोकगीत के महत्व पर कक्षा में चर्चा करेंगे। 2. अपने क्षेत्र के लोकगीत सुन सकेंगे 3. लोकगीत के विषय पर अपने प्रतिक्रिया लिखने में सक्षम होंगे।	1. विभिन्न कलाओं के प्रति जिज्ञासा व्यक्त करते हुए उनकी सराहना करना	1. उचित उतार-चढ़ाव के साथ पाठ का आदर्श वचन व अनुकरण।	1. छात्र निबंध का सार अपने अध्यापक को सुनाएंगे।	1. अपने क्षेत्र का लोकगीत रिकॉर्ड करके क्लासरूम में भेजिए। 2. अपने पसंद के वाद्य यंत्र का चित्र बनाकर उनका वर्णन कीजिए
3	4	नौकर	1. सभी के प्रति सामान्य की भावना के विकास पर बल देते हुए कक्षा में चर्चा करेंगे।		1. उचित उतार-	1. उचित उतार-चढ़ाव के	1. गांधी जी के जीवन

			<p>2. पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे।</p> <p>3. लेखन कौशल का विकास होगा।</p>	<p>1. हिंदी भाषा में विभिन्न प्रकार की जानकारी पर एकत्र सामग्री को पढ़कर उसके बारे में अपनी पसंद, नापसंद, राय, टिप्पणी को लिखितरूप में व्यक्त करेंगे।</p>	<p>चढ़ाव के साथ पाठ का आदर्श वचन व अनुकरण।</p>	<p>साथ पाठ का आदर्श वचन व अनुकरण।</p>	<p>संबंधित किसी घटना के बारे में लिखिए जो पाठ में न हो।</p>
4	4	वन के मार्ग में	<p>1. राम सीता के आपसी सहयोग तथा अपनात्व की भावना पर कक्षा में चर्चा करेंगे</p> <p>2. पाठ से संबंधित प्रश्नों के मौखिक उत्तर देने में सक्षम होंगे</p> <p>3. चिंतन व मनन कौशल का विकास</p> <p>4. भाषिक कौशल का विकास</p>	<p>अवधी भाषा के विषय में जानेगें</p>	<p>1. सवैये का सस्वर वाचन।</p>	<p>1. बच्चे पाठ का सार अध्यापक या अभिभावक को सुनाएंगे गूगल फॉर्म के माध्यम से आकलन किया जाएगा</p>	<p>1. तुलसीदास जी के जीवन पर एक अनुच्छेद लिखिए यथासंभव उनका चित्र भी चिपकाइए।</p> <p>2. पाठ के आधार पर अयोध्या का वर्णन लिखें।</p> <p>3. अपनी कल्पना से लिखो जीवन में कौन-कौन सी कठिनाइयां हो सकती हैं।</p>



Class/Section: - VI Subject: - MATHS

Chapter:-1-Knowing Our Numbers

No. of periods:- 12

Date of Commencement:-

Expected date of completion:-

Actual date of completion:-

GistOfTheLesson	Targetedlearningoutcomes(TLO)	TeachinglearningactivitiesplannedforachievingtheTLO using suitable resources and classroom management strategies	ASSESSMENTSTRATEGIES PLANNED
Focusedskills/Competencies			
Comparing numbers/Greatest andLowestnumbers,Ascending and Descending orders, Making numbers by using the given digits.	Createsituationsaroundherin which she finds numbers. Understandsallnumbersareformed byusinganyofthedigits0,1, 2,3,4,5,6,7,8 and 9.	Throughvarioussituations,makechildrencompare numbers up to 5-digits like cost of two houses, number of spectators present in two cricket matches,etc.Practisethemethodtomake4-digit,5-digit, 6-digit numbers using the given digits.	1- Byaskingoralquestion. 2- Homework 3- Bysolvingquestionsonblack board. 4- Classtest
Expandedformofanumber  Skill:-Understanding Creativity	Importanceofplacevaluesandthe method to write a number as the sum of ones, tens, hundreds, thousands etc.	Make the children understand expanded from using differentegs.Like $1236=1\times1000+2\times100+3\times10+6\times1$ . Givemoreexamples.	H/W(Qnsfromexercises) Oral  test
IndianandInternationalsystem of numeration.	Difference between Indian and Internationalsystemofnumeration andtheiruses.	Give different numbers to understand that Indian system is intermsofhundredsandInternationalsystemisintermsof thousands.	Dictation
Addition,subtractionand Divisionoflargenumbers  Skill:-Creativity Application Understanding	Through situations like money transactions,measuringofheight budget, etc. Child uses largenumbersandthus appreciates their use.	Numberpatternscouldbeusedtoextendnumbers up to 8-digits and then daily life situations involving 8-digit numbers could be discussed e.g. costofproperty.Involvechildreninsolvingdailylife problems involving more than one operation andthentoappreciatethehierarchytobedecidedto carry on different operations.	H/W(Qnsfromexercises) Oral test Rapidtestforadditionand subtraction
Estimationbyroundingoff nearesttotens,hundreds, thousands etc.	Method to round off numbers nearesttotens,hundreds,thousands etc. and their uses in daily life	Makethechildrenunderstandthemethodofestimationie. Less than the middle value to the lower number and more than or equal to the middle number to the higher number. Eggroundoff276tonearesttensas280andnearest hundreds as 300.	H/W(Qnsfromexercises) Oral test Classtest <u>LabActivity</u> :WritetheRoman Numerals from 1 to 100
RomanNumerals	ConvertingnumberstoRoman numerals.	PracticetherulestoconvertagivennumbertoRoman numeralbyusingdifferentegs.	

Class/Section: -VI Subject:-MATHS

Chapter:-2-WholeNumbers

No.of periods: - 10

Date of Commencement:-

Expected date of completion:-

Actual date of completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
<b>WHOLE NUMBERS-Predecessor And successor</b>	To write the numbers coming after the given number and before the given number.	Make the children understand predecessor = given number - 1 and successor = given number + 1  Predecessor of 39456 = $39456 - 1 = 39455$ Successor of 25899 = $25899 + 1 = 25900$	1- By asking oral question. 2- Homework 3- By solving questions on black board. 4- Class test
<b>Whole Number on number line, addition, subtraction and multiplication on the number line.</b>	To draw the number line and represent the whole numbers on the number line	Make the children understand the operations of whole numbers on number line by demonstrating the method in different problems.  <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	H/W (Qns from exercises) Oral test Class test
<b>Properties of whole numbers</b>	To apply the different properties in reducing the difficulty in addition and multiplication.	Simplify different problems by using commutativity, associativity and distributivity and make the children able to apply the properties in simplifying problems. $4 \times 16 \times 25 = (4 \times 25) \times 16 = 100 \times 16 = 1600$ $3456 \times 85 + 3456 \times 15 = 3456(85 + 15) = 3456 \times 100 = 345600$	

Subject: - MATHS

Chapter: -3- Playing with numbers

No. of periods: - 18

Date of Commencement: -

Expected date of completion: -

Actual date of completion:-

GistOfTheLesson	Targetedlearningoutcomes (TLO)	TeachinglearningactivitiesplannedforachievingtheTLO using suitable resources and classroom management strategies	ASSESSMENTSTRATEGIESPLANNED
Focusedskills/Competencies			
PLAYINGWITHNUMBERS:-Factors andMultiples,Primenumbersand composite numbers	Classifiesnumbersinvarious categories including even, odd, prime, composite, co-prime, etc.	Involvechildreninclassificationofnumberson the basis of their properties like even, odd, multiples and factors. Makethechildrenabletowritethefactorsand multiples of given numbers.	1- Byaskingoralquestion. 2- Homework 3- Bysolvingquestionsonblack board. 4- Classtest
Testsfordivisibilityofnumbers	Child attempts to construct examplethroughwhichshe demonstrates the use of divisibility rules.	Letchildrenformmultiplicationtablesofdifferent numbers like 2, 3, 4, etc and then from the multiplication facts, ask them to identify the pattern like multiple of 3 has sum its digits divisible by 3, multiple of 5 has either 5 or zero in its one's place, etc.	H/W(Qnsfromexercises) Oral test Classtest-2  LabActivity:-Sieveof Erathostenese.
Formulatesdivisibilityrulesof2,3, 4,5,10andusesthemasandwhen required.	Verifywhethera givennumber isdivisibleby2or3or4oretc without division.	Makethetableofdivisibilityrulesandapplytherulesin differentnumbersgiven.	
Understandsthesignificanceof HCF andLCMandfindsthem.	Appliesprimefactorization to find HCF and LCM of numbers.	Demonstratethemethodofprimefactorizationtofindthe LCM and HCF	H/W(Qnsfromexercises) Oral test RapidtestforfindingLCMandHCF
Appliesprimefactorizationtofind HCF and LCM of numbers.	Devises her/his strategies to identify appropriate situationstouse the concepts of HCF and LCM.	ExplainsdifferentdaytodaysituationsinwhichLCMandHCF are to be calculated.	H/W(Qnsfromexercises) Oral test Classtest-3 LabActivity:Patternsoffractions

Class/Section:-VI Subject:-MATHS


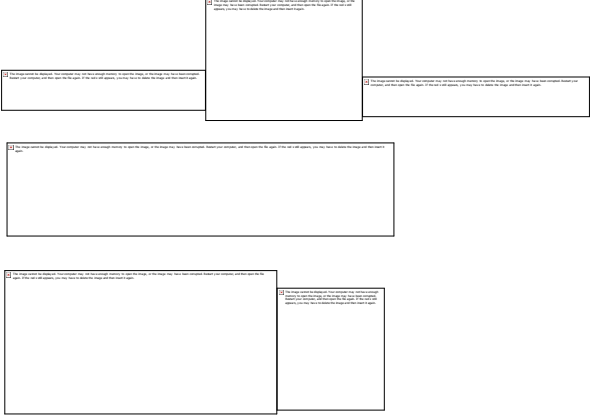
Chapter: -4- BASIC GEOMETRICAL IDEAS

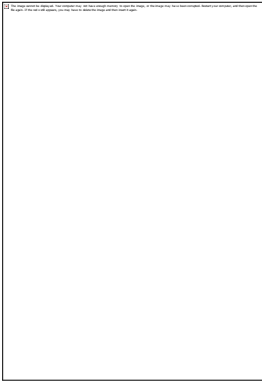
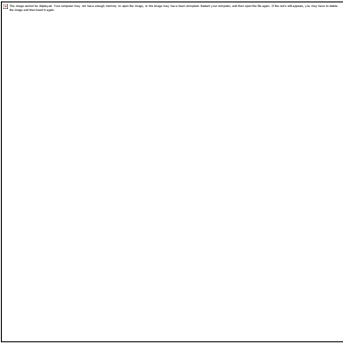

No.ofperiods:-13

Date of Commencement: -

Expected date of completion:-

Actual date of Completion:-

GistOfThelesson	Targetedlearningoutcomes(TLO)	TeachinglearningactivitiesplannedforachievingtheTLO using suitable resources and classroom management strategies	ASSESSMENTSTRATEGIES PLANNED
Focusedskills/Competencies			
<p><b>POINTS,LINES,LINESEGMENTS, RAYS,INTERSECTINGLINESAND PARALLEL LINES.</b></p>	<p>Understand the basic concepts of geometryandtheirrepresentations.</p>	<p>Demonstratefiguresontheblackboardoronthesmart board and make the children understand the representations of them.</p> 	<p>1- Byaskingoralquestion. 2- Homework 3- Bysolvingquestionson black board. 4- Classtest</p>
<p><b>CURVESANDPOLYGONS</b></p>	<p>Understandthedifferenttypesof curvessuchassimplecurve,open curve, closed curve etc. Whattypeofcurveiscalledapolygon. The meaning of interior and exterior regions.</p>		<p>H/W(Qnsfromexercises) Oral test Classtest-2</p>

<p><b>ANGLES</b></p>	<p>Understand the concept of angles and the representation of angles</p>		<p>H/W(Qns from exercises) Oral test Class test-3</p>
<p><b>QUADRILATERALS</b></p>	<p>Understand quadrilaterals, its sides, angles, adjacent angles, opposite angles, adjacent sides, opposite sides.</p>		
<p><b>CIRCLES</b></p>	<p>Understand the geometrical figure circle, its centre, radius, diameter etc</p>		<p>H/W(Qns from exercises) Oral test Class test-4 Lab Activity</p>

Class/Section: - VI

Subject: - MATHS

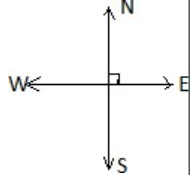

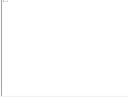
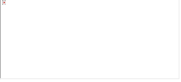
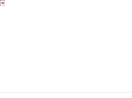

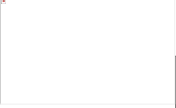

Chapter: -5- UNDERSTANDING ELEMENTARY SHAPES

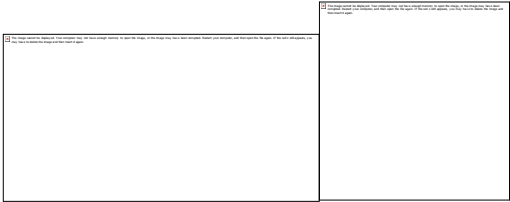
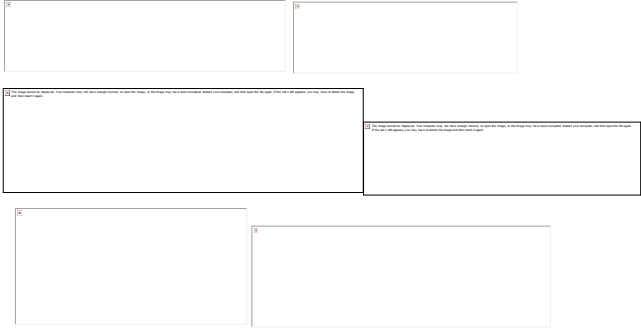
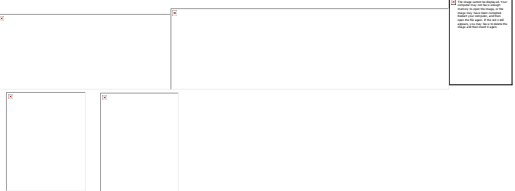

No.ofperiods:-12

Date of Commencement: -

Expected date of completion: -

Actual date of Completion:-

GistOfTheesson	Targetedlearningoutcomes(TLO)	TeachinglearningactivitiesplannedforachievingtheTLO using suitable resources and classroom management strategies	ASSESSMENTSTRATEGIESPLAI
Focusedskills/Competencies			
<p><b>ANGLES:-RIGHTANDSTRAIGHT</b></p>	<p>To understand the concept of right angle and straight angle. Also understand the shape of each</p>	<p>Explain with diagram what is right angle and what is straight angle. Demonstrate the concepts using 'Directions' and 'Clock'</p>   <p>Each 15 minutes makes a right angle, 30 minutes make straight angle and one revolution makes a complete angle.</p>	<p>1- By asking oral question. 2- Homework 3- By solving questions on black board. 4- Class test</p>
<p><b>ANGLES:-ACUTE,OBTUSEAND REFLEX ANGLE</b></p>	<p>To understand how to name the angle by comparing with right angle and straight angle.</p>	<p>Less than a right angle- </p> <p>Between one-fourth and half of a revolution </p> <p>More than half of a revolution </p>	<p>H/W(Qns from exercises) Oral test Class test-2 Assignment</p>
<p><b>THE MEASURE OF AN ANGLE</b></p>	<p>To learn how to measure the angle by using protractor</p>	  	

<p><b>PERPENDICULAR LINES</b></p>	<p>To understand the perpendicular lines when they become the bisector of a line segment.</p>	<p>The lines which intersect at right angles are called perpendicular lines. If it divides a line segment into two equal parts then the line is called perpendicular bisector.</p> 	<p>H/W (Qns from exercises) Oral test Class test-3 Lab Activity: Types of angles</p>
<p><b>CLASSIFICATION OF TRIANGLES</b></p>	<p>To understand the name of the triangles according to their angles and according to their sides</p>		
<p><b>QUADRILATERALS AND POLYGONS</b></p>	<p>To understand the different types of quadrilaterals: square, rectangle, parallelogram, trapezium etc. Also understand the polygons like hexagon, heptagon etc.</p>		<p>H/W (Qns from exercises) Oral test Origami</p>
<p><b>THREE DIMENSIONAL SHAPES</b></p>	<p>To understand the formations of three-dimensional shapes or solids.</p>		

Class/Section:-VI

Subject:-MATHS

Chapter:-6-INTEGERS

No.ofperiods: - 8

DateofCommencement:-

Expecteddateofcompletion:-

Actualdateof Completion:-

GistOfThelesson	Targetedlearningoutcomes(TLO)	TeachinglearningactivitiesplannedforachievingtheTLOusing suitable resources and classroom managementstrategies	ASSESSMENTSTRATEGIESPLANNED
Focusedskills/Competencies			
<p><b>INTEGERS:</b></p> <p><b>INTRODUCTION</b></p>	<p>Recapallthenumberswhichever they have learned</p> <p>Understand how the negative integersareformedandwhatis the need of them?</p>	<p>Introduce the integers in a simple way that they are the numberstorepresentintheoppositedirection.Showthisidea by movingforwarda number of steps from a fixedpoint taken as 0 and move backward the same number of steps from 0, then the backward movement is represented by negative numbers. Hence the negative numbers represent the opposite statement.Foregs.Increaseinweightisrepresentedby+ves and decrease in weight is represented by-ves. Givemoreegsfromthetextbook.</p>	<p>1- Byaskingoralquestion.</p> <p>2- Homework</p> <p>3- Bysolvingquestionsonblack board.</p> <p>4- Classtest</p>
<p><b>INTEGERSONNUMBERLINE</b></p>	<p>Abletodrawanumberlineand represent integers on it.</p>	<p>Recollecttheideaodnumberlinebydiscussingitwiththe children. Demonstatetherepresentationontheblackboard</p> <div data-bbox="898 821 1478 863" style="border: 1px solid black; height: 26px; width: 276px;"></div> <p>Makethechildrenunderstandhowtoidentifythepositionofa given integer by moving to the right and left of 0.</p>	<p>H/W(Qnsfromexercises)</p> <p>Oraltest</p>
<p><b>ADDITIONOFINTEGERSON NUMBER LINE</b></p>	<p>Abletoaddtwointegersbyusing number line</p>	<p>Addtwointegersonnumberlinebymovingasmanystepsto therightsideofthefirstnumberonthenumberline.If+veis addedandmoveintheoppositedirectionif-vesadded.</p> <div data-bbox="884 1049 1463 1127" style="border: 1px solid black; height: 48px; width: 276px;"></div> <p><b>-4+6= 2</b></p> <div data-bbox="884 1170 1463 1248" style="border: 1px solid black; height: 48px; width: 276px;"></div> <p><b>-1+ -5=-6</b></p> <p>Showdifferentegsfromtheexercise.</p>	<p>Classtest-2</p> <p>Assignment</p>

<b>GENERAL RULE OF ADDITION OF INTEGERS</b>	Understand how to add integers without using number line	Make the children understand how to use the rules of addition of integers (i) If both integers are of the same sign, add the numbers and put the same sign (ii) If both are having different signs, take their difference and put the sign of the larger number. Apply the rules in different problems.	H/W (Qns from exercises)  Oral test/Dictation  Assignment
<b>SUBTRACTION OF INTEGERS ON NUMBER LINE</b>	Able to subtract an integer from another integer on a number line.	To subtract +ve, move to the left and to subtract -ve, move to the right from the first number. <div style="border: 1px solid black; height: 20px; width: 100%;"></div> $3 - 5 = -2$ <div style="border: 1px solid black; height: 20px; width: 100%;"></div> $-5 - (-6) = 1$ Make the children understand how to subtract by doing different problems from the text book.	H/W (Qns from exercises)  Oral test  Class test-3  Assignment
<b>INTRODUCE ADDITIVE INVERSE AND GENERAL RULE OF SUBTRACTION</b>	Able to subtract an integer from another integer without using number line.	Define additive inverse as the number obtained by changing the sign. To subtract an integer from another integer, add the additive inverse of the second number by using the rules of addition. Give more examples from the text book.	

Class/Section:-VI

Subject:-MATHS


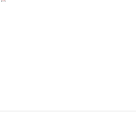

Chapter:-7-FRACTIONS

No.ofperiods:-10

Dateof Commencement:-

Expecteddateofcompletion:-

ActualdateofCompletion:-

GistOfThelesson	Targetedlearningoutcomes (TLO)	TeachinglearningactivitiesplannedforachievingtheTLO using suitable resources and classroom management strategies	ASSESSMENTSTRATEGI PLANNED
Focusedskills/Competencies			
<b>INTRODUCTION:-FRACTIONS</b>  Skill:-Understanding,thinking	Understandtheconceptofa fraction asthepartofawhole.	Definefractionasthepartofawhole.Representationofa fractionintheform $\frac{a}{b}$ whereaiscallednumeratorandbis calleddenominator. Showthediagrammaticrepresentationoffractionsthrough  egs.  It represent $\frac{1}{4}$  It represents $\frac{4}{9}$	1- Byaskingoralquestion. 2- Homework 3- Bysolvingquestionson black board. 4- Classtest
<b>FRACTIONONANUMBERLINE</b>	Understandtherepresentation of fractions on a number line	Explainthemethodofrepresentationoffractions onthe number line by drawing it.  	Oraltest/Dictation  Assignment
<b>TYPES OF FRACTIONSANDTHEIRCONVERSIONS</b>	Understand the different types offractionsasproper,improper and mixed fractions Abletoconvertoneformto another.	$N' < D' \Rightarrow$ Properfraction.Egs. $\frac{1}{2}, \frac{3}{7}, \frac{99}{100}$ $N' > D' \Rightarrow$ Improperfraction.Eg. $\frac{5}{2}, \frac{16}{7}, \dots$ Thecombinationofawholenumberandaproperfractionis calledmixedfraction Egs. $1\frac{3}{7}, \dots$   Makethechildrenunderstandtheconversionsbydoingmore problems.	H/W(Qnsfromexercises)  Oral test/Dictation
<b>EQUIVALENTFRACTIONSAND SIMPLESTFORMOFFRACTIONS</b>	Understandthemeaningof equivalentfractions.	Demonstratetheequivalentfractionsbytakingdifferent examples.	

	<p><b>Able to make the simplest form of a given fraction</b></p>	<p><b>Multiply or divide the N' and D' by the same number to get equivalent fractions.</b></p> $\frac{2}{5} = \frac{2 \times 4}{5 \times 4} = \frac{8}{20}$ $\frac{45}{50} = \frac{45 \div 5}{50 \div 5} = \frac{9}{10}$ <p><b>Simplest form</b> <math>\Rightarrow</math> numerator and denominator have no common factor.</p> $\frac{10}{12} = \frac{10 \div 2}{12 \div 2} = \frac{5}{6}$ is the simplest form	<p>H/W (Qns from exercises)</p> <p>Oral test/Dictation</p> <p>Assignment</p> <p>LAT</p>
<p><b>LIKE AND UNLIKE FRACTIONS COMPARING FRACTIONS</b></p>	<p><b>Able to distinguish between the like and unlike fractions and apply them to compare two fractions</b></p>	<p><b>Like fractions</b> <math>\Rightarrow</math> All denominators are equal  <b>Unlike fractions</b> <math>\Rightarrow</math> denominators are unequal  <b>If denominators are equal compare the numerators</b>  <b>If denominators are unequal make them equal by using LCM and equivalent fractions.</b></p> $\begin{array}{r} 2111 \\ - 3523 \\ \hline 2061510 \end{array}$ $\begin{array}{r} 30303030 \\ \hline 6 < \frac{10}{30} < \frac{15}{30} < \frac{20}{30} \\ \frac{1}{3} < \frac{1}{2} < \frac{2}{3} \end{array}$	<p><b>Lab Activity; Representation of fractions by cutting and pasting.</b></p>
<p><b>ADDITION AND SUBTRACTION OF FRACTIONS</b></p>	<p><b>Understand the method to add and subtract fractions.</b></p>	<p><b>Make the denominators same by using LCM and add or subtract the numerators.</b></p> $\frac{5}{6} + \frac{2}{5} = \frac{25}{30} + \frac{12}{30} = \frac{25+12}{30} = \frac{37}{30}$ $\frac{5}{5} - \frac{2}{2} = \frac{25}{25} - \frac{12}{12} = \frac{25-12}{30} = \frac{13}{30}$ <p><b>Do more problems on board to understand more.</b></p>	

Class/Section: - VI Subject: - MATHS

Chapter: -8- DATA HANDLING

No.ofperiods:-

Date of Commencement: -

Expected date of completion: -

Actual date of Completion:-

GistOfThelesson	Targetedlearningoutcomes(TLO)	TeachinglearningactivitiesplannedforachievingtheTLOusing suitable resources and classroom managementstrategies	ASSESSMENTSTRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION: Data,Organizinga data,representing data	Understand the concept of data, howthecanbecollected,howthey can be organized, how they can be represented diagrammatically?	Recollecttheideasfromthechildrenaboutthedata,different examples etc. Makethechildrenunderstandhowadatacanbeorganized. Give different examples from the daily life.	Assignment: Collectsomedatafromdaily life
ORGANIZATIONOF DATA:  FRQUENCY DISTRIBUTIONTABLE	Able to organize a data in the tabularformcalledfrequencytable by using tally marks	<p>Makethechildrenunderstandhowtoputtallymarksandwhat the use of it through different examples is.</p> <ul style="list-style-type: none"> <li>➤ Inthe1<sup>st</sup>columnwritethedistinctobservations</li> <li>➤ Inthe2<sup>nd</sup>columnputthetallymarkagainsteach observation.</li> <li>➤ Inthe3<sup>rd</sup>columnwritethetotalnumberoftallymarks againsteachobservationwhichiscalledthefrequency of that observation.</li> </ul> <p>Egs:-Considertheresultsobtainedwhenadieistossed 30 times</p> <p>1 3 5 2 4 6 3 1 2 4 5 6 2 3</p> <p>2 6 4 5 2 5 4 6 1 3</p> <p>4 5 6 3 2 3.</p> <div data-bbox="900 1003 1350 1247" style="border: 1px solid black; height: 150px; width: 100%;"></div>	<p>1-Byaskingoralquestion.</p> <p>2- Homework</p> <p>3- Bysolvingquestionsonblack board.</p> <p>4- Classtest</p> <p>H/W(Qnsfromexercises)</p> <p>Oral test/Dictation</p> <p>Assignment</p>

**PICTOGRAPH:**


**DRAWING PICTOGRAPH**





**INTERPRETATION OF PICTOGRAPH**


Understand how to represent data by pictograph and how to interpret a pictograph





Explain how to represent a data by a pictograph through different examples. Consider the students in four sections 7<sup>th</sup> std.

CLASS	NO. OF STUDENTS
7A	45
7B	40
7C	36
7D	42

If  represent 6 students the pictograph can be prepared as follows

CLASS	NO. OF STUDENTS
7A	
7B	
7C	
7D	

If  represents 10 apples then the number of apples in 4 different boxes can be calculated as follows.

Box	Pictures	No. of apples
A		30
B		45
C		50
D		

H/W(Qns from exercises)

Oral test/Dictation

Assignment

**BAR GRAPH**

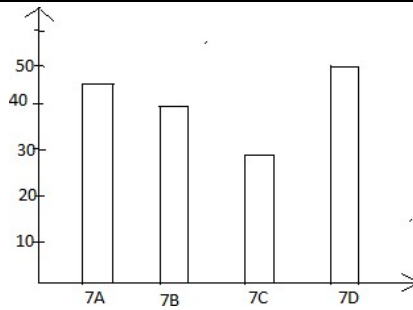
Able to know how to draw a bar graph for a given data.

Explain how to draw the bar graph by demonstrating a sample

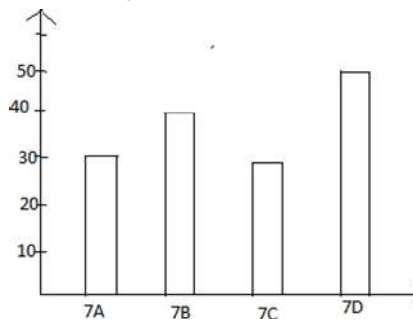
CLASS	NO. OF STUDENTS
7A	45
7B	40
7C	30
7D	50

**DRAWING BAR GRAPH**

**INTERPRETATION OF  
BAR GRAPH**



**How to interpret homework**



**It gives the marks obtained**

**by students of class VII in mathematics**

**7A-30, 7B-40, 7C-30, 7D-50**

**Demonstrate more problems**

**H/W (Qns from exercises) Oral**

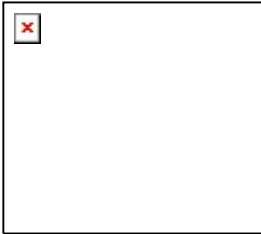

**test/Dictation Assignment**


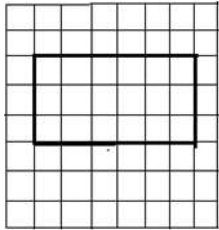

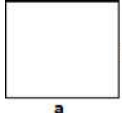
**LAT**

**Lab Activity; Representation of a data by a bar graph**

Class/Section:-VI Subject:-MATHS Chapter:-9-MENSURATION  
 DateofCommencement:- Expecteddateofcompletion:-

No.ofperiods:-10  
 Actualdateof Completion:-

GistOfThelesson	Targetedlearningoutcomes(TLO)	TeachinglearningactivitiesplannedforachievingtheTLOusing suitable resources and classroom managementstrategies	ASSESSMENT STRATEGIESPLANNED
Focusedskills/Competencies			
INTRODUCTION:-	Tounderstandthebasicconcepts about perimeter and area	Recollecttheideasaboutperimeterandareathatthechildrenhave learned in the last year.	
PERIMETER	Tounderstandthattheperimeteris the length of the boundary of a closed region.	<p>Showthechildrendifferentclosedfiguredtounderstandthe concept of perimeter.</p>  <p>Perimeterofthegivenshape=<math>AB+BC+CD+DE+EF+FG+GH+HI+IJ+JK+KL+LA</math>  <math>=1+3+1+1+1+3+1+3+1+1+1+3=20\text{cm}.</math>                      Take more questions from the egs as well as exercises and demonstratethemethodandmakethechildrenabletodothe problems</p>	1- Byaskingoral question. 2- Homework 3- Bysolvingquestions on black board. 4- Classtest
PERIMETEROFARECTANGLE	Able to derive the formula for the perimeterofarectangleandhowto use the formula in problems	 <p>AreaofrectangleABCD=<math>AB+BC+CD+AD</math>  <math>=l+b+l+b</math>  <math>=2l+2b</math>  <math>=2(l+b)</math>                      Egstheperimeterofarectanglewhoselengthis=3cmdandbreadth is 5 cm is given by <math>2(l+b) = 2(3+5) = 2 \times 8 = 16 \text{ am}</math></p>	

<p><b>PERIMETER OF REGULAR SHAPES</b></p>	<p>Understand the formula to find the perimeter of regular shape.</p>	 <p>Hence the perimeter of a regular shape = no. of sides <math>\times</math> length of a side.</p> <p>Give more questions to get practice.</p>	
<p><b>AREA</b></p>	<p>Understand the concept of area as the amount of surface enclosed by a closed figure.</p>	<p>Recollect the method of finding the area by counting the squares inside the figure and express the area in square cms or square cms.</p>  <p>The area of the rectangle given in the grid is 18 square cms</p>	
<p><b>AREA OF A RECTANGLE</b></p>	<p>Understand the formula of finding the area of a rectangle and able to apply it in different problems.</p>	<p>In the above example it is observed that the length is 6 cms and breadth is 3 cms. Then the area is 18 square cms which is equal to Length <math>\times</math> <i>breadth</i></p>  <p>Hence the area of a rectangle = length <math>\times</math> breadth = <math>l \times b</math></p> <p>Do problems from the textbook.</p>	
<p><b>AREA OF A SQUARE</b></p>	<p>Understand the formula of finding the area of a square and able to apply it in different problems</p>	 <p>Area of a square = <math>a^2 = a \times a</math></p> <p>Area of a square of side 8 cm is <math>8 \times 8 = 64</math> square cms Do more problems from the text book</p>	



<p><b>EXPRESSIONSWITHVARIABLES</b></p>	<p>To convert a statement into an expression containing variables and vice-versa.</p>	<p><math>z - 12 = 12</math> subtracted from <math>z</math>  <math>-5q = q</math> multiplied by <math>-5</math>            Make the children understand how to convert the statements to algebraic expressions and the conversion of algebraic expression into statements.</p>	<p>H/W (Qns from exercises) Oral</p>
<p><b>USING EXPRESSIONS PRACTICALLY</b></p>	<p>To express the practical situations in terms of variables and constants.</p>	<p>Demonstrate daily life problems where variables can be used Like age related questions.            If Saritha's present age is <math>x</math> years after 10 years her age will be <math>x + 10</math>.            Do more problems from the exercise.</p>	<p>test/Dictation  Assignment</p>
<p><b>EQUATION</b></p>	<p>To understand the concept of an equation and its solution.</p>	<p>An expression containing variables and constants in which equal signs exist is called an equation.  <math>x + 5 = 10</math> is an equation. The left side of '=' sign is called LHS and right side is called RHS            When we replace the variable by some number if LHS = RHS then that value is called the solution of the equation.            In the above equation <math>x = 5</math> is a solution.            Show the verification in different problems and make the children understand the concept of equation and its solution.</p>	<p>LAT</p>





**Class: VI**

**Subject: History**

<b>No. of period</b>	<b>Topics</b>	<b>Sub Topics</b>	<b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>	<b>Innovative Pedagogy</b>	<b>ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS</b>	<b>OUTCOME</b>
6	What when how and where	How can we know about past? Where did people live? Why do people trouble nowadays? Finding about our past. What do dates mean?	Critical thinking skill understanding skill, problem solving skill, group discussion through interaction analysis and research skill	The major focus of this chapter realise on understanding the basics of history and how past are actually constructed. Introduction to the new geographical categories. Help the students to understand the basic concepts of history and its importance in our lives with the help of notebook chart green board and DG board.	Teacher introduces the chapter with explanation connect links with basic knowledge of indian continent, division of history. * ICT tools	To understand the importance of archaeological sources to reconstruct history. *Students would be able to mark the important places where first-time crops were grown. * Locate the Ganga and its tributaries on
6	From hunting gathering to growing food	The earliest people-why were they on the move? Finding out about fire. The beginning of farming and herding,	Explain broad developments during the ancient	Show the map with some important	key words of the chapter will be questioned	Students will be able to explain the start of settlement

		<p>A new way of life, A closer look living and dying in Mehargarh, Domestication Finding out about the first farmers and herders.</p>	<p>period and relates the developments occurring in one place with another..</p>	<p>archaeological sites (page no 13) *Discuss on rock painting and life for first farmers and herders. Identify stone artifact as archaeological evidence hunting and gathering as a way of life and its implications. Identify the evidence and traces of ashes and about their habitations and ancient time periods.</p>	<p>in MCQ forms. *Do exercise 2&amp;3 page no 22 of textbook * Map work page no 13 of textb</p>	<p>at one place , Relate the origin of farming and domestication. * Critically analyse how farming and domestication have changed over a period of time. Student will be able to learn about the diversification of life skills (farming, pottery, weaving, etc.) , to understand the factors that led to settled life</p>
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						<p>- use of tools, making of houses, clay pots.</p> <p>*The student will be able to understand the settled life with the help of the case study – Mehargarh.</p>
6	In the earliest cities	<p>The story of Harappa, what was special about the cities?</p> <p>Houses drainage and streets, Life in the City, New crops in the City, In search of raw materials, food for people in the cities, A closer look Harappa towns in Gujarat, the mystery of the end.</p>	<p>Chronological and historical analysis skill, critical thinking skill</p> <p>Understanding and discussion through interaction skill</p>	<p>Develop the idea of citizenship by making them Visualize how the people of Indus Valley Civilization took good care of the cities, drainage system, architecture etc the different</p>	<p>Key words of the chapter will be questioned in MCQ forms.</p> <p>*Worksheet link is in remarks</p> <p>*map work page no 25.</p>	<p>Develop the idea of citizenship by making them Visualize how the people of Indus Valley Civilization took good care of the cities, drainage</p>

				<p>parts of the city like The Great Bath.</p> <p>*Discuss the importance of Great Bath</p> <p>*Student will be able to understand and discuss the construction style of houses.</p> <p>*Student will be able to understand the difference between citadel and lower town.</p> <p>* Critically analyse various metals were used in making tools and ornaments.</p> <p>*Appreciate the work</p>	<p>differentiate betweenindusva lley cities and modern cities</p> <p>* do exercise 1,2 &amp; 3 page no34</p>	<p>system, architecture etc the different parts of the city like The Great Bath.</p> <p>*Discuss the importance of Great Bath</p> <p>*Student will be able to understand and discuss the construction style of houses.</p> <p>*Student will be able to understand the difference between citadel and</p>
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				<p>of craft persons collaboratively</p> <p>Discuss the importance features of Dholavira and Lothal.</p>		<p>lower town.</p> <p>* Critically analyse various metals were used in making tools and ornaments.</p> <p>*Appreciate the work of craft persons collaboratively</p> <p>Discuss the importance features Dholavira and lothal.</p>
6	What books and burials tell us	<p>One of the oldest books</p> <p>Importance of rig Veda</p> <p>Word to describe people</p> <p>Story of megaliths</p> <p>Burials as a source of history</p> <p>Finding out about social differences</p> <p>Burial spots</p> <p>Inamgaon</p> <p>Special burial</p>	<p>Introduction of this chapter with PPT, and digital contents would be shared.*Making chart,</p>	<p>key words of the chapter will be questioned in MCQ forms.</p> <p>*online MCQ will be</p>	<p>Long Question as a home work .</p> <p>Do the exercises page no 45</p>	<p>Critically analyse the social, religious and economic background of Rig Veda civilization .</p> <p>*Evaluation why</p>

			<p>writing a report on ancient books, * Draw a figure given page no 40</p>			<p>Vedas are the foundation of modern Indian culture and religion. *Growth and composition of early Sanskrit literature like the Vedas, importance of the Vedic rituals on social and religious life of people. *Acquire knowledge about social category that had grown during the early period. Know the role of</p>
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						<p>the people belonging to different categories. *Student will be able to understand the social and religious life of the people of ancient times,the use of megaliths in their life. Able to explain 1. Different types of occupations of that time 2. People of that time had sense of</p>
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						<p>arithmetical calculation / geometrical design of the body 3. Kinds of animals that were hunted by people for food 4. Kinds of crops, fruits, grains .</p>
6	Kingdoms, ,kings and early republic	How some men became rulers? Varnas, Janapadas,  mahajanapadas Texas Change in agriculture A closer look : Magadha Vajji Ajat sattu and the vajjis.	Describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.	Teachers will ask the students to mark the mahajanpadas and janpadas on a political map of india .  *Role play by students on the administration	key words of the chapter will be questioned in MCQ forms.  *online MCQ will be conducted  *recall the important dates page no	Student will be able  to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.  *Critically analyse

				<p>of the magadha  empire*  Map work.</p>	<p>56.  *some  questions  based on varna  and caste  system.  *do exercise 4  &amp;5 page no56.</p>	<p>the money  involved  in performing  these yajnas.  Example  -  Ashvamedha Yajna  Collaboratively  they  will realize how  varna  system.  * They will  understand  the procedure of  performing  Ashvamedha  yajnas  Importance of  performing yajnas  by  the kings /rulers.  *Know the</p>
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						importance of janapadas and mahajanapadas. Students will know the about the life of people living in janapadas and mahajanpdas.
6	New questions and ideas	The story of Buddha, Upnishad, Jainism, The Sangha, Monasteries, The system of ashramas	Analyses basic ideas and values of various religions and systems of thought during ancient period.	pair activity - teacher will ask the students to collect the information about the life of Buddha and Mahavira. * show photoes , video clip related Buddha	key words of the chapter will be questioned in MCQ forms. *online MCQ will be conducted * recall important days pageno 66 *exercise no 2.page no 65 key words of	*Understand the importance of religion Buddhism, its concept and life of Buddha discuss the importance of teachings of Buddha. *Analyses basic ideas and values of various religions and systems

				<p>and Mahavira.</p> <ul style="list-style-type: none"><li>* student's role</li></ul> <p>play of Buddha</p> <p>and Mahavira</p> <ul style="list-style-type: none"><li>* telling story</li></ul>	<p>the chapter will</p> <p>be questioned</p> <p>in MCQ forms.</p> <ul style="list-style-type: none"><li>*online MCQ</li></ul> <p>will be</p> <p>conducted</p> <ul style="list-style-type: none"><li>* recall</li></ul> <p>important days</p> <p>pageno 66</p> <ul style="list-style-type: none"><li>*exercise no</li></ul> <p>2.page no 65</p>	<p>of thought during</p> <p>ancient period</p> <p>Built.</p> <ul style="list-style-type: none"><li>*Explain the</li></ul> <p>importance of</p> <p>Upanishads, what</p> <p>it</p> <p>literally means.</p> <ul style="list-style-type: none"><li>*Students would</li></ul> <p>be</p> <p>able to Acquire</p> <p>information about</p> <p>the recording of</p> <p>the</p> <p>thoughts in those</p> <p>times in</p> <p>Upanishads.</p> <ul style="list-style-type: none"><li>*Why atman and</li></ul> <p>Brahman were</p> <p>one?(Critical</p> <p>thinking.</p> <ul style="list-style-type: none"><li>* understand the</li></ul>
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						<p>importance of religion Jainism, its concept and life of Mahavira.</p> <p>Discuss the importance of teachings of Mahavira</p> <p>*To knowing about book Vinaya Pitaka and the term used for men and women who lives in sangha</p> <p>Debate on that why men and women live separately in sangha?</p> <p>(critical thinking)</p>
6	Ashoka, The emperor who give up war	A very big Kingdom: Empire How are empires different	Lists out significant contributions of	Role , play,video clip based on	, bramhi script	Student will be able

		<p>from Kingdom?  Ruling The Empire  Ashoka unique ruler  Ashoka's work in Kalinga,,  what was ashoka's  Dhamma,  Ashoka's message to his  subjects</p>	<p>important  kingdoms,  dynasties with  examples viz.,  Ashokan  inscriptions, Gupta  coins, Ratha  temples by Pallavas  etc  Discuss the  difference in  kingdom and empire  Examples of some of  the kingdoms and  empires.  Critically analyse the  hierarchy of various  dynasties.  *Appreciate the  importance of this</p>	<p>Ashoka, design  the national  symbol of India, explain  important  terms  - dhamma  , bramhi script</p>	<p>online quiz on  google forms,  key words,map  work  map work page  no 68, write  different types  of script page no  73, learn  important dates.  Write a short  note on Ashoka  and his  Dhamma.</p>	<p>to understand and  appreciate the  freedom to choose  rulers of today and  how the system  differed in those  times  *Discuss the  difference in  kingdom and  empire  Examples of some  of  the kingdoms and  empires.  Critically analyse  the  hierarchy of  various  dynasties.  *Appreciate the  importance of this</p>
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		<p>hierarchy and some of the most famous and powerful rulers in the History collaboratively</p> <p>*Student will be able to understand and appreciate the the kind of ruler Ashoka was and his transformation as a human being.</p> <p>*Appreciate the need for putting a Ban on War and no violence society.</p> <p>*Critically analyse various issues that led to war of Kalinga and its outcomes</p>			<p>hierarchy and some of the most famous and powerful rulers in the History collaboratively</p> <p>*Student will be able to understand and appreciate the the kind of ruler Ashoka was and his transformation as a human being.</p> <p>*Appreciate the need for putting a Ban on War and no violence society.</p>
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			<p>*Student will be able to understand why the lions are shown on our currency</p>			<p>*Critically analyse various issues that led to war of Kalinga and its outcomes</p> <p>*Student will be able to understand why the lions are shown on our currency notes.</p> <p>2. Knowing about the Mughal empire and Mauryan officials</p> <p>3. Collecting the tribute from the people.</p> <p>Critically analyse</p>
6	Traders, ,kings and pilgrims		individual activity	Analyses basic ideas and values of	matching page no 101, recall	Students will be able

			<p>- draw the silk route on a political map of the world, use silk fabric for showing routes.</p> <p>*use PPT for explanation.. Creatively generate ideas on why kings tried to control silk route.</p> <p>2. communicate effectively about Kushanas as rulers who controlled silk route</p> <p>*Understand the spread of Buddhism</p>	<p>various religions and systems of thought during ancient period</p>	<p>important dates page no 102</p> <p>lets discuss and lets do from exercise page no 102.</p>	<p>to</p> <p>1. creatively generate idea to connect the Sangam texts and long distance exchange.</p> <p>2. Critically analyse trade relations with Rome.</p> <p>3. collaboratively find out the need for traders to explore the sea routes.</p> <p>*Critically make judgements and decisions regarding evidences found</p>
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			<p>and its relation to silk route and Kushana dynasty.</p> <p>Critically reason out why Buddhism spread far and wide.</p> <p>*Communicate clearly about difference between old and new form Buddhism.</p>			<p>from archeological sites related to trade of items.</p> <p>*Role of ruling families of southern India</p> <p>Students will know and understand like Satvahanas as lords of Dakshinapath</p> <p>*Compare and contrast the role muvendar and Satvahanas</p> <p>*Students would be able to effectively interact with others</p>
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						<p>in collaboration to communicate the facilitation of trade</p> <p>The story of silk route</p> <p>Learners will be able to</p> <p>1. Understand the significance of the name ' Silk Route'</p> <p>2. Locate silk route in the map</p> <p>Students would be</p>
6	New empires and kingdoms	Prashsti and what they tell us? Samudragupta's prashsti, Genealogies, Harshvardhan and Harsh Charitra, The palwas chalukya and pulkeshin's prashsti, How will these kingdoms administrated?	To know about Gupta dynasty Students will know and understand 1. What are	analysis basic ideas and administrative system of various dynasties and systems of thought	key words of the chapter will be questioned in MCQ forms. *online MCQ	108 through information literacy tools about Genealogies of

		<p>A new kind of army, Assemblies in the southern Kingdom, ordinary people in the kingdom</p>	<p>Prashastis and what they tell us.</p> <p>2. Samudra Gupta's Prashasti940</p> <p>3. Accounts of Gupta dynasty from description by Harishena.</p> <p>Students would be able to</p> <p>1. Critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Gupta dynasty.</p> <p>2. Communicate</p>	<p>during ancient period synthesises information related to various historical development</p>	<p>will be conducted, true and false from exercise *make online quiz .</p>	<p>Kingdoms as mentioned in Prashastis.</p> <p>Learners would be able to explain the development of different administrative systems and a new kind of army.</p> <p>Students will know and understand</p> <p>1. List all the important designations</p> <p>2. to compare and contrast their administrative systems from the</p>
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		<p>through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis</p> <p>3. Critically differentiate the treatment of Samudragupta towards the rulers defeated by him (Rulers of Aryavarta, Dakshinapath, Rulers of Assam, Bengal, Nepal and few Ganasanghas and the descendants of Kushanas , Sakas and</p>			<p>earlier ones.</p> <p>3. Distinguish the key features that made the army new and different from earlier ones</p> <p>*The key features of administration and the designations. and also, revenue collection for maintenance of army</p> <p>*Critically analyse the distinguishing features between the assembly of brahmins and</p>
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			<p>Srilanka)</p> <p>To comprehend and explain the life of Harshvardhan.</p> <p>Discuss and Explain the ThePrashasti of Ruling kings of south India.</p> <p>Students will know and understand</p> <ol style="list-style-type: none"><li>1. What are Prashastis and what they tell us.</li><li>2. Life and extent of kingdom of Harhasvardhan through Harshacharita</li><li>3. the life and expeditions of the</li></ol>			<p>nonBrahmins.</p> <p>*Develop citizenship</p> <p>by voicing opinion</p> <p>about how condition</p> <p>of common people is</p> <p>better in modern</p> <p>times as compared to</p> <p>earlier times</p>
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			<p>Pallavas, Chalukyas and Pulakesin</p> <p>4. Describe the events indicating towards the expansion in international trade, art, architecture and their contribution to the Indian history</p> <p>Students would be able to critically use system thinking and generate ideas from various sources like literary and archeological to</p>		
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			<p>derive information about Harshvardhana</p> <p>Students would be able to communicate</p>			
6	<p>Building, paintings, And books</p>	<p>The iron pillar, buildings in bricks and stones, How were stupas and temples built?</p> <p>Painting</p> <p>The world of books, Recording and preserving old stones, Stories told by ordinary ( Monkey King )</p> <p>Writing books on science</p>	<p>students will able to know about ancient time buildings made by stone ,iron and bricks.they also understand the skillful works related paintings on caves .they will understand books ancients books like tamil book ,puranas,meghduta</p>	<p>Describes the patterns how buildings ,paintings are made in ancient time.</p> <p>Understand how much people learned at that time.</p>	<p>group activity - to do a play on anyone epic. Explain the chapter story form, use PPT for showing painting and buildings.</p>	<p>ask the figure based questions</p> <p>*recall important dates in the class page no 124</p> <p>draw iron pillar</p> <p>*find out more and learn a story from one of the epics.</p> <p>*do ex 3&amp;4 page no.125</p>


**Class: VI**

**Subject: civics**

<b>No. of period</b>	<b>Topics</b>	<b>Sub Topics</b>	<b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>	<b>Innovative Pedagogy</b>	<b>ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS</b>	<b>OUTCOME</b>
6	Understanding diversity	What does diversity add to our lives? Diversity in India, How do we explain diversity? Two different parts of the country: Kerala and Ladakh Unity in diversity	Students will appreciate that how diversity enhances their life. * Critical analyzation of the different kind of features of the diversity like geographical, historical, cultural etc. * Describe the incidents that took place at Jaliawala Bagh	Develops a healthy attitude towards various kinds of diversity around her /him. Group activity - To participate in group discussion and mapping point will be done. Link is given in ramarks.	provide them worksheet *MCQ based on the chapter * Fill the chart given in your text book page number 9 *solve question 1 -5 page no.12	Critical analyzation of the different kind of features of the diversity like geographical, historical, cultural etc. * Describe the incidents that took place at Jaliawala Bagh massacre. * Appreciate, accept and adopt that Diversity adds

			<p>massacre.</p> <p>* Appreciate, accept and adopt that Diversity adds value in your life*</p> <p>* Enhance their communication skills by discussing unity in diversity in India.</p>			<p>value in your life*</p> <p>* Enhance their communication skills by discussing on diversity in India.</p>
6	Diversity and discrimination	Difference and prejudice, Creating stereotypes, Inequality and discrimination, On being discriminated against, Dr Bhimrao Ambedkar, Striving for equality	<p>Critical analysis on difference and Prejudice *To learn about caste discrimination in India</p> <p>Able to know the several reasons of inequalities and discrimination.</p> <p>*Case study of Dr. Baba saheb.</p> <p>*To learn about</p>	<p>Recognises various forms of discrimination and understands the nature and sources of discrimination.</p> <p>*Differentiates between equality and inequality in various forms to treat them in a healthy way*</p>	<p>Group activity students will be divided into four groups to make a poster on gender equality with respect to equal remarks.</p>	<p>attach the statement given in text book page no. 15 and 23.</p> <p>*Worksheet link is given in Do the exercise 2, 3 and 4 from ncert text book page no 24</p>

			different kind of fundamental rights.			
6	What is government?	Levels of government, Local level state level and Central level, Laws , and the government, The monarchy and democracy, Universal adult franchise.	Understand meaning of government. Why it is necessary and how it work at different level. * Will able to differentiate between Democratic, Monarchy and Dictatorship Government *Critical analyzation on that, why democracy is the best form of government. * Will able to explain	about Women's Suffrage movement identifies various levels of the government local, state and Central level.	Pair activities - student keep all the material(A4 size colour paper, glue,andnews paper on 7 days) on the table . see and read the headline carefully from the newspaper ,cut those headline from newspaper the role of government	some very short questions in the class, link is given in remarks Give them meaningful long questions as home assignment. Link is given in remarks.

			<p>about Women's Suffrage movement</p>		<p>highlighted . take 5 such cutouts and paste on A4 size sheet. now read the hand lines again discussion on the work of governmen</p>	
6	Panchayati Raj	<p>Panchayati Raj system, Panchayat president, Member of Panchayat, Gram Panchayat, The three level of gram panchayats, Panchayati Raj system Block level janpad aur block or Panchayat samiti, District Panchayat aur jila Parishad, Sources of funds for the panchayat.</p>	<p>know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat. Students can critically analyze the task of Gram Panchayat to implement development programmes for all</p>	<p>Describes the role of government, especially at the local level in order to understand its complexity.</p>	<p>perform a skit on the base of gram panchatsarpanch, members, villegers</p>	<p>make a google form quiz based on this chapter . Link is given in remarks. learn the work of gram panchayat, sources of fund from the panchayat page</p>

			<p>villages that come under.</p> <p>*Able to know the different sources of funds for Gram Panchayat</p> <p>*Critical thinking of peoples participation in the Panchayati Raj system at different level.</p>			<p>no 46, and also write the need of gram panchayat</p>
6	Rural administration	A quarrel in the village, Area of the police station, The work at the police station, Maintenance of land record, A new law.	<p>Understand the functioning and responsibility of police circles and the officials responsible for a peaceful environment at all levels</p>	<p>Describes the functioning of rural local government body in sectors like health and education</p>	<p>Individual activity teacher will ask you to follow the instructions keep the material ( khasra record</p>	<p>make a google form quiz based on this chapter . Link is given in remarks. long question based on the</p>

			<p>*Know that lack of education makes record keeping very important to safeguard the ignorant from exploitation of landlords, money lenders, and middlemen.</p> <p>*Critically analysis the role of patwari. He / She is responsible for the maintenance of land records and the collection of land revenue</p> <p>*Analysis of the governmental action</p>		<p>from book and glue ) on the table read the picture carefully see the record and aspect of the castra record look at the ice sketch map and see in the index now look at the symbols and try to find out the answer of the questions given in the book</p>	<p>chapter.</p>
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			<p>in securing equality of women by passing laws</p> <p>*Make a list on different public services in the village</p>			
6	Urban administration	The ward counsellor and administrative staff, How does the municipal corporation get its money, Community protest.	<p>Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas.</p> <p>*Describes the functioning of urban local government body in sectors like health and education.</p> <p>* Functions performed by</p>	<p>Describes the functioning of urban local government body in sectors like health and education.</p>	<p>in sectors like health and education.</p> <p>role play as a ward councilor, member of the ward, mayor , society problems</p>	<p>make a google form quiz based on this chapter . Link is given in remarks.</p> <p>fil in the blanks of sentences page no 59, fill the chart page no 62, solve questions page no 63</p>

Municipal Corporation.

\*Election of ward councillors and

Mayor by the citizens.

\*Students will able to know the different sources of money of

Municipal corporation

\*Learn civic sense and need of different ways to protest for unjust (citizenship)

\*Knowledge about Role and responsibilities of ward councilor and Mayor, Elected and

			administrative staff of municipal Corporation.			
6	Rural livelihoods	Kal pattu village Tulasi, Shekhar On being debt , Terrace farming in Nagaland, agricultural labourer and farmer in India	Students will develop collaboration by taking part in the discussion understand various types of occupation prevailing in rural areas. *Describes factors responsible for availability of different occupations undertaken in rural and urban areas. * Difference between farming and nonfarming activities.	Describes factors responsible for availability of different occupations undertaken in rural and urban areas	Individual activity printout of page number 67 of book and glue . 1 keep all the material on the table 2 see the picture carefully 3 look for the different works people do in villages 4 identify the farm activities in the picture 5 classify the form and non farm .	very short answes for class assessment link in remarks. make a ppt based on the chapter

			<p>*Describe the working conditions of landless farmers , small farmers .</p> <p>*Analyze the situation that how the miserable condition of farmers when caught in debt trap.</p> <p>*working conditions of large -scale farmers .</p>			
6	Urban Livelihood	Working on the street Baccha Manjhi: a cycle rickshaw puller, In the market, In the factory: workshop area, in the office area.	<p>Collaboratively Understand various types of occupation prevailing in urban areas and</p> <p>*challenges faced by the street hawkers in the city.</p>	<p>Describes factors responsible for availability of different occupations undertaken in rural and urban areas</p>	<p>Group activity conducting survey of two hookers like cobbler vegetable wender fruit seller and</p>	<p>very short answe for class and prepare google forms quiz for online class . make a ppt based on the</p>

			<p>*Analyse the situation that how the miserable factory workers are being exploited</p> <p>* Develop collaboration by taking part in the discussion on difference between permanent and temporary job.</p>		prepare notes	chapter
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**Class: 6**

**Subject: Geography**

<b>No. of period</b>	<b>Topics</b>	<b>Sub Topics</b>	<b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>	<b>Innovative Pedagogy</b>	<b>ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS</b>	<b>OUTCOME</b>
6	The earth in the solar system	Full moon ,New moon celestial bodies, stars, the pole star, planets, the sun and the eight planets, the earth, the moon, asteroids, meteoroids, galaxy galaxies, universe	Explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.  * Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them.  * Critically analyses about various	At the end of the chapter the students will be able to identify the planets , earth and the solar system and determine the position of the planets.  With the help of figure and PPT students can develop a deep understanding about the sun the solar system and about the planets and all the celestial bodies etc.	Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them	Point out and write the name of different celestial bodies and their importance.  * Teacher will initiate the discussion on the objects scene in the space.  * Key words of the chapter will be questioned in MCQ forms.

			<p>celestial bodies</p> <p>* Compare planets and dwarf planets</p> <p>* Define phases of the moon.</p> <p>* Explore and describe unique place of the Earth in the Solar System, which provides ideal conditions for all forms of life</p>			<p>Worksheet link is g</p> <p>Point out and write the name of different celestial bodies and their importance.</p> <p>* Teacher will initiate the discussion on the objects scene in the space.</p> <p>* Key words of the chapter will be questioned in MCQ forms.</p> <p>Worksheet link is g</p>
6	Globe: latitudes and	Axis, orbit, equator, Important parallels of	Understand	Understand	Show the globe	True and

	longitudes	latitudes,(tropic of Cancer, topic of Capricorn, Arctic circle and Antarctic circle), heat zones of the earth (torrid zone , temperate zone and frigid zone) prime meridian, grid, longitude and time, why do we have standard time? Indian standard meridian.	Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude. * To Critically analyse heat zones on the basis of Latitudes. * To identify relationship between longitude and time. * To clarify difference between the standard time and local time.	Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude. * To Critically analyse heat zones on the basis of Latitudes. * To identify relationship between longitude and time. * To clarify difference between the standard time.	and ask to find out ocean and continents. *Identify the equator and draw in their copies. * Recognize heat zones with its importance.	false and fill ups will be formed on the basis of the concept. * Draw a figure of earth on A 4 Sheet and ask to show heat of zones. Some long questions as home work ..such as explain the figure 2.4 A & 2.4 B given in page no 12 in textbook.Explain the need of IST.
6	Motions of the earth	Rotation, Revolution, Orbital plane, Circle of illumination,	Student will be able to understand the	Demonstrates day and night; and	A quiz will be plan on the	Solve the exercise no 1

		Leap year, Summer solstice, winter solstice, Equinox	<p>concept of day and night. Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.</p> <p>*Critically analyses the concept of day and night.</p> <p>*Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, e</p>	<p>seasons through oral discussions /in writing /through models and other formats.</p>	basis of the chapter	<p>given in your textbook page no 21</p> <p>*For fun... draw different shapes of ellipses by placing 2 pins nearer and for the using the same loop of thread notice when the ellipses become circular.</p>
6	Maps	Political map, themetical map and physical map, Large scale map, Small scale map Distance, direction and symbols	<p>Locate different places and points inhe local map.</p> <p>*function and concept of map</p> <p>*know about the</p>	<p>Draw a neighborhood map showing scale ,direction and features with the help of</p>	<p>Take an old rubber ball aaw whatever you like all over it you may also mark north pole</p>	<p>will be formed on the visit web portal school Bhuvancontent of the</p>

			<p>importance of map with the help of globe</p> <p>* know about classification of map</p> <p>*understand the different types of direction.</p> <p>*Design Creative methods to make a plan of their own house or school.</p>	<p>conventional symbols</p>	<p>and South pole on it now but this Ball with a knife and try to flatten it notice how the drawing are distorted.</p> <p>*Draw a map of village given in your textbook figure 4.1 page number 25nd</p>	<p>chapter.</p> <p>*Draw a sketch of your school and show your classroom the library the principles room with direction.</p>
6	Major domains of the earth	Lithosphere hydrosphere atmosphere and biosphere, Continents oceans atmosphere layer of atmosphere	<p>Students will be able to understand the importance of lithosphere,atmosphere,hydrosphere and biosphere.</p> <p>*Critically analysis</p>	<p>draws and understands diagrams in order to understand lithosphere, atmosphere, hydrosphere and</p>	<p>Initiate the class discussion on the natural surroundings participate in the discussion and share their</p>	<p>Short answer questions will be formed and given to do on their own.</p> <p>Map work figure 5.1 page</p>

			<p>the seven major continents and five oceans.</p> <p>* Critical analysis of the layers of atmosphere. *Know about water cycle and global warming</p>	<p>biosphere.</p> <p>Locate directions on the flat surface and continents and oceans on the world map</p>	<p>ideas</p> <p>*Show the major continents on the world map and their importance mark the continents on a world map</p> <p>*Relate the other domains with the biosphere sensitize the atmosphere and importance of having biosphere</p>	<p>number 31</p> <p>*Cut the outline of the continents from an outline map of the world and arrange them according to their decreasing sizes</p> <p>*prepare a water cycle on A</p>
6	Our country India	India and its position, India's neighbours, Political and	explore their knowledge about	Locates states, capitals neighbour	Teacher will initiate a group	Teacher will ask the

	<p>administrative division, States and union territories</p> <p>Physical division of India</p>	<p>Indian standard time and its importance</p> <p>*Critically analyse various geographical fact about India collaboratively.</p> <p>*Know more about India in terms of locational setting, neighbours, all the major physical features and how they are complementary to each other .</p>	<p>countries and important places on the map of India.</p>	<p>discussion on India my country students will discuss about the different states and culture of India.</p> <p>*Play a video on the major physical divisions of India and show to the students ask them students to find out neighboring countries of India with the help of an atlas.</p>	<p>students to bring up political map of India efforts sheet color pencil and glue are there before the activity show the map of never in countries of India sharing the land boundaries .</p> <p>*draw map 7.1 and 7.2 , 7.3 page no 49,51.</p>
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**BHAVDIYA PUBLIC SCHOOL  
PEDAGOGICAL PLANNING  
CLASS VI (SCIENCE)**

<b>CHAPTERS</b>	<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>	<b>PEDAGOGICAL PLANNING</b>
<b>1. Components of Food</b>	<b>Topic 1: Nutrients and their Types</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Identify essential nutrients and their functions in the body.</li> <li>Understand the concept of a balanced diet.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>Use multimedia presentations to explain different nutrients.</li> <li>Organize a "Balanced Diet Day" where students bring examples of nutritious foods.</li> <li>Conduct a group activity where students create a balanced meal plan.</li> </ul>
	<b>Topic 2: Balanced Diet</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Plan and analyze a balanced diet.</li> <li>Recognize the consequences of an imbalanced diet.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>Have students research and present examples of balanced diets from various cultures.</li> <li>Organize a cooking activity where students prepare a balanced meal.</li> <li>Discuss case studies highlighting health issues related to imbalanced diets.</li> </ul>
<b>2. Sorting Materials into Groups</b>	<b>Topic 1: Properties of Materials</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Identify and classify materials based on their properties.</li> <li>Understand the importance of material properties in everyday life.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>Conduct simple experiments to explore material properties (e.g., conductivity, solubility).</li> <li>Organize a materials scavenger hunt where students identify objects based on properties.</li> <li>Facilitate group discussions on how material properties influence their use.</li> </ul>
	<b>Topic 2: Classification of Materials</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Classify materials into different groups based on properties.</li> <li>Explain the significance of proper material classification.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>Use interactive games or quizzes to reinforce material classification.</li> <li>Assign a project where students create a poster or presentation on the importance of recycling.</li> <li>Conduct a debate on the environmental impact of different materials.</li> </ul>

<b>3. Separation of Substances</b>	<b>Topic 1: Methods of Separation</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand various methods of separating mixtures.</li> <li>• Apply separation methods to different everyday scenarios.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Conduct hands-on experiments demonstrating separation techniques (filtration, distillation).</li> <li>• Discuss real-world applications of separation methods.</li> <li>• Assign a practical task where students separate a mixture using chosen methods.</li> </ul>
	<b>Topic 2: Uses of Separation</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Recognize the importance of separation in various industries.</li> <li>• Evaluate the environmental impact of separation processes.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Invite a guest speaker from a relevant industry to discuss separation processes.</li> <li>• Organize a class debate on the ethical considerations of certain separation methods.</li> <li>• Assign a research project on how separation methods contribute to waste reduction.</li> </ul>
<b>4. Changes Around Us</b>	<b>Topic 1: Types of Changes</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Differentiate between physical and chemical changes.</li> <li>• Identify examples of changes in various states of matter.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Conduct experiments to demonstrate physical and chemical changes.</li> <li>• Use multimedia resources to illustrate changes in the surroundings.</li> <li>• Facilitate group discussions on the practical applications of different types of changes.</li> </ul>
	<b>Topic 2: Chemical and Physical Changes</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Explain the characteristics and examples of chemical and physical changes.</li> <li>• Understand the importance of safety precautions during experiments.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Organize a safety workshop emphasizing proper lab procedures.</li> <li>• Conduct hands-on experiments to reinforce the concepts.</li> <li>• Assign a project where students research and present real-world examples of chemical changes.</li> </ul>
<b>5. Getting to Know Plants</b>	<b>Topic 1: Parts of Plants</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Identify and label different parts of a plant.</li> <li>• Understand the functions of each plant part.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Arrange a plant dissection activity for hands-on learning.</li> <li>• Use multimedia</li> </ul>

			<p>presentations to showcase the diversity of plant structures.</p> <ul style="list-style-type: none"> <li>Assign a project where students create a model displaying plant parts and their functions.</li> </ul>
	<b>Topic 2: Types of Plants</b>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Classify plants based on their characteristics.</li> <li>Understand the importance of plants in the ecosystem.</li> </ul>	<p><b>Pedagogical Plan:</b></p> <ul style="list-style-type: none"> <li>Organize a nature walk to observe and collect different plant species.</li> <li>Conduct a class discussion on the role of plants in oxygen production and carbon dioxide absorption.</li> <li>Assign a group project where students create a mini-ecosystem model with different plant types.</li> </ul>
<b>6. Body Movements</b>	<b>Topic 1: Types of Body Movements</b>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify and demonstrate different types of body movements.</li> <li>Understand the importance of a well-functioning skeletal system.</li> </ul>	<p><b>Pedagogical Plan:</b></p> <ul style="list-style-type: none"> <li>Incorporate physical activities and exercises to illustrate body movements.</li> <li>Use visuals and videos to explain how bones and muscles work together.</li> <li>Organize a group presentation where students showcase creative body movements.</li> </ul>
	<b>Topic 2: Skeletal System</b>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Explain the structure and functions of the skeletal system.</li> <li>Understand the importance of maintaining bone health.</li> </ul>	<p><b>Pedagogical Plan:</b></p> <ul style="list-style-type: none"> <li>Conduct a class discussion on the role of the skeletal system in supporting the body.</li> <li>Use interactive models or diagrams to illustrate the skeletal structure.</li> <li>Assign a project where students research and present on maintaining a healthy skeletal system.</li> </ul>
<b>7. The Living Organisms and Their Surroundings</b>	<b>Topic 1: Habitat and Adaptations</b>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Understand the concept of habitat and its components.</li> <li>Recognize how organisms adapt to their environment.</li> </ul>	<p><b>Pedagogical Plan:</b></p> <ul style="list-style-type: none"> <li>Organize a field trip to a local ecosystem to observe different habitats.</li> <li>Conduct group activities where students analyze animal adaptations.</li> <li>Assign a research project on how specific organisms adapt to extreme</li> </ul>

			environments.
	<b>Topic 2: Food Chain and Web</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Explain the concept of a food chain and food web.</li> <li>• Understand the interdependence of living organisms</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Use visuals and diagrams to illustrate food chains and webs.</li> <li>• Organize a class activity where students create their own food webs.</li> <li>• Facilitate a discussion on the impact of human activities on food chains.</li> </ul>
<b>8. Motion and Measurement of Distances</b>	<b>Topic 1: Types of Motion</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Identify and differentiate between different types of motion.</li> <li>• Understand the basic principles of motion.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Conduct interactive demonstrations to illustrate various types of motion.</li> <li>• Organize a group activity where students observe and analyze motion in their surroundings.</li> <li>• Use real-life examples and videos to enhance understanding.</li> </ul>
	<b>Topic 2: Units of Measurement</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Introduce basic units of measurement and their significance.</li> <li>• Develop skills in measuring distance using appropriate units.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Conduct hands-on activities to measure distances using standard units.</li> <li>• Integrate technology by using measuring tools or apps for practical demonstrations.</li> <li>• Assign a project where students measure and compare distances in their local environment.</li> </ul>
<b>9. Light, Shadows, and Reflections</b>	<b>Topic 1: Properties of Light</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand the properties of light and its behavior.</li> <li>• Identify the sources of light in the surroundings.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Conduct experiments demonstrating the properties of light (reflection, refraction).</li> <li>• Use interactive simulations or models to explain light behavior.</li> <li>• Assign a project where students explore and present the practical applications of light.</li> </ul>
<b>10. Electricity and Circuits</b>	<b>Topic 1: Electric Circuits</b>	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand the basic components of an electric circuit.</li> </ul>	<b>Pedagogical Plan:</b> <ul style="list-style-type: none"> <li>• Conduct practical demonstrations with circuit components.</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrate the flow of electricity in a circuit.</li> </ul>	<ul style="list-style-type: none"> <li>• Use multimedia resources to explain the principles of electric circuits.</li> <li>• Assign a hands-on project where students design and build a simple circuit.</li> </ul>
	<p><b>Topic 2: Conductors and Insulators</b></p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between conductors and insulators.</li> <li>• Understand the significance of conductors and insulators in electricity.</li> </ul>	<p><b>Pedagogical Plan:</b></p> <ul style="list-style-type: none"> <li>• Conduct experiments to test the conductivity of various materials.</li> <li>• Organize a class discussion on the practical applications of conductors and insulators.</li> <li>• Assign a project where students research and present examples of everyday conductors and insulators.</li> </ul>

**Class: VI**

**Subject: COMPUTER**

<b>No. of period</b>	<b>Topics</b>	<b>Sub Topics</b>	<b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>	<b>Innovative Pedagogy</b>	<b>ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS</b>	<b>OUTCOME</b>
5	Ch-1 Computers Languages	1) Generations of computer Languages 2) Machine Language 3) Assembly Language 4) High –Level Language	<ul style="list-style-type: none"><li>• Audio/video</li><li>• Listening Skill</li><li>• Reading Skill</li><li>• Writing Skill</li><li>• Technical Skills</li><li>• Life Skills</li></ul>	<ul style="list-style-type: none"><li>• Discuss that like we use languages to communicate with each other, similarly we need languages to communicate with the computer.</li><li>• Discuss that the set of instructions that are given to a computer are called a program and the process of writing instructions in a computer language is called programming.</li></ul>	<ul style="list-style-type: none"><li>• Exercise Discussion</li><li>• The students can be asked to do the project work as home assignment or it can be done in the lab.</li></ul>	<ul style="list-style-type: none"><li>• To know about generations of computer languages</li><li>• To know about machine language</li><li>• To know about assembly language</li><li>• To know about high –level languages</li></ul>
7	Ch-2 More on Windows 10	1) Features of Windows 10 2) Creating a New Desktop 3) Utilities of Windows 10	<ul style="list-style-type: none"><li>• Audio/video</li><li>• Listening Skill</li><li>• Reading Skill</li><li>• Writing Skill</li><li>• Technical Skills</li><li>• Life Skills</li></ul>	<ul style="list-style-type: none"><li>• The students will know how to create a new desktop.</li><li>• The students will know about the utilities that Windows 10 offers</li></ul>	<ul style="list-style-type: none"><li>• Exercise Discussion</li><li>• The students can be asked to do the project work as home assignment or it can be done in the lab.</li></ul>	<ul style="list-style-type: none"><li>• To know how to create a new desktop</li><li>• To know about the utilities that Windows 10 offers</li><li>• To know how to change date and time, fonts and change the mouse settings using the control panel</li></ul>

6	Ch-3 Enhancing a Presentation	1) Applying Animation Effects. 2) Adding Transitions Effects. 3) Inserting Sound Clips 4) Inserting Video Clips	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and demonstrate how to add animation effects like Entrance, Emphasis, Exit and Motion paths to objects on a slide.</li> <li>• Discuss how sound clips can be added to a slide as background music or special effects to specific contents</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• Take the students to the computer lab and let them perform the lab session and activity given on the page no. 36 – 37.</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• apply animation and transition effects to a presentation.</li> <li>• understand how to insert sound and video clips into a slide.</li> <li>• use action buttons in a presentation.</li> </ul>
6	Ch-4 Microsoft Excel 2016	1) Selecting Cells. 2) Entering Numbers as Text. 3) Entering Date and Time.	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and demonstrate how to select one row, adjacent rows, non-adjacent rows, columns and worksheets.</li> <li>• Discuss and demonstrate how to enter numbers as text.</li> <li>• Discuss and demonstrate how to enter date and time in a cell and how to use format option to view dates in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• The students can be asked to do the project work as home assignment or it can be done in the lab.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will know how to select cells</li> <li>• The students will know how to enter numbers as text</li> <li>• The students will know how to enter date and time</li> </ul>
7	Ch-5 Introduction to Artificial Intelligence	1) Artificial Intelligence <b>2) Applications of AI</b> <b>3) Benefits of AI</b>	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss that AI or Artificial Intelligence is the ability of a machine to perceive its environment and take decisions in order to achieve a definite goal.</li> <li>• Discuss that how AI is used in various fields like agriculture, education, medicine, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• Ask the students to solve the questions of the Brain Developer given on the page no. 58-59.</li> </ul>	<ul style="list-style-type: none"> <li>• know about Artificial Intelligence</li> <li>• describe applications of AI in different fields</li> <li>• learn about various fields related to AI</li> <li>• Explore artificial intelligence in</li> </ul>

				<ul style="list-style-type: none"> <li>• Discuss the benefits of AI through AI-enabled services.</li> </ul>		your day-to day life
8	Ch-6 Formulas and Functions	1) Working with Formulas. 2) Using a Basic Formula. 3) Using Compound Formula. 4) Using a Range in Formula. 5) Using Formula on Text.	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss that formulas are user defined instructions used to perform addition, subtraction, division and multiplication and establish a relationship between two or more cells.</li> <li>• Discuss and demonstrate how to use a basic formula which involves only one operator.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• Conduct a group discussion with students on the topics given on page 75.</li> <li>• The students can be asked to do the project work as home assignment or it can be done in the lab.</li> <li>•</li> </ul>	Student will be able to: <ul style="list-style-type: none"> <li>• use basic and compound formulas.</li> <li>• learn about different cell references.</li> <li>• know how to rename and change the colour of a sheet tab.</li> <li>• know how to use different functions.</li> </ul>
6	Ch-7 Introduction to GIMP	1) Features of GIMP 2) Starting GIMP 3) Components of GIMP	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss that an image editor is a software program to edit or manipulate an image or graphic.</li> <li>• Discuss that GIMP is an acronym for GNU Image Manipulation Program. It is available in versions for Linux, Windows, and Mac.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• The students can be asked to do the project work as home assignment or it can be done in the lab.</li> </ul>	Student will be able to: <ul style="list-style-type: none"> <li>• know about the features of GIMP.</li> <li>• know how to start and explore the main parts of the GIMP widow.</li> <li>• know how to create a new file.</li> <li>• know to open an image.</li> <li>• know how to use Toolbox and its categories.</li> </ul>

8	Ch-8 More on Python	1) Operators. 2) Types Of Operators in Python 3) Operator Precedence.	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss that operators are symbols that are used to perform mathematical, relational and logical operations on operands to give meaningful results</li> <li>• Using examples, discuss about the types of operators provided by Python</li> <li>• Discuss that operator precedence is the order of priority in which operators are evaluated in an expression. Give examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• Take the students to the computer lab and let them perform the activity given on the page no.92.</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> know about operators and its types.</li> <li><input type="checkbox"/> understand the operator precedence.</li> <li><input type="checkbox"/> know about the control statements and its types.</li> <li><input type="checkbox"/> learn about the conditional statements.</li> </ul>
6	Ch-9 Internet Services	1) History of the Internet 2) World Wide Web(WWW) 3) Popular Services on the Internet – Video Conferencing and Chatting	<ul style="list-style-type: none"> <li>• Audio/video</li> <li>• Listening Skill</li> <li>• Reading Skill</li> <li>• Writing Skill</li> <li>• Technical Skills</li> <li>• Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the history of the internet, like how computers started exchanging and sharing their data through ARPANET.</li> <li>• Discuss the concept of World Wide Web, web pages, hyperlinks and web browsers. Give examples of some popular web browsers.</li> <li>• Discuss about the popular services on the internet by giving suitable examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Discussion</li> <li>• Discuss about how internet enabled services helped people to continue their work and students to continue with their education during the pandemic.</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> learn brief history of internet and WWW.</li> <li><input type="checkbox"/> understand what is video conferencing, chatting and instant messaging.</li> <li><input type="checkbox"/> know how to make internet free calls.</li> <li><input type="checkbox"/> understand what is e-learning, e-banking and e-commerce.</li> <li><input type="checkbox"/> know about internet TV and radio</li> </ul>


## Total Number of Chapters :- 15

TERM I = 8

TERM II = 7

S NO	TERM	MO NT HS	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment Planning	Assignments
1	TERM 1	अप्रैल	24	प्रथमःपाठः - शब्दपरिचयः-I (अकारान्तपुलिङ्गः) व्याकरणांशाः- अकारान्तपुलिङ्गः- बालकः   धातुरूपाणि- पठ्, गम्-लट्, लृट्, लङ्, लोट्लकाराः	8 Hours	12	लिङ्ग-वचन- पुरुषसर्वनामशब्द- परिचयः	छात्राःवर्णपरिचयं, वर्णविच्छेदं वर्णसंयोजनं च अवगमिष्यन्ति	शब्दानांशुद्धौ चचरणम्   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प- द्वारा	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	अकारान्तपुलिङ्ग- शब्दानां प्रथमा- विभक्तीरूपलेखनम्
2		मई/जून	10	द्वितीयःपाठः- शब्दपरिचयः-II (आकारान्तःस्त्री लिङ्गः) व्याकरणांशाः - आकारान्तस्त्रीलि ङ्गः - बालिका	2:40 Hours	4	लिङ्ग-वचन- पुरुषसर्वनामशब्द- परिचयः	छात्राःवर्णपरिचयं , वर्णविच्छेदं वर्णसंयोजनं च अवगमिष्यन्ति	शब्दानांशुद्धौ चचरणम्   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प- द्वारा	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	आकारान्तःस्त्रीलिङ्ग शब्दानांप्रथमा- विभक्तीरूपलेखनम्
3		जुलाई	26	तृतीयपाठः - शब्दपरिचयः-III (अकारान्तःनपुं- लिङ्गः) व्याकरणांशाः - अकारान्तनपुंसक लिङ्गः - पुष्प	4 Hours	6					अकारान्तःनपुं-लिङ्ग शब्दानांप्रथमा- विभक्तीरूपलेखनम्
4				चतुर्थः पाठः- विद्यालयः	4 Hours	6	अस्मद- सुष्मदशब्दपरिच	छात्राःविभक्ति , पुरुषप्रयोगम् च	पुरुषाणाम् स्मरणम्	गूगलफार्मद्वारा पाठाधारितप्र	शब्दरूपाणां , लेखनम् स्मरणम् च

		(अस्मदयुष्मद्शब्दरूपाणि)			यः	अवगमिष्यन्ति	ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प-द्वारा	श्वोतरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)		
<b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</b>										
<b>PT I</b>										
अगस्त	23	पञ्चमःपाठः - वृक्षाः   व्याकरणांशाः- शब्दरूपाणि- बालक, बालिका, पुष्प	4 Hours	6	द्वितीया- विभक्तेःपरिचयः	छात्राःद्वितीया- विभक्तिः, वृक्षाणां महत्त्वं च जास्यन्ति	सस्वरगानम्अनु गानं,संवादं च   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प-द्वारा	गूगलफार्मद्वारा पाठाधारितप्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	बालक, बालिका, पुष्प, शब्दरूपाणां लेखनम् स्मरणम् च	
		षष्ठः पाठः- समुद्रतटः   (विभक्ति- परिचयः)	4 Hours	6	तृतीया-चतुर्थी- विभक्तिभ्यांपरिचयः	कारक-चिह्न- विभक्तिःकण्ठ स्थीकरणम्	वाक्यैःविभक्तेः अभ्यासः   ऑनलाइन..		कारक-चिह्न- विभक्तिः   लेखनम् स्मरणम् च	
सितम्बर	24	सप्तमः पाठः- बकस्यप्रतीकारः   (अव्यय- परिचयः)	4 Hours	6	अव्ययपदानांपरिचयः	कारक-चिह्न- विभक्तिःकण्ठ स्थीकरणम्	वाक्यैःअव्ययपदानाम् अभ्यासः   ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	अव्ययपदानां अर्थज्ञानम् लेखनम् स्मरणम् च	
		अष्टमः पाठः- सूक्तिस्तबकः   (वाक्यरचनायाः अभ्यासः)	4 Hours	6	श्लोकैःनैतिकमूल्यानांपरिचयः	वाक्यरचनायाः अभ्यासः	सस्वरगानम् अनुगानं च   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प-द्वारा		सस्वरश्लोकान् Record कृत्वाप्रेषणम्  श्लोकानां लेखनम् स्मरणम् च	
<b>FIRST WEEK OF OCTOBER. SYLLABUS FROM APRIL UPTO SEPTEMBER WILL BE ASSESSED.</b>										
<b>HY</b>										
TERM 2	अक्टूबर	15	नवमः पाठः- क्रीडास्पर्धा   धातुरूपाणि- स्था, नी, चिन्त, -लट्, लृट्, लङ्, लोट्लकाराः	2:40 Hours	4	पुरुषाणांपरिचयः प्रयोगश्च	धातुरूपाणांलेखनं , अभ्यासः च	आदर्शपाठः, अनुपाठः,लेखनाभ्यासः	गूगलफार्मद्वारा पाठाधारितप्रश्नोत्तरी (Quiz), लिखितपरीक्षा	धातुरूपाणां लेखनम् स्मरणम् च

10	नवम्बर	23	दशमः पाठः- कृषिकाः कर्मवीराः । (इका.पु.शब्द- मुनि)	4 Hours	6	श्लोकैः कृषकाणा म्महत्त्वम्।	इका. पु. मुनिशब्दरूपस्यप रिचयः ।	सस्वरगानम् अनुगानं च । ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वाप्रेषणम् ।	
11			एकादशः पाठः- पुष्पोत्सवः । (सप्तमीविभक्तेः अभ्यासः)	4 Hours	6	सप्तमी- विभक्तेः परिचयः अभ्यासः च।	सप्तमी- विभक्तेः वाक्यरच नायाः अभ्यासः ।	वाक्यैः सप्तमीवि भक्तेः अभ्यासः । ऑनलाइन..		विविधभरतीयोत्सवनां चित्रसहितं नामलेखनम् ।	
12	दिसम्बर	18	द्वादशः पाठः-दशमःत्वम सि । (संख्यावाचिपदा नां ज्ञानम्)	2:40 Hours	4	संख्यावाचिपदानां परिचयः ।	संख्यावाचिपदानां त्रिभुलिङ्गेषुअ भ्यासः ।	संख्यानां शुद्धौ चचरणम्, पठनं लेखनं च ।	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा ।	संस्कृते 1-30 संख्या लेखनं स्मरणम् च ।	
 <b>FIRST WEEK OF JANUARY. SYLLABUS FROM OCTOBER UPTO DECEMBER WILL BE ASSESSED.</b>											
<b>PT II</b>											
13	जनवरी	24	त्रयोदशः पाठः - विमानयानं रघया म । (उका.पु.शब्द - भानु)	4 Hours	6	तृतीया- विभक्तेः पुनरभ्या सः ।	उका. पु. भानुशब्दरूपस्य परिचयः ।	सस्वरगानम् अनुगानं च । ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	विमानयानस्य चित्रनिर्माणम्, सस्वरं गीतम् Record कृत्वाप्रेषणम् ।	
14			चतुर्दशः पाठः - अहहआः च । (अव्ययशब्दानां प्र योगः)	4 Hours	6	अव्ययपदानां परिचयः ।	बुद्धेः महत्त्वम्।	आदर्शपाठः, अनुपाठः, लेखना भ्यासः ।		गृहे कथा-श्रावणम् ।	
15	फरवरी	23	पञ्चदशः पाठः- मातुलचन्द्र । (पुनरावृत्तिः)	2:40 Hours	6	संबोधन- परिचयः ।	पुनरावृत्तिः	सस्वरगानम् अनु गानं च । ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी	सस्वरं गीतम् Record कृत्वाप्रेषणम् ।	