



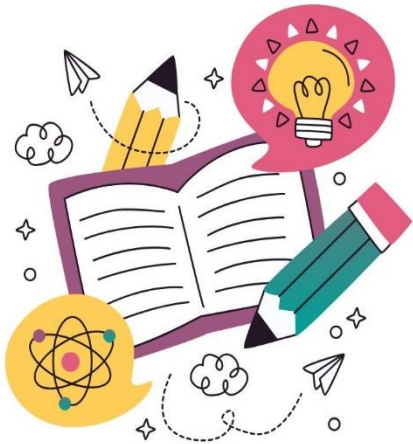
Bal Bharati
PUBLIC SCHOOL

Solan

ANNUAL PEDAGOGY PLAN

(2024-25)

Class: X



<https://bbpssolan.balbharati.org>

Subject: English (184)

| Books First Flight – Text for Class X Footprints without Feet- Text for Class X | | | | | |
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| Months | No. Of Working Days | Course Content | Learning Outcomes | Skill | Teaching Method |
| March | 22 | First Flight- A Letter to God, Dust of Snow, Nelson Mandela: A Long Walk to Freedom, Tiger in the Zoo Footprints Without Feet- A Triumph of Surgery Writing-Letter (Application) Grammar- Tenses, Modals | -To educate the students about importance of having faith. - Identify and explain the significance of essential elements in poetry. -Understanding and appreciation of the works of Robert Frost - To be able to use correct grammatical structure in a sentence. -Development of writing skills. - Understanding of literary devices | Evaluate, analyze, recall, extrapolate, think critically | Group Discussion on Faith. Guided Discussion Problem solving based learning Peer teaching Self-assessment |
| April | 22 | First Flight- Fire & Ice ,Two Stories about Flying i) His First Flight, ii) The Black Aeroplane, A Tiger in the Zoo How to Tell Wild Animals Footprints Without Feet- The Thief’s Story. Writing- Formal Letter (Letter to Editor) Grammar- Reported Speech | To locate specific information while reading. -To develop the students' critical thinking ability. - To develop an understanding of the main idea of the poem. - Understanding and appreciation of the title - Inculcating sensitivity towards animals - Development of comprehension skills. - Understanding of literary devices | Evaluate, Recall, Extrapolate | Listening comprehension Conversation / Dialogue, Symposium |
| May | 18 | First Flight- From the Diary of Anne Frank, The Ball Poem, Glimpses of India Footprints Without Feet- The Midnight Visitor | -To enable the learners to think creatively. -Learning about characterization and self-analysis. | Conceptualization Synthesizing Expressing Analytical thinking Simulate | Pair Work Extempore Written assignments |

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| | | <p>Writing- Formal Letter (Purchase& Inquiry), Analytical Paragraph (Map)</p> <p>Grammar- Determiner</p> | <p>-To develop the students' critical thinking ability.</p> <p>-To develop an understanding of the main idea of the poem. -</p> <p>Development of comprehension skills</p> | Collaborative effort and team spirit | |
| June | 18 | <p>First Flight- Amanda, Mijbil the Otter, Trees</p> <p>Footprints Without Feet -A Question of Trust</p> <p>Writing- Formal Letter (Complaint & Invitation), Analytical Paragraph (Line Graph)</p> <p>Grammar- Subject- Verb Concord</p> | <p>-To enable the learners to think imaginatively and write creatively.</p> <p>-Learning about characterization.</p> <p>-Use correct grammatical structures ,organizing and expressing ideas coherently</p> <p>-To develop an understanding of the main idea of the poem through the poet's perspective of life.</p> <p>-To acquire grammatical accuracy</p> <p>Development of creative writing skills and comprehension skills.</p> | Analyze Empathy Visualize perceive | Classroom discussion Dictionary, Internet, Newspaper |
| July | 18 | <p>First Flight- Madam Rides the Bus, Fog</p> <p>Footprints Without Feet- The Necklace,</p> <p>Writing- Formal Letter, Analytical Paragraph (Chart)</p> <p>Grammar- Integrated Grammar</p> | <p>-To enable the learners to think creatively and write about the experience of travelling alone. ----</p> <p>Learning about characterization and self-analysis.</p> <p>-To develop the students' critical thinking ability.</p> <p>- To develop the students writing skill.</p> | Logical thinking Observational skills Recognize structure Evaluation | Research Work Gathering Information Deductive Reasoning Group Work |
| August | 24 | <p>First Flight - The Sermon at Benares</p> <p>Footprints Without Feet- Bholi</p> <p>Writing- Formal Letter (Purchase& Inquiry), Analytical Paragraph</p> <p>Grammar- Verb agreement</p> | <p>-To develop the comprehension skills of the students.</p> <p>-To enhance the ability to move beyond the text for extrapolation. -</p> <p>To develop the writing skills of the students.</p> <p>-The learners will be able to identify and explain the significance of essential elements in poetry.</p> <p>-Recognize key passages; raise questions; comprehend the literal</p> | Conceptualization Synthesizing Expressing Analytical thinking Simulate Collaborative effort and team spirit | Guided Discussion Problem solving based learning Peer teaching Self-assessment |

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| | | | and figurative uses of language. -- Enhancement of the students' inferential skills | | |
| September | 18 | First Flight - For Anne Gregory Footprints Without Feet - The book that saved the Earth Writing - Analytical Paragraph (Report) Grammar -Integrated Grammar | -To enable the learners to think imaginatively and write creatively. - Use correct grammatical structures ,organizing and expressing ideas coherently -To develop an understanding of the main idea of the poem through the poet's perspective of life. - To acquire grammatical accuracy - Development of creative writing skills and comprehension skills to plan, organize and present ideas in a coherent manner. | Analyze Empathy Visualize perceive | Pair Work Extempore Written assignments |
| October | 20 | First Flight - The Proposal, Tale of Custard the Dragon Writing - Analytical Paragraph (Report)(Revision) Grammar -Integrated Grammar (Revision) | -The learners will be able to identify and explain the significance of essential elements in poetry. -Recognize key passages; raise questions; comprehend the literal and figurative uses of language. -- Enhancement of the students' inferential skills | Conceptualization Synthesizing Expressing Analytical thinking Simulate Collaborative effort and team spirit | Classroom discussion Dictionary, Internet, Newspaper Role Play |
| November | 22 | Revision for whole months | | | |
| December | 13 | Pre Boards Revision for rest of the month | | | |

Subject: Hindi (085)

| महीने | कार्य दिवसों की संख्या | विषयवस्तु | शिक्षण उद्देश्य | कौशल विधि | शिक्षण युक्तियाँ |
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| मार्च | 22 | स्पर्श (भाग-1) कबीर- साखी मीरा-पद व्याकरण: मुहावरे, समास | <ul style="list-style-type: none"> सखियों के माध्यम से समाज की कुरीतियों को दूर करना वास्तविक प्रेम व् भक्ति को समझनेकी कोशिश करना | <ul style="list-style-type: none"> श्रवण -कौशल - पाठ से कवि के विचारों की पहचान कर पाठ का औपचारिक सारांश बता सकेगें वाचन कौशल - कविता पाठ करने की योग्यता का विकास | <ul style="list-style-type: none"> पीपीटी प्रश्नोत्तरी |
| अप्रैल | 22 | स्पर्श (भाग-1) मनुष्यता (कविता) पर्वत प्रदेश में पावस (कविता) बड़े भाई साहब व्याकरण : रचना के आधार वाक्य रूप लेखन भाग : सूचना लेखन | <ul style="list-style-type: none"> नैतिक मूल्यों, बलिदान आदि को अपने जीवन में अपनानेकी प्रेरणादेना प्रकृति हमारी निष्काम भाव से सेवा कैसे करती है और प्रकृति के महत्व को जानना शिक्षा रटने से नहीं आती पर विचार | <ul style="list-style-type: none"> श्रवण -कौशल- भारत के पौराणिक कथाओं को ध्यान से सुनेगें वाचन कौशल - त्याग व् अहिंसा किसी एक विषय पर अपने विचारों को प्रकट करना पठन कौशल - उच्चारण के साथ कविता को पढ़ना | <ul style="list-style-type: none"> सामूहिक चर्चा पीपीटी प्रश्नोत्तरी |
| मई | 18 | तोप (कविता) डायरी का पन्ना संचयन (भाग -I) हरिहर काका (कहानी) व्याकरण : पदबंध, लेखन भाग : विज्ञापन लेखन | <ul style="list-style-type: none"> स्वतंत्रता सेनानियों की गाथा संबंधी पुस्तकों व प्रतीकों का सम्मान करना रूढ़ियों का टूटना समाज के लिए कितना आवश्यक तर्क- वितर्क करना | <ul style="list-style-type: none"> पठन कौशल- भाषा के विभिन्न विचारों को पहचाना वाचन कौशल - विषयों पर अपना मत प्रकट करना श्रवण कौशल - समय के बदलाव पर चर्चा | <ul style="list-style-type: none"> पीपीटी सामूहिक चर्चा कहानी लेखन |

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| जून | 18 | <p>कर चले हम फिदा तताँरा- वामीरो (लोककथा)</p> <p>संचयन (भाग -I) हरिहर काका (कहानी)</p> <p>व्याकरण : मुहावरे लेखन भाग : पत्र लेखन</p> | <ul style="list-style-type: none"> • सैनिकों के जीवन तथा उनकी भावनाओं से परिचित करवाना • रूढ़ियों का टूटना समाज के लिए कितना आवश्यक तर्क- वितर्क करना | <ul style="list-style-type: none"> • श्रवण कौशल - गीत को ध्यान से सुनना • पठन कौशल - वर्णित घटनाओं पर को क्रमानुसार पढ़ना | <ul style="list-style-type: none"> • कविता वाचन • विडियो • सामूहिक चर्चा |
| जुलाई | 18 | <p>आत्मत्राण (कविता) तीसरी कसम शिल्पकार शैलेंद्र (कहानी)</p> <p>संचयन (भाग -I) सपनों के - से दिन</p> <p>व्याकरण : मुहावरे, समास लेखन भाग : अनुच्छेद लेखन</p> | <ul style="list-style-type: none"> • आत्मविश्वास के साथ सफलता का प्रयास करना | <ul style="list-style-type: none"> • पठन कौशल - छात्रों के वाचन में मुहावरे भाषा का ज्ञात होना • लेखन कौशल - पाठ्यपुस्तक अभ्यास कार्य | <ul style="list-style-type: none"> • पीपीटी प्रदर्शन • सामूहिक कार्य |

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| अगस्त | 24 | तीसरी कसम शिल्पकार शैलेंद्र (कहानी) व्याकरण : अपठित गद्यांश, रचना के आधार पर वाक्य रूपांतरण लेखन भाग : अनुच्छेद लेखन विज्ञापन लेखन | <ul style="list-style-type: none"> फ़िल्म द्वारा मनोरंजन करने के साथ दर्शकों को संदेश | <ul style="list-style-type: none"> वाचन कौशल- घटना वर्णन लेखन कौशल- पाठ्य पुस्तक अभ्यास कार्य | <ul style="list-style-type: none"> सामूहिक कार्य मनुष्य के तनाव के मुख्य कारण |
| सितम्बर | 18 | पतझर में टूटी पतियों (कहानी) <ul style="list-style-type: none"> गिन्नी का सोना झोन की देन व्याकरण : अपठित गद्यांश, समास लेखन भाग : लघु कथा लेखन | <ul style="list-style-type: none"> खेल और योग की आवश्यकता व महत्व को समझते हुए अपने मन शक्ति का विकास करेंगे और जीवन के संतुलन के महत्व को अपनाएंगे | <ul style="list-style-type: none"> श्रवण कौशल - अपने देश के साथ-साथ दूसरे देश के संस्कृति से परिचित करना वाचन कौशल - तनाव मुक्त जीवन पर अपने विचार व्यक्त करेंगे | <ul style="list-style-type: none"> मनुष्य के तनाव के कारण इस विषय पर छात्र अपने विचार मंच पर आकर प्रस्तुत करेंगे |
| अक्टूबर | 20 | कारतूस संचयन (भाग -I) टोपी शुक्ला व्याकरण : पदबंध, मुहावरे लेखन भाग : ई-मेल लेखन | <ul style="list-style-type: none"> देश प्रेम की भावना, तत्परिणत निर्णय लेने की क्षमता विभिन्न धर्मों के बारे में समन्वय स्थापित करना | <ul style="list-style-type: none"> आदर्श तथा सस्वर वाचन कौशल- बहादुरी कार्य करते देखा हो तो उसका वर्णन अपने शब्दों में श्रवण कौशल - रॉबिनहुड की बहादुरी कहानियों को ध्यान से सुनेंगे | <ul style="list-style-type: none"> एकांकी और नाटक में क्या अंतर है कुछ नाटकों और एकांकियों की सूची तैयार करना अपने मित्र के बारे में बताना पीपीटी |
| नवम्बर | 22 | पुनरावृत्ति | | | |
| दिसम्बर | 13 | प्री बोर्ड - I | | | |

Mathematics (041/241)

| Month | No. of Working Days | Content | Learning Outcome | Skill | Teaching Methodology |
|-----------|---------------------|--|---|---|---|
| Feb/March | 32 | <p>CHAPTER 1: (REAL NUMBERS)</p> <p>1.1 Introduction 1.2 The Fundamental Theorem of Arithmetic 1.3 Revisiting Irrational Numbers</p> <p>CHAPTER 2: (POLYNOMIALS)</p> <p>2.1 Introduction 2.2 Geometrical Meaning of the Zeroes of a Polynomial 2.3 Relationship between Zeroes and Coefficients of a Polynomial</p> <p>CHAPTER 7: (COORDINATE GEOMETRY)</p> <p>7.1 Introduction 7.2 Distance Formula 7.3 Section Formula</p> | <p>Student will be able to: Explore the properties of real numbers Represent every given composite number as a product of primes and appreciate that every factorization of composite number is unique Prove that $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc. as irrational numbers</p> <p>Recall factor theorem and remainder theorem learnt in earlier classes and its application Relate the zeroes of the quadratic polynomial $ax^2 + bx + c$ with the coefficients a, b, and c Formulate new polynomials as per sum and product of roots</p> <p>Locate points in 2-dimensional Cartesian coordinate system Apply the formula and calculate distance between two points on a plane Calculate the coordinates of a point which divides the line segment joining the two points internally in the ratio m : n using the formula Find the coordinates of the midpoint of the</p> | <p>Extrapolation, Conceptualization, Critical thinking, Expressing in mathematical language, problem solving Verification, logical deductions</p> <p>Observational skills Interpretation Extrapolation Analytical thinking Verification Synthesis Problem solving Aptitude</p> <p>Conceptualize Accuracy Values like importance of Team work, Selflessness Calculate Verification Problem solving Environment sensitivity</p> | <p>Collaborative Learning, Guided discussion, Inductive and deductive learning, Problem solving with examples ,Brain storming Think, pair and share</p> <p>Collaborative learning Guided discussion Independent practice Problem solving with examples. Inductive and deductive Learning</p> <p>Think, pair and share, mid point discussion, Problem solving with examples, Peer learning</p> |

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| | | | line segment using the section formula with ratio 1:1 | | |
| April | 22 | <p>CHAPTER 3:</p> <p>(PAIR OF LINEAR EQUATIONS IN TWO VARIABLES)</p> <p>3.1 Introduction 3.2 Graphical Method of Solution of a Pair of Linear Equations 3.3 Algebraic Methods of Solving a Pair of Linear Equations 3.3.1 Substitution Method 3.3.2 Elimination Method</p> <p>CHAPTER 4:</p> <p>(QUADRATIC EQUATIONS)</p> <p>4.1 Introduction 4.2 Quadratic Equations 4.3 Solution of a Quadratic Equation by Factorisation 4.4 Nature of Roots</p> | <p>Recall and define general form of linear equations in two variables Express linear equations in two variables Plot ordered pairs in the rectangular coordinate system Create graphs of linear equations to solve word problems Analyze graphs to identify x and y intercepts Determine whether ordered pair is a solution of pair of linear equation in two variables , Solve a system of linear equation by the method of substitution, elimination method</p> <p>Recall the concept of quadratic polynomials Correlate with linear equation and quadratic equation Represent the equation in general form as $ax^2 + bx + c = 0$ where a, b, c are real numbers a \neq 0 Solve the quadratic equation by using different methods ,Recall factorization method and apply the same to quadratic equation Calculate discriminant to find nature of roots and apply the same to</p> | <p>Extrapolation, Synthesis, Accuracy Interpretation Appreciate linearity in nature, self-discipline</p> <p>Application of concept, Problem solving aptitude</p> | <p>Collaborative learning, Guided discussion, Think pair and share, Brain storming, graphic organizer Brainstorming</p> <p>Inductive Deductive Reasoning, Inquiry based learning, Think , pair and share, Independent practice</p> |

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| | | | problem solving. | | |
| May/June | | <p>CHAPTER 6: (TRIANGLES)</p> <p>6.1 Introduction 6.2 Similar Figures 6.3 Similarity of Triangles 6.4 Criteria for Similarity of Triangles</p> <p>CHAPTER 14: (PROBABILITY)</p> <p>14.1 Probability — A Theoretical Approach</p> | <p>Identify plane figures which have the same shape and their dimensions are in a certain ratio Identify and visualize triangles which have the same shape and their sides bear a certain ratio Apply the basis on which two triangles can be termed as similar like AAA, SAS, SSS and RHS</p> <p>Associate probability as a chance Formulate probability of an Event E , Verify that the sum of all probabilities of all the elementary events of an experiment is 1 Justify that for any E, E' stands for not E and show that $P(E) + P(E') = 1$</p> | <p>Conceptual understanding, Recognition of similar figures in nature Observational skills Ability to visualize Interpretation Evaluation Problem solving aptitude</p> <p>Conceptualize Sensitize Formulate Calculate Decision making Logical thinking Extrapolation Justification Analytical thinking</p> | <p>Activity Method, inductive deductive method, Guided discussion, Peer Teaching, independent Problem solving with examples</p> <p>Think, pair and share, Brainstorming, Guided discussion, Collaborative learning, Problem solving with examples</p> |
| July | 22 | <p>CHAPTER 5: (ARITHMETIC PROGRESSION)</p> <p>5.1 Introduction</p> | <p>Recognize the patterns in a given series. Understand the term 'common</p> | <p>Deductive reasoning Analytical thinking</p> | <p>Inductive- Deductive reasoning,</p> |

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| | | <p>5.2 Arithmetic Progressions 5.3 nth Term of an AP 5.4 Sum of First n Terms of an AP</p> <p>CHAPTER 13: (STATISTICS) 13.1 Introduction 13.2 Mean of Grouped Data 13.3 Mode of Grouped Data 13.4 Median of Grouped Data</p> | <p>difference' and its importance in an A.P Identify the situations in daily life where the A.P.is observed and apply it in solving problems Identify the first term and the common difference Apply the formula and calculate the nth term of an AP Apply the formula and calculate the sum upto n terms of an A.P. Apply the formula for calculating nth term and sum upto n terms in real life situations</p> <p>Calculate the average from grouped data using different methods i.e. direct, assumed mean and step deviation method Determine the modal class in a group data and calculate mode using the formula Determine the median class in a group data and calculate median using the formula Represent cumulative frequency distribution</p> | <p>Observe Calculate Realize value of time and develop Self discipline Logical and deductive reasoning</p> <p>Conceptualize Investigate Logical Thinking Extracting information Problem solving Interpretation Analytical skills Presentation</p> | <p>Problem Solving, Guided discussion, Independent practice, Brain storming</p> <p>Graphic organizer, Think pair and share, Inductive and deductive reasoning, Brainstorming, inquiry based learning, Guided discussion, collaborative learning, Problem solving with examples</p> |
| August | 24 | <p>CHAPTER 8: (TRIGONOMETRY) 8.1 Introduction 8.2 Trigonometric Ratios 8.3 Trigonometric Ratios of Some Specific Angles 8.4 Trigonometric Identities</p> | <p>Develop understanding of trigonometric ratios of an acute angle of a right angled triangle</p> | <p>Conceptualize Instinctive aware- ness of the presence and importance of underlying structure Logical thinking Deductive reasoning</p> | <p>Think, Pair and share, Inquiry based learning, Inductive and deductive reasoning, Guided discussion, Collaborative learning</p> |

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| | | <p>CHAPTER 9: (APPLICATIONS OF TRIGONOMETRY) 9.1 Heights and Distances</p> | <p>Tabulate and make use of trigonometric ratios of standard angles of 30°, 45°, 60° to right angled triangle Recall the basic ratios of Trigonometry.</p> | <p>Problem solving Extrapolation Problem solving Observational skills Recognize structure Logical thinking</p> | <p>Think, Pair and share, Inquiry based learning, Inductive and deductive reasoning, Guided discussion, Collaborative learning</p> |
| Sep/ Oct. | 40 | <p>CHAPTER 10: (CIRCLES) 10.1 Introduction 10.2 Tangent to a Circle 10.3 Number of Tangents from a Point on a Circle</p> <p>CHAPTER 11: (AREA RELATED TO CIRCLES) 11.1 Areas of Sector and Segment of a Circle</p> <p>CHAPTER 12: (Surface area and Volume) 12.1 Introduction 12.2 Surface Area of a Combination of Solids</p> | <p>Locate common point of intersection of a line and a circle in a plane, Define tangent and secant State the theorem and reason out the same (by logical reasoning) Show that the length of two tangents drawn to a circle from an external point are equal, theoretically and geometrically Apply the theorems in various problems and solve them</p> <p>Identify and apply the terms—major/ minor sector, major/minor segment, angle subtended by the arc at the centre , area of sector of given angle, length of an arc of a sector of given angle combine the plane figures and calculate the area</p> <p>Combine various solid shapes and identify such shapes in the surroundings Combine two solid shapes and calculate its surface area and volume</p> | <p>Recognize underlying structure Justification Analytical thinking Problem solving</p> <p>Accuracy Estimation Golden ratio present in nature Problem solving aptitude Self-discipline Motor skills</p> <p>Conceptualize Evaluate Problem solving Calculate Formulate Recognize structure Critical thinking</p> | <p>Inquiry based learning, Inductive and Deductive learning</p> <p>Brain storming, Guided discussion , Collaborative learning, Problem solving</p> <p>Brain storming, inquiry based learning, Inductive and deductive reasoning, guided learning, problem solving</p> |

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| | | 12.3 Volume of a Combination of Solids | | Identify, visualize, draw Correlate | |
| Nov. | 22 | Revision | Revision and testing skills | | Revision and class tests |
| Dec. | 13 | Pre- board 1 (Full Syllabus) | Revision and testing skills | | Peer teaching, collaborative learning Guided practice, Problem solving, Collaborative learning, sample papers |

PHYSICS

| Month | No. of Working Days | Content | Learning Outcome | Skills | Teaching Methodology |
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| March | 22 | <p>Ch. 11: Electricity 11.1 Electric Current and Circuit 11.2 Electric Potential and Potential Difference 11.3 Circuit Diagram 11.4 Ohm's Law 11.5 Factors on which the Resistance of a Conductor Depends 11.6 Resistance of a System of Resistor</p> <p>Practical: - To study the dependence of current on potential difference of a resistor and find its resistance.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the basic principles of electric current, voltage, and resistance • Explore different types of circuits, such as series and parallel circuits. • Learn about Ohm's law and how it relates to the relationship between current, voltage, and resistance. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making. ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |
| April | 22 | <p>Ch. 11: Electricity (Cont.) 11.7 Heating Effect of Electric Current 11.8 Electric Power Practical: - To study the dependence of current on potential difference of a resistor and find its resistance</p> <p>Ch.12: Magnetic Effect of Electric Current 12.1 Magnetic Field and Field Lines</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Study electrical power and energy, including calculations and units. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of a magnetic field and its properties. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Problem solving ➤ Decision making | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |

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| | | 12.2 Magnetic Field due to Current Carrying Conductor | <ul style="list-style-type: none"> • Explore the relationship between electric current and magnetic fields. | | |
| May | 18 | <p>Ch.12: Magnetic Effect of Electric Current (Cont.)</p> <p>12.3 Force on a Current Carrying Conductor in a Magnetic Field</p> <p>12.4 Domestic Electric Circuit</p> <p>Practical: - To determine equivalent resistance in series and parallel combination of resistors.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Learn about the right-hand thumb rule to determine the direction of magnetic fields around a current-carrying conductor • Study the working principles of electromagnets and their applications. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |
| June | 18 | <p>Ch. 9: Light- Reflection and Refraction</p> <p>9.1 Reflection of light</p> <p>9.2 Spherical Mirrors</p> <p>Practical: - To determine focal length of concave mirror and convex lens.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concepts of reflection and refraction of light. • Explore the laws of reflection and refraction, including the angles involved. • Learning about the formation of images in plane mirrors and the characteristics of those images. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |
| July | 18 | <p>Ch. 9: Light- Reflection and Refraction (Cont.)</p> <p>9.3 Refraction of Light</p> <p>Practical: - To trace the path of ray of light through a glass slab for different angles of incidence.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Study the different types of lenses and their properties, such as convex and concave lenses. • Explore the phenomenon of dispersion and the formation of a spectrum of colors. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's |

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| August | 24 | <p>Ch. 10: The human Eye and the Colorful World</p> <p>10.1 The Human Eye 10.2 Defect of Vision and Their Correction 10.3 Refraction of Light Through Prism 10.4 Dispersion of white light by a Glass Prism</p> <p style="text-align: center;">Practical: -</p> <p>a) To trace the path of ray of light through a glass prism. b) To draw the images of an object formed by a convex lens when placed at various positions.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the different parts of the human eye and their functions, such as the cornea, iris, lens, and retina. • Learn about common vision defects, such as myopia (nearsightedness) and hyperopia (farsightedness), and how they can be corrected with the help of lenses. • Study the phenomenon of dispersion and the formation of a spectrum of colors. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ✚ Demonstration cum lecture method ✚ Guided Discussion ✚ Activity based teaching ✚ Problem solving based learning ✚ 5 E's ✚ Collaborative Learning | |
| Sept | 18 | <p>Ch. 10: The human Eye and the Colorful World (Cont.)</p> <p>10.5 Atmospheric Refraction 10.6 Scattering of Light</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understanding the concept of color vision and how the eye perceives different colors. • Exploring the working principles of optical instruments like the microscope and the telescope. | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem solving | <ul style="list-style-type: none"> ✚ Demonstration cum lecture method ✚ Guided Discussion ✚ Activity based teaching ✚ Problem solving based learning ✚ 5 E's ✚ Collaborative Learning | |
| Oct & Nov | 42 | REVISION | | | | |

CHEMISTRY

| Month | No. of Working Days | Content | Learning Outcome | Skills | Teaching Methodology |
|-------|---------------------|---|--|--|---|
| March | 22 | <p>Ch. 1: Chemical Reactions 1.1 Chemical Equations 1.2 Types of Chemical Reactions 1.3 Have You Observed the effect of Oxidation in Everyday Life?</p> <p>Practical: - To perform and identify types of Chemical Reactions</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate & verify chemical changes • Relate chemical changes to a daily life situation • Convert chemical change into word equation • Correlate law of conservation to balancing chemical equations • Observe the changes to determine a chemical reaction • Demonstrate types of chemical reactions • Classify the reactions as oxidation or reduction | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making. ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |
| April | 22 | <p>Ch. 2: Acid, Base & Salts 2.1 Understanding the Chemical Properties of Acid and Bases 2.2 What do All Acid and Bases Have in Common 2.3 How Strong Are Acid or Base Solution</p> <p>Practical: - To study the properties of acid and bases</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the substances as acids or bases. • List the properties of acids and bases • Compare the properties of acids and bases • Correlate the pH to acidic, basic or neutral substances. • Test the pH values of solutions | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Problem solving ➤ Decision making | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |

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| May | 18 | Ch. 2: Acid, Base & Salts (Cont.) 2.4 More About Salts | Students will be able to: <ul style="list-style-type: none"> • Tabulate the salts into their families • Justify the various uses of salts in daily life and industry | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |
| June | 18 | Ch. 3: Metals and Non-Metals 3.1 Physical Properties 3.2 Chemical Properties of Metals 3.3 How do Metals and Non-Metals React? Practical: - To Observe the action of Zn, Fe, Cu and Al metals on the corresponding salt solutions and arrange them in increasing order of reactivity. | Students will be able to: <ul style="list-style-type: none"> • Compare properties of both metals and non-metals • Identify metals and non-metals from the given samples • Tabulate the reactivity series of metals | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's ➤ Collaborative Learning |
| July | 18 | Ch. 3: Metals and Non-Metals (Cont.) 3.4 Occurrence of Metals 3.5 Corrosion | Students will be able to <ul style="list-style-type: none"> • Predict the occurrence of various reactions • Demonstrate properties of ionic compounds | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ➤ Demonstration cum lecture method ➤ Guided Discussion ➤ Activity based teaching ➤ Problem solving based learning ➤ 5 E's |

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| August | 24 | Ch. 4: Carbon and its Compounds 4.1 Bonding in Carbon- The Covalent Bond 4.2 Versatile Nature of Carbon | Students will be able to: <ul style="list-style-type: none"> • Identify the name of the homologous series • Select the compound and identify the functional group | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem Solving | <ul style="list-style-type: none"> ✚ Demonstration cum lecture method ✚ Guided Discussion ✚ Activity based teaching ✚ Problem solving based learning ✚ 5 E's ✚ Collaborative Learning | |
| Sept | 18 | Ch. 4: Carbon and its Compounds(Cont.) 4.3 Chemical Properties of Carbon Compounds 4.4 Some Important Carbon Compounds- Ethanol and Ethanoic Acid 4.5 Soaps and Detergents Practical:- a) To study characteristic properties of Acetic acid. b) Study of comparative cleansing capacity of sample of soap in hard and soft water. | Students will be able to: <ul style="list-style-type: none"> • Realize the effect of alcohols on living beings • Understand the cleansing action of soap • Draw the structure of micelle • Compare hard and soft water | <ul style="list-style-type: none"> ➤ Analysis. ➤ Critical Thinking ➤ Curiosity. ➤ Confidence. ➤ Creativity ➤ Motivation. ➤ Creativity. ➤ Communication. ➤ Decision making ➤ Problem solving | <ul style="list-style-type: none"> ✚ Demonstration cum lecture method ✚ Guided Discussion ✚ Activity based teaching ✚ Problem solving based learning ✚ 5 E's ✚ Collaborative Learning | |
| Oct & Nov | 42 | REVISION | | | | |

BIOLOGY

| Month | No. of Working Days | Course Content | Learning Outcomes | Skills | Teaching Methodology |
|-------|---------------------|---|--|---|---|
| March | 22 | <p>Ch.5 Life processes: A. Nutrition: Living Being, Basic concept of nutrition, Human Digestive system.</p> <p>B. Respiration: Respiration, Breathing, Breathing mechanism, Branchial, Pulmonary, Cutaneous Respiration</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop the concept of life processes • Arrive at the meaning of autotrophic nutrition (photosynthesis) • Compare and contrast the steps of opening and closing of stomata • Identify the type of heterotrophic nutrition in living organisms on the basis of their features • Evolve the meaning & function of enzyme • Arrange/sequentially all the steps of digestion of food in human • Draw labeled diagram of human digestive system. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpret the significance of various pathways of glucose catabolism. • Understand the concept of glucose catabolism • Investigate about the gas released during exhalation • Draw and identify the parts of respiratory system • Distinguish between pulmonary and branchial respiration. | <ul style="list-style-type: none"> • Identification • Classification • Evaluation • Developing Hypothesis | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Project Method • Heuristic Method • Audio Visual Aids • 5 E's |
| April | 22 | <p>Ch.5 Life processes Contd..... C. Transportation</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the components of transport system in humans | <ul style="list-style-type: none"> • Comprehension • Application • Problem solving | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching |

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| | | <p>Transportation in animals and plants.</p> <p>D. Excretion Excretion, Human Excretory System , Dialysis</p> <p>Practical</p> <ul style="list-style-type: none"> • Preparing a temporary mount of a leaf peel to show stomata. • Experimentally show that carbon dioxide is given out during respiration. • Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides. | <ul style="list-style-type: none"> • Mark the direction of blood flow in human heart • Conceptualize the path of circulation through flow chart • Compare and contrast structure and function of vein and artery • Draw and identify the parts of human heart • Emphasize on the importance of lymphatic system • Discover the mechanism of transport of water in plants <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify various waste products • understand the importance of filtration and removal of liquid waste (urine) through kidney • Draw the detailed structure of nephron • Find out the waste products of plants & mechanism of their removal • Discover the impact of less intake of water on excretory system | <ul style="list-style-type: none"> • Application Analysis • Comprehension Analysis | <ul style="list-style-type: none"> • Problem solving based learning • Peer teaching • Hands on Experiment • Inquiry based method • Project Method • Heuristic Method • Audio Visual Aids • 5 E's • Brainstorming • Collaborative |
| May | 18 | <p>Ch.6 Control & Co-ordination</p> <ul style="list-style-type: none"> • Nervous System • Co-ordination in plants • Hormones in animals | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the components of the nervous system, including the central nervous system (CNS) and peripheral nervous system (PNS). • Explain the structure and function of neurons, nerve impulses, and synapses | <ul style="list-style-type: none"> • Creative thinking • Comprehension • Application • Understanding • Application | <ul style="list-style-type: none"> • Problem solving based learning • Peer teaching • Hands on Experiment • Inquiry based method • Project Method • cum lecture method • Guided Discussion |

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| | | | <ul style="list-style-type: none"> • Identify plant hormones and their roles in growth, development, and response to environmental stimuli. • Apply the understanding of control and coordination mechanisms to explain physiological responses to various stimuli in organisms • Evaluate the impact of disruptions in control and coordination on health and well-being. • Develop hypotheses and experiments to investigate the impact of external factors on control and coordination in both plants and animals. | | |
| June | 18 | Ch.6 Control & Co-ordination Contd..... | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Collaborate with peers to discuss and debate the implications of current research findings in the field of control and coordination • Compare the spinal nerve and cranial nerve on the basis of origin and function • Interpret the need of chemical coordination • locate the position of endocrine glands in human body • Correlate the functions of different hormones as means of information transmission in human body • Interpret the significance of feedback mechanism • • Discover the effect of stimuli on plant growth and movement • Differentiate between Nastic movement and tropic movement | <ul style="list-style-type: none"> • Creative thinking • Comprehension • Application • Understanding • Application | |

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| | | | <ul style="list-style-type: none"> • Develop the concept of phytohormones. | | |
| July | 18 | CH - 13 Our Environment Ecosystem, Food Chain, Food Web, Ozone. | <ul style="list-style-type: none"> • Students will be able to: • Develop the definition of ecosystem & study the components • Classify ecosystem in to various types on the basis of their nature and size • Correlate the importance of biotic and abiotic components in all ecosystem • Develop the definition of food chain and trophic level • Construct the food chain with different trophic levels • Establish nutritional relationships among organisms • Determine features of food chain • Calculate the amount of energy transferred among various trophic levels in a food chain • Construct food web formed by interlinking of food chain | <ul style="list-style-type: none"> • Understanding • Synthesis • Analysis • Comprehension • Problem solving • Application | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching |
| August | 24 | Ch. – 7 How Do Organisms Reproduce? Importance of variation Modes of reproduction(Asexual & Vegetative) Sexual Reproduction | Students will be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of how variation contributes to the adaptability and evolution of species • Describe various methods of asexual reproduction, such as binary fission, budding, and regeneration • Analyze the advantages and disadvantages of sexual reproduction compared to asexual reproduction | <ul style="list-style-type: none"> • Creative thinking • Comprehension • Application • Understanding • Application | <ul style="list-style-type: none"> • Brainstorming • Collaborative • Inquiry-based learning • Demonstration cum lecture method • Guided Discussion |

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| September | 18 | <p>Ch. – 7 How Do Organisms Reproduce?</p> <p>Contd..... Reproductive health.</p> <p>Practical: Studying (a) Binary fission in Amoeba, (b) Budding in yeast and Hydra with the help of prepared slides.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of family planning, contraception, and sexually transmitted infection (STI) prevention • Analyze factors affecting fertility and infertility, as well as available reproductive technologies • Analyze factors affecting fertility and infertility, as well as available reproductive technologies • Justify the need of reproduction for the perpetuation & continuity of life • Justify that sex ratio needs to be maintained to balance the reproductive process and to spread awareness against female foeticide for a healthy society. | <ul style="list-style-type: none"> • Analytical thinking • Comprehension • Application • Understanding • Application | |
| October | 20 | <p>Ch.8 Heredity Heredity; Mendel’s contribution- Laws for inheritance of traits: Sex determination: brief introduction:</p> | <ul style="list-style-type: none"> • Understand the concept of heredity • Identify common traits in humans & classify them in different categories • Appreciate the efforts of Mendel for studying contrasting traits located on different chromosomes in pea plant • Construct a monohybrid & dihybrid cross and calculate the ratio of offspring’s (Punnet square) • Co-relate the link between genes present and the traits expressed | <ul style="list-style-type: none"> • Understanding • Analysis • Application • Problem Solving • Critical thinking • Evaluation • Synthesis, Analysis • Application • Gender sensitization | <ul style="list-style-type: none"> • Problem solving based learning • Peer teaching • Hands on Experiment • Inquiry based method • Project Method • cum lecture method • Guided Discussion • |

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| | | | <ul style="list-style-type: none"> Analyze the importance of knowledge of gender/sex determination in present situation in India Construct a cross to show possibility of male or female child being born in human. | | |
| November | 22 | REVISION | | | |
| December | 13 | REVISION | | | |

Social Science

| Month | No. Of Working Days | Course Content | Learning Outcome | Skill | Teaching Method |
|-------|---------------------|--|--|---|--|
| March | 22 | <u>Geography</u> Resource and Development | Understand the value of resources and the need for their judicious utilization and conservation. | Understanding Critical Thinking Reasoning | Group discussion Lecture method & Debates |
| | | <u>Political Science</u> Power Sharing | Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms | Analysis Comprehension Understanding | |
| | | <u>Economics</u> Development | Students will be able to 1. Understand - all goals of development cannot be development for everyone – goal of development of one may be destruction for another. 2. Know that, for a balanced development in the economy, there has to be mix of goals. 3. Have awareness on conservation of resources and efficient utilization of existing resources. | | |
| April | 22 | <u>Geography</u> Forest and Wildlife Resources | Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources. | Understanding Critical Thinking | Lecture method & Conversation Dialogue |
| | | <u>Economics</u> Sectors of Indian Economy | Students will be able to 1. Identify various basic services around them for carrying on with their daily routine. 2. Understand the significance of the support system or infrastructure in the economy. 3. Have critical thinking on differentiation of primary, secondary and tertiary sectors with examples. | Collaborating Communicating | |

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| | | <u>History</u> The Rise of Nationalism in Europe | Familiarize the students with the Spring of Nations in 1848. It will help students how Nationalism was the ideological impetus that, in a few decades, transformed Europe | Teamwork Understanding | Group Discussion Problem solving Secondary source method |
| May | 18 | <u>Political Science</u> Federalism | Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing system. Analyse the polices and politics that has strengthened federalism in practice | Compare and contrast Classify Analysing | Real life example & Lecture method |
| | | <u>Geography</u> Water Resource | Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation. | Critical Thinking Collaborating | Story telling & Lecture method |
| | | <u>Economics</u> Money and Credit | Students will be able to 1. Be familiar with the language used to write a cheque – modern form of money. 2. Be aware of various service providers in the economy. 3. Know about the characteristic features of currency. | Understanding Teamwork Critical Thinking | Guest Speakers |
| June | 18 | <u>Geography</u> Agriculture | Explain the importance of agriculture in national economy. Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. Explain various government policies for institutional as well as technological reforms since independence | Analysing Classify Compare | Art Integration Combo teaching (Social Sci & Sci) |
| | | <u>Political Science</u> Gender Religion & Caste | Identify and analyse the challenges posed by communalism to Indian Democracy. Develop a gender perspective on politics | Tracking cause & effect Problem Solving | Case study & Lecture Method |
| | | Political Parties | Analyse party systems in democracies. Introduction to major political parties, | Understanding Critical Thinking | Interactive Multimedia |

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| | | | challenges faced by them and reforms in the country | | |
| July | 18 | Geography Minerals and Energy Resources | Identify different types of minerals and energy resources and places of their availability. Feel the need for their judicious utilization. | Inter-disciplinary linkages Creativity | Interactive Multimedia & Lecture method |
| | | Manufacturing Industries | Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. | | Interactive Multimedia & Lecture method |
| | | History Print Culture and Modern World | Emphasize on Print revolution and the formation of print culture. Focuses on reading and printing presses. Enable them to understand the religious reforms and public debates. To learn on the idea of revolution brought by print culture on the society. It will help the students to know about censorship led by the imperialistic regimes. | | Group Discussion & Lecture method |
| August | 24 | Geography Lifeline of National Economy | Explain the importance of transport and communication in the evershrinking world. Understand the role of trade and tourism in the economic development of a country. | Problem Solving Evaluating | Concept Mapping & Lecture Method |
| | | Economics Globalisation & the Indian Economy | Students will be able to 1. Be aware of various brand logos on various products- quality assurance given to consumers. 2. Understand the condition of small manufacturers in India. | | Discussion & Story telling |
| | | History The Making of Global World | Examines given information, in order to analyse and evaluate. | | |

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| September | 18 | <u>Political Science</u> Outcomes of Democracy | Evaluate the functioning of democracies in comparison to alternative forms of governments. Understand the causes for continuation of democracy in India. Distinguish between sources of strengths and weaknesses of Indian democracy | Understanding Teamwork Critical Thinking | Lecture & Observation |
| | | <u>Economics</u> Consumer Rights | Students will 1. Become aware of Consumer Movement in India and be proactive consumers. 2. Understand the significance of COPRA in the economy. 3. Know how to seek redressal in the consumer court if needed. 4. The standardization of products in the market by the government | | Project based & Role play |
| | | <u>History</u> The Age of Industrialization | Familiarize with the Pro- to Industrial phase and Early – factory system. Familiarize with the process of industrialization and its impact on labour class. Enable them to understand industrialization in the colonies with reference to Textile industries | Tracking cause and affect Problem Solving | |
| October | 20 | <u>History</u> Nationalism in India | Enlighten the students that how Indian nationalism developed d as a concept against the colonial British Raj. To learn about Indian nationalism as an instance of territorial nationalism, inclusive of all its people, despite their diverse ethnic, linguistic and religious backgrounds. | Tracking cause and affect Analysing | |
| November | 22 | Revision | | | |
| December | 13 | Pre- Board | | | |

IT (402)

| Month | No. of Working Days | Content | Learning Outcome | Skill | Teaching Methodology |
|--------------|----------------------------|---|---|---|---|
| March | 22 | Communication Skills-II Self-Management Skills-II ICT Skills-II | Learners will be able to: <ul style="list-style-type: none"> • Elaborate the communication skills. • Tell the use of ICT skills. • Tell the different processes introduced in self-management. | Understanding, recall, recognition. | Lecture cum Demonstration: Begin the chapter with a live demonstration introducing communication skills and ICT skills. Visual Aids: Use visuals, such as pictures or props, to enhance understanding and knowledge |
| April | 22 | Digital Documentation (Advanced) | Learners will be able to: <ul style="list-style-type: none"> • Create and Apply Styles in the document. • Insert and use images in document • Create and use template • Create and customize table of contents | Attention to detail, recall, creativity, critical thinking. | Lecture cum demonstration: Conduct an interactive discussion introducing the digital documentation. Present a live demonstration using word and its features. Group Discussion: Facilitate group discussions to share their findings and experiences. |
| May | 18 | Digital Documentation (Advanced) | Learners will be able to: <ul style="list-style-type: none"> • Advance concept of mail merge in word processing, • Creating a main document, • Creating the data source, • Entering data in the fields, • Printing a letter and its address label | Creativity, understanding, Critical thinking, problem solving, analyzing. | Interactive Recap: Conduct an interactive session recapping the features of Digital documentation, emphasizing key concepts of layers and filters. Peer Teaching: Encourage students to share their knowledge, promoting collaborative learning, |
| June | 18 | Entrepreneurial Skills-II Green Skills-II Introduction | Students will be able to: <ul style="list-style-type: none"> • Define the different skills • Introduce entrepreneurial skills. • Elaborate the concept of green skills. | Recall, reorganization, Critical thinking, Analyzing | Demonstration: Conduct an interactive discussion introducing green skills, benefits and security concerns. |

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| July | 18 | Electronic Spreadsheet (Advanced) | <p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze data using scenarios and goal seek. Link data and spreadsheets Opening and saving a shared spreadsheet. Add, Edit and Format the comments. Reviewing changes – view, accept or reject changes. Merging and comparing. | Recall Problem solving, Critical thinking, analyzing | <p>Lecture cum Demonstration: Begin the chapter with a live demonstration introducing Electronic spreadsheet.</p> <p>Peer Teaching: Encourage students to share their knowledge, promoting collaborative learning,</p> |
| August | 24 | Electronic Spreadsheet (Advanced) | <p>Learners will be able to:</p> <ul style="list-style-type: none"> Using the macro recorder. Creating a simple macro. Discuss Passing arguments to a macro. .Accessing cells directly. Sorting the columns using macro. | Creativity, Problem solving, Critical thinking | <p>Lecture cum Demonstration: Provide a live demonstration creating macros and features.</p> <p>Visual Aids: Use visuals, such as pictures or props, to enhance understanding and creativity.</p> |
| September | 18 | Database Management System | <p>Learners will be able to:</p> <ul style="list-style-type: none"> Appreciate the concept of Database Management System Create and edit tables using wizard and SQL commands | Creativity, problem solving, analytical skill | <p>Lecture cum Demonstration: Conduct an interactive session demonstrating DBMS to have the desired output, emphasizing key concepts of DBMS.</p> |
| October | 24 | Database Management System Web Applications and Security | <p>Learners will be able to:</p> <ul style="list-style-type: none"> Inserting data in the table, Editing records in the table, Deleting records from the table, Sorting data in the table, Creating and editing relationships – one to one, one to many, many to many Create Forms and Reports using wizard Working with Accessibility Options. Understand Networking Fundamental | Creativity, problem solving, Recall. Critical thinking | <p>Lecture cum Demonstration: Using internet to search desired information. Discuss the web applications and security.</p> <p>Peer Teaching: Encourage students to share their knowledge, promoting collaborative learning,</p> |
| November | 20 | Revision | | | |
| December | 13 | Pre- Board | | | |