Delhi Public School
Srinagar

DETAILED PLANNER OF

COMPUTERS(PRACTICAL)

(MARCH-APRIL)

CLASS –10th

CLASSES REQUIRED	**8**
TOPIC	JAVASCRIPT ALONG WITH REVIEW OF HTML AND CSS.
)NCEPT & SKILLS	• Introduction to javascript. • Syntax(basic recognition of Javascript). • Javascript Output. • Javascript Statements. • Javascript Comments. • Javascript Variables. • Javascript Operators. • Javascript Arthmetic,Assignment operators • Javascript Data Types. • Javascript alerts. • Javascript functions. Students will be able to read,write,develop and execute javascript programs.
LEARNING OUTCOMES	Students will be acquainted with the basics of Javascript. Students will be able to understand, develop and execute a program in JS. Students will be able to develop interactive web pages using basic functions of javascript integrated with html and css. .
INSTRUCTIONAL TOOLS & REFERENCES	Projector. Websites:www.w3schools.com www.javascriptkit.com
PEDAGOGY	Demonstration Concept formation
ACTIVITY / ASSIGNMENT / RESEARCH	To develop different web pages using html css and javascript.
ASSESSMENT	Assessment will be done on the basis of practicals done in the computer lab.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Html,css and javascript.

MATHEMATICS

CLASS 10TH

CLASSES REQUIRED	Eighteen (18)
TOPIC	Linear equation in two variables
CONCEPT & SKILLS	**Concepts:** (i) Solution of linear equations. (ii) Graphical method (iii) Algebraic method. (iv) Equations reducible to a pair of linear equation in two variables. **Skills:** Arithmetical skills Logical thinking Critical thinking.
LEARNING OUTCOMES	To learn to plot two equations on graph. Formulate the given situation as a pair of linear equations and hence find their solution. To analyze graph
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, text book and reference.
PEDAGOGY	Discussion and explanation in classroom. Random questioning. Concept formation. In text questions.
ACTIVITY / ASSIGNMENT / RESEARCH	Finding solution of linear equations in two variables by graphical method. Assignment from the same topic with Hots questions are given to the students.
ASSESSMENT	Graphical interpretation and algebraic interpretation of linear equation in two variables is being assessed.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA-2 SA-1

CLASSES REQUIRED	18 (Eighteen)
TOPIC	Triangles
CONCEPT & SKILLS	1. Criteria for similarity of triangles 2. Area of similar triangles 3. Pythagoras theorem Thinking skills Geometrical skills Drawing skills
LEARNING OUTCOMES	To understand the concept of similarity of triangles. To prove and apply Basic Proportionality Theorem To learn and apply similarity rules (SAS,SSS,AAA, RHS) To learn and apply Pythagoras Theorem and its converse.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and References.
PEDAGOGY	Discussion, Random questioning, concept formation, Brain storming, In text questions.
ACTIVITY / ASSIGNMENT / RESEARCH	To prove Pythagoras Theorem by paper cutting and folding. Sample papers for SA-1 provided to the children and discussed with them.
ASSESSMENT	Assessment was done on basis of activity done on laboratory manual.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA-1

CLASSES REQUIRED	20 (Twenty)
TOPIC	Trigonometry
CONCEPT & SKILLS	Trigonometric ratios, trigonometric ratios of some specific angles, trigonometric ratios of complementary angles, trigonometric identities. Thinking Skills: Application Skills: Logical Skills:
LEARNING OUTCOMES	To recall definitions of basic T-ratios. T-ratios of specific angles. Trigonometric identities.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and Reference.

PEDAGOGY	Concept formation, Discussion, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Sample papers for SA-1 provided to the children and discussed with them.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA-1

CLASSES REQUIRED	8 (Eight)
TOPIC	Statistics
CONCEPT & SKILLS	1. Mean of grouped data. 2. Mode of grouped data. 3. Median of grouped data. 4. Graphical representation of cumulative frequency distribution or Ogive. 1. Comprehension skills, 2. Analysis skills 3. Application skills.
LEARNING OUTCOMES	1. To find mean by direct method, assumed mean method and step deviation method. 2. To learn to find the mode of grouped data. 3. To learn to calculate cumulative frequency of a class. 4. To find median for grouped data using formula and by using ogive.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book and Reference.
PEDAGOGY	Concept formation, Discussion, Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	Raw data collection, grouping, analysing and interpretation. Group activity done on the survey conducted by the children.
ASSESSMENT	Assessment done on the basis of sample paper provided to the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA-2 SA-1
CLASSES REQUIRED	14
TOPIC	Real Numbers
CONCEPT & SKILLS	Euclid's division lemma, The fundamental theorem of arithmetic, Irrational numbers and their proof, Decimal expansion of real numbers. Logical thinking , compression skills Arithmetical skills.
LEARNING OUTCOMES	Highest common factor (HCF) of two numbers by Euclid's division algorithm, Application of fundamental theorem of arithmetic to find lowest common

	Multiple (LCM) and highest common factor (HCF) of two or more numbers. Irrationality of numbers, decimal expansion of rational and irrational numbers
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, Text book and references
PEDAGOGY	Discussion , random questioning, Concept formation , In text questions.
ACTIVITY / ASSIGNMENT / RESEARCH	Crossword Puzzle.
ASSESSMENT	Oral test , MCQs , Assignment .
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Formative Assessment - 1 Summative Assessment-1
CLASSES REQUIRED	10
TOPIC	Polynomials
CONCEPT & SKILLS	Geometrical meaning of the zeroes of a polynomial, Relationship between zeroes and coefficients of a polynomial , Division algorithm for polynomials, Application skills , critical thinking ,Problem solving skills.
LEARNING OUTCOMES	Graphical representation of the zeroes of a polynomial , Formation of quadratic polynomial when sum and product of its zeroes is given, Zeroes and coefficients and their relationship, Mathematical operation division of polynomials.
INSTRUCTIONAL TOOLS & REFERENCES	All classroom instructional tools, Text book and references
PEDAGOGY	Discussion , random questioning , Concept formation ,In text questions.
ACTIVITY / ASSIGNMENT / RESEARCH	Different types of Parabolas as the graphical representation of a quadratic polynomial (An activity) .
ASSESSMENT	Class-test , Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Formative Assessment---1 , Summative Assessment---I

Delhi Public School
Srinagar

LESSON PLAN-1

T1-Session 2015-2016

Class : X

Subject : Physics

Theme : Electricity

Month : March

Number of periods : 12 (Theory=8 and Practical =4)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

i. To inculcate the spirit of scientific method and scientific reasoning among the students.

ii. To make students aware of the importance of physics

Specific Objectives:

i. To make the concepts of : (a) electric charge and its properties, (b) electric current and its units and (c) electric circuit clear & their symbols clear to the students in an easy but interesting manner.

ii. To show Textbook Numerical problems related to the topic.

iii. To show the symbols used in electric circuit diagrams..

***Skills** : Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

***INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS)** :*

In addition to general teaching tools like white board, marker, etc, the teacher will use Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc .The References used will be:

(a) Conceptual Physics by Paul Hewitt

(b) Science and Technology Text book for Class X.

TEACHING METHODOLOGY / Pedagogy:

i. Activating Prior Knowledge by Random Questioning

ii. Introducing the topic to be taught after getting the expected response from the students.

iii. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.

***LEARNING OUTCOMES**:* Make it sure that the student learns the concepts given:

- *Charge is quantized.*
- *Charge is conserved.*
- *Charge is additive*
- *Flow of Electric charge through a metallic wire.*
- *I = q/t =ne/t*
- *Direction of current*
- *Definition of the SI unit of unit of current.*
- *Drawing of the Components of Electric circuit & their symbols.*
- *Drawing Circuit Diagram.*
- *Textbook Numerical problems related to the topic.*
- *How to study electric circuit diagram.*

ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS:

The students will be assessed by

(a) Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.

***(b)** FA. The syllabus for FA1 will be (a) electric charge and its properties, (b) electric current and its units and (c) electric circuit clear & their symbols (d) Numericals related to the topic*

Delhi Public School
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LESSON PLAN-2

T1-Session 2015-2016

Class : *X*

Subject : *Physics*

Theme : *Electricity continued*

Month : *April*

Number of periods : 12 (Theory=8 and Practical =4)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

i. *To inculcate the spirit of scientific method and scientific reasoning among the students.*
ii. *To make students aware of the importance of physics*

Specific Objectives:

i. *To make the concepts of : (a) Ohms law, (b) Resistance and its units and (c) Factors affecting Resistance(d) Conductors , Resistors and insulators, (e) Resistors in series and parallels, (f) Heating effect of current and Electric power clear to the students in an easy but interesting manner.*
ii. *To show Textbook Numerical problems related to the topic.*

Skills : *Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS) :

In addition to general teaching tools like white board, marker, etc, the teacher will use Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc and Apparatus for verifying Ohms Law.

The References used will be:

(a) *Conceptual Physics by Paul Hewitt*
(b) *Science and Technology Text book for Class X.*

TEACHING METHODOLOGY / Pedagogy:

i. *Activating Prior Knowledge by Random Questioning*
ii. *Introducing the topic to be taught after getting the expected response from the students.*
iii. *Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.*

LEARNING OUTCOMES: Make it sure that the student learns the concepts given:

- *$V \propto I$ (Ohms Law)*
- *Ohmic and non-Ohmic conductors*
- *$R = V/I$ and Definition of SI unit of Resistance*
- *Factors affecting Resistance and $R \propto L/A$*
- *Difference between Conductors, Resistor and insulator.*
- *Concept of Resistors in series* $I_s = I_1 = I_2 = I_3$ *and* $V = V_1 + V_2 + V_3$ *and Derivation of* $R_s = R_1 + R_2 + R_3$
- *Concept of Resistors in parallels* $V = V_1 = V_2 = V_3$ *and* $I_s = I_1 + I_2 + I_3$ *and derivation of* $1/R_p = 1/R_1 + 1/R_2$
- *Different combinations of Resistros*
- *Heating effect of current* $H = Vq = VIt = I^2Rt$
- *Applications of heating effect in electric devices like heater, bulb, electric fuse,etc.*
- *Electric power* $P = VI = I^2R = V^2/R$
- *Textbook Numerical problems related to the topic.*

ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS:

The students will be assessed by

(a) *Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.*
(b) ***Group Activity (Practical / Project):*** *The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical notebook.*

(c) *FA. The syllabus for FA1 will be The syllabus for FA1 will be (a) Ohms law, (b) Resistance and its units and (c) Factors affecting Resistance (d) Conductors , Resistors and insulators ,(d) Resistors in series and parallels and (e) Electric Power and heating effect of current. (f) Numericals related to the topic*

Delhi Public School
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LESSON PLAN-3

T1-Session 2015-2016

Class : *X*

Subject : *Physics*

Theme : *Magnetic Effects of current*

Month : *May*

Number of periods : 12 (Theory=8 and Practical =4)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

iii. To inculcate the spirit of scientific method and scientific reasoning among the students.

iv. To make students aware of the importance of physics

Specific Objectives:

i. To make the concepts of : (a) Properties of a Magnet, (b) Magnetic Field Lines and their applications(c) Oersteds Experiment (d) Magnetic field due to a current carrying straight wire, coil and solenoid (e)Electric Motor (f) Electric Generator and (g) Domestic Electric Circuit clear to the students in an easy but interesting manner.

ii. To show Textbook Numerical problems related to the topic.

Skills *: Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS) *:*

In addition to general teaching tools like white board, marker, etc, the teacher will use Electromagnetic devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires, magnets, electromagnetic,Electric motor, electric Generator, etc.

The References used will be:

(a) Conceptual Physics by Paul Hewitt

(b) Science and Technology Text book for Class X.

TEACHING METHODOLOGY / Pedagogy:

i. Activating Prior Knowledge by Random Questioning.

ii. Introducing the topic to be taught after getting the expected response from the students.

iii. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.

LEARNING OUTCOMES: Make it sure that the student learns the concepts given:

- *Oersted's Experiment*
- *Magnet and Its Properties*
- *Magnetic Field lines and their properties*
- *Magnetic field due to a current carrying straight wire, coil and solenoid*
- *Kicking Wire Experiment (F = BLI Sin□)*
- *Electric Motor, its Construction and working.*
- *Electric Generator; its Construction and working.*
- *Domestic Electric Wiring.*

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ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS:

The students will be assessed by

(a) Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.

(b) ***Group Activity (Practical / Project)****: The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical notebook.*

(c) *FA. The syllabus for FA1 will be The syllabus for FA1 will be (a) Properties of a Magnet, (b) Magnetic Field Lines and their applications(c) Oersteds Experiment (d) Magnetic field due to a current carrying straight wire, coil and solenoid*

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LESSON PLAN-4

T1-Session 2015-2016

Class : X

Subject : Physics

Theme : Sources of Energy

Month : May

Number of periods : 12 (Theory=10 and Practical =2)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

i. To inculcate the spirit of scientific method and scientific reasoning among the students.

ii. To make students aware of the importance of physics

Specific Objectives:

To make the concepts of : (a) Source of Energy and its characteristics (b) Ideal Fuel (c) Fossil Fuels as source of energy (d) Biomass and Biogas as fuel (e)Biogas Plants (f) Hydroelectricity (g) Wind Energy , (h) Solar Energy, (i) Geothermal Energy , (j) Energy from Oceans clear to the students in an easy but interesting manner.

Skills *: Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS) *:*

In addition to general teaching tools like white board, marker, etc, the teacher will use models of Solar Cooker, solar Cell, Wind Mill, etc and Charts showing construction of Hydropower plant, Biogas plant,etc

The References used will be:

(a) Conceptual Physics by Paul Hewitt

(b) Science and Technology Text book for Class X.

TEACHING METHODOLOGY / Pedagogy:

i. Activating Prior Knowledge by Random Questioning.

ii. Introducing the topic to be taught after getting the expected response from the students.

iii. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.

LEARNING OUTCOMES: Make it sure that the student learns the concepts given:

- *Source of Energy and its characteristics*
- *Ideal Fuel and its characteristics*
- *Fossil Fuels as source of energy; their advantages and disadvantages*
- *Biomass as fuel: charcoal as a fuel*
- *Biogas as an ideal fuel; merits of Biogas – Biogas Plants*
- *Hydroelectricity-merits and demerits*
- *Wind Energy- merits and demerits-wind energy farm*
- *Solar Energy; merits and demerits*
- *Solar cooker and its construction and working*
- *Solar cell ;its uses, advantages and disadvantages*
- *Geothermal Energy , advantages and disadvantages*
- *Energy from Oceans-Tidal Energy, Sea Wave Energy, Ocean Thermal Energy: uses and Shortcomings.*
- *Renewable and non renewable energy sources.*

ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS:

The students will be assessed by

i. Group Discussion. The areas of assessment may include Listening Skills, Clarity of expression, Communication skills, Content of Knowledge, Attentiveness, Teamwork, Respect to peer, Appropriate body language.

*ii. **Oral Questions**: The teacher will do it to assess the understanding of the topic by the students. The areas of assessment will include: Listening Skills, Clarity of concepts and Communication skills.*

iii. ***Group Activity (Practical / Project)***: *The teacher will divide the students in groups to perform practical work in the lab and the areas of assessment may include Attentiveness, Teamwork, Respect to peer, Appropriate body language, Submission of practical notebook.*

iv. *FA. The syllabus for FA1 will be The syllabus for FA1 will be (a) Source of Energy and its characteristics (b) Ideal Fuel (c) Fossil Fuels as source of energy (d) Biomass and Biogas as fuel (e)Biogas Plants (f) Hydroelectricity (g) Wind Energy ,*

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LESSON PLAN-1
T1-Session 2015-2016

Class : X
Subject : BIOLOGY
Theme : life processes1(digestion and respiration)
Month : March
Number of periods : 8 (Theory=6 and Practical =2)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

i. To inculcate the spirit of scientific method and scientific reasoning among the students.
ii. To make students aware of the importance of biology

Specific Objectives:

i. To make the concepts of : (a) life processes, (b) Types of nutrition and(c) digestion and respiration in different organisms.
ii. To discuss Textbook problems related to the topic.
iii. To draw neat and labeled diagrams..

Skills *: Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS) *:*

In addition to general teaching tools like white board, marker, etc, the teacher will use charts and models like digestion in Amoeba ,organs of digestion in humans,respiratory organs in different organisms etc .The References used will be:
a)Science and Technology Text book for Class X.

TEACHING METHODOLOGY / Pedagogy*:*

i. Activating Prior Knowledge by Random Questioning
ii. Introducing the topic to be taught after getting the expected response from the students.
iii. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.

LEARNING OUTCOMES*:* Make it sure that the student learns the concepts given:

- *Organs of digestion in different organisms*
- *Mechanism of digestion*
- *Organs ofrespiration in different organisms*
- *Processes of respiration.*
- *Definition*
- *Drawing Diagrams.*
- *Textbook questions related to the topic.*

ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS*:*

The students will be assessed by

(a) Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.
(b) *FA. The syllabus for FA1 will be (a) digestion and b)respiration.*

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LESSON PLAN-2

T1-Session 2015-2016

Class : *X*

Subject : *BIOLOGY*

Theme : *life processes2(transportation and excretion)*

Month : *April*

Number of periods : 8 (Theory=6 and Practical =2)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

iii. To inculcate the spirit of scientific method and scientific reasoning among the students.

iv. To make students aware of the importance of biology

Specific Objectives:

iv. To make the concepts of : (a) life processes, (b) Transportation in plants and animals and(c)excretion in plants and animals.

v. To discuss Textbook problems related to the topic.

vi. To draw neat and labeled diagrams..

Skills *: Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS) *:*

In addition to general teaching tools like white board, marker, etc, the teacher will use charts and models like organs of excretion etc .The References used will be:

a)Science and Technology Text book for Class X.

TEACHING METHODOLOGY / Pedagogy:

iv. Activating Prior Knowledge by Random Questioning

v. Introducing the topic to be taught after getting the expected response from the students.

vi. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.

LEARNING OUTCOMES: Make it sure that the student learns the concepts given:

- *transportation in different organisms*
- *Mechanism of transportation in plants and animals.*
- *Organs of excretion in different organisms*
- *Processes of excretion and formation of urine*
- *Definition*
- *Drawing Diagrams.*
- *Textbook questions related to the topic.*

ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS:

The students will be assessed by

(c) Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.

(d) *FA. The syllabus for FA2 will be (a) transportation and b)excretion.*

LESSON PLAN-3

T1-Session 2015-2016

Class : X

Subject : BIOLOGY

Theme : Control and coordination

Month :May

Number of periods : 8 (Theory=6 and Practical =2)

EXPECTED OBJECTIVES (Concepts & Skills):

General objectives:

v. To inculcate the spirit of scientific method and scientific reasoning among the students.

vi. To make students aware of the importance of biology

Specific Objectives:

vii. To make the concepts of : (a) conduction of nerve impulse (b) parts of human brain and(c)hormonal coordination in plants and animals.

viii. To discuss Textbook problems related to the topic.

ix. To draw neat and labeled diagrams..

***Skills** : Scientific Aptitude, Content of Knowledge, Presentation, Correctness, Thinking skills, Reasoning Skills, Attentiveness, Listening Skills.*

***INSTRUCTIONAL TOOLS & REFERENCES (TEACHING AIDS)** :*

In addition to general teaching tools like white board, marker, etc, the teacher will use charts and models like neuron, organs etc. of nerves system etc .The References used will be:

a)Science and Technology Text book for Class X.

TEACHING METHODOLOGY / Pedagogy:

vii. Activating Prior Knowledge by Random Questioning

viii. Introducing the topic to be taught after getting the expected response from the students.

ix. Developing hypothesis by: (a) Brainstorming, (b) lecture method (c) Discussion followed by performing activity in which active participation of students will be made possible.

***LEARNING OUTCOMES**:* Make it sure that the student learns the concepts given:

- *Structure of neuron*
- *Reflex action.*
- *Parts of brain and their functions*
- *How does nervous tissue cause action.*
- *Hormonal coordination in plants and animals.*
- *Definition*
- *Drawing Diagrams.*
- *Textbook questions related to the topic.*

ASSESSMENT OF LEARNING OUTCOMES / ASSIGNMENT/ PROJECTS:

The students will be assessed by

(e) Home Assignments, Chart Making, Worksheets, etc. The areas of assessment will be Regularity, Time management, Presentation, Correctness and Thinking skills.

***(f)** The syllabus of SA1: Control and coordination.*

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LESSON PLAN

Session 2015-2016

Class **:** X

Subject **: C**hemistry

For the Month(s) of : March

Theme *: Chemical reactions and equations.*

Periods *: Theory (12) and Practical(3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)** :

- *Basic concept about chemical reactions and equations.*
- *Concept of existence of chemical reactions.*
- *Concept of physical and chemical properties of given chemical reaction.*
- *Concept about writing chemical equation and what is balanced chemical equations.*
- *Concept about how we balance the chemical reaction by hit and trial method.*
- *Concept about types of chemical reaction viz combined reaction decomposition reactiondisplacement reactiondouble displacement reaction.*
- *Comparative study about various chemical reactions…*
- *Concept about oxidation and reduction processes.*
- *Identify the reaction that undergoes oxidation and reduction processes*
- *Textbook problems related to the topic.*

The teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills)*

LEARNING OUTCOMES:

- Make it sure that the student learns the concepts given.
- The brief idea properties of various chemical reactions.
- Writing a chemical equation and balance the same.
- Identification of various chemical reaction..

INSTRUCTIONAL TOOLS &REFERENCES: *In addition to general teaching tools like white board, marker, etc, the teacher will use demonstration method showing reactions between different compounds of carbon and their prepration.*

The References used will be :

i. *Book of Chemistry by Pradeeps publication.*
ii. *Science and Technology Text Book for class X.*

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LESSON PLAN

Session 2015-2016

Class **:** X

Subject **: C**hemistry

For the Month(s) of : March

Theme *: Chemical reactions and equations.*

Periods *: Theory (12) and Practical(3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)** :

- *Basic concept about chemical reactions and equations.*
- *Concept of existence of chemical reactions.*
- *Concept of physical and chemical properties of given chemical reaction.*
- *Concept about writing chemical equation and what is balanced chemical equations.*
- *Concept about how we balance the chemical reaction by hit and trial method.*
- *Concept about types of chemical reaction viz combined reaction decomposition reactiondisplacement reactiondouble displacement reaction.*
- *Comparative study about various chemical reactions…*
- *Concept about oxidation and reduction processes.*
- *Identify the reaction that undergoes oxidation and reduction processes*
- *Textbook problems related to the topic.*

The teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills)*

LEARNING OUTCOMES:

- Make it sure that the student learns the concepts given.
- The brief idea properties of various chemical reactions.
- Writing a chemical equation and balance the same.
- Identification of various chemical reaction..

INSTRUCTIONAL TOOLS &REFERENCES: *In addition to general teaching tools like white board, marker, etc, the teacher will use demonstration method showing reactions between different compounds of carbon and their prepration.*

The References used will be :

i. Book of Chemistry by Pradeeps publication.
ii. Science and Technology Text Book for class X.

PEDAGOGY: :

x. Activating Prior Knowledge by Random Questioning

xi. Introducing the topic to be taught after getting the expected response from the students.
xii. Developing hypothesis by (a) Brainstorming, (b) Lecture , (c) Discussion and (d)In Text Questions

ACTIVITY/ASSIGNMENT/PROJECTS:*The teacher will give Home Assignments and the areas of assessment will be:*

Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills

***ASSESSMENT**:*

i. Divide the students in the class in four groups and ask them to give examples of carbon compounds in our daily life.
ii. Remind the students about the physical and chemical properties of carbon compounds and reaction between them.
iii. Group Discussion related to structure and nomenclature of carbon compounds.
iv. In Text Questions

FA_1 and FA2 SYLLABUS :

FA Syllabus:

- *Basic concept about chemical reaction s.*
- *Different types of chemical equation.*
- *Concept of writing chemical equation and balance the same*
- *Types of chemical reactions and their differences..*
- *Oxidation and reduction reaction..*
- *Textbook problems related to the topic.*

SA Syllabus: Same as FA

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LESSON PLAN

Session 2015-2016

Class **:** X

Subject **:** Chemistry

For the Month(s) of : April

Theme *: Acids Bases and Salt..*

Periods *: Theory (12) and Practical (3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)**:

- *Basic concept of Acids and bases an introductory idea.*
- *Concept about understanding the chemical properties of Acids and Bases*
- *Concept about how do acids and bases react with metals*
- *Concept about how do metal carbonates and metal hydrogen carbonates react with acid.*
- *Concept about acid and bases react with each other.*
- *Concept about reaction of metallic oxides with acids*
- *Reaction f non metallic oxides with bases.*
- *Concept about what do all acids and all bases have in common..*
- *Concept about what happens to acid and bases in a water.*

The teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills*
- *Drawing Skills*

LEARNING OUTCOMES :

- Make it sure that the student learns the concepts given.
- *To know chemical properties of acids and bases.*
- *How do acids and bases react with metals.*
- *How do metal carbonates and metal hydrogenates react with acids.*
- *To know nature of acid and base and acid in water.*
- Reaction of acid and bases with each other.
- To know the reaction of non metallic oxide and metallic oxide with acid and base.

INSTRUCTIONAL TOOLS &REFERENCES: *In addition to general teaching tools like white board, marker, etc, the teacher will use Charts various chemicals like acids, bases and salts present in chemistry lab .*

The References used will be : X : i) Pradeeps publication (chemistry class X)
ii) Arihant publication (chemistry class X)
iii) Dinesh publications (chemistry class X)

PEDAGOGY : :

i. Activating Prior Knowledge by Random Questioning
ii. Introducing the topic to be taught after getting the expected response from the students.
iii. Developing hypothesis by (a) Brainstorming, (b) Lecture , (c) Discussion and (d) In Text Questions

ACTIVITY/ASSIGNMENT/PROJECTS:*The teacher will give Home Assignments and the areas of assessment will be:*

Content of Knowledge, Presentation, Correctness, Time Management, Drawing Skills and Thinking skills

***ASSESSMENT**:*

i. *Ask the students to give examples certain acids and base and their formulas.*
ii. *In Text Questions*
iii. *Group Discussion*

FA_1& SA_1 SYLLABUS :

FA Syllabus:

- *Chemical properties of acid and base ..*
- *Nature of acid and base in water.*
- *Reaction of metal carbonates and metal hydrogen carbonates with acids*
- *Reaction of acid and base with each other*
- *Reaction of metallic oxide with acid.*
- *Reaction of non metallic oxide with base.*
- *Numerical problems related to the topic.*

SA Syllabus: Same as FA

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Srinagar

LESSON PLAN

Session 2015-2016

Class **:** X

Subject **: C**hemistry

For the Month(s) of : April- May

Theme *: acids base and salt.*

Periods *: Theory (10) and Practical (3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)** :

- *Basic concept of Classification salts.*
- *Concept about pH of salts.*
- *Concept about washing soda baking soda*
- *Concept about plaster of Paris.*
- *Concept about of PH in everyday life..*

The teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills)*

LEARNING OUTCOMES :

- Make it sure that the student learns the concepts given.
- The brief idea properties about various day to day salts.
- Different properties of salts of classification.
- Applications of washing soda baking soda and plaster of paris..

INSTRUCTIONAL TOOLS &REFERENCES : *In addition to general teaching tools like white board, marker, etc, the teacher will use demonstration method showing chart of periodic table.*

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LESSON PLAN

Session 2015-2016

Class **:** X

Subject **: C**hemistry

For the Month(s) of : April

Theme *: acids base and salt.*

Periods *: Theory (10) and Practical (3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)** :

- *Basic concept of Classification salts.*
- *Concept about pH of salts.*
- *Concept about washing soda baking soda*
- *Concept about plaster of Paris.*
- *Concept about of PH in everyday life..*

The teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills)*

LEARNING OUTCOMES :

- Make it sure that the student learns the concepts given.
- The brief idea properties about various day to day salts.
- Different properties of salts of classification.
- Applications of washing soda baking soda and plaster of paris..

INSTRUCTIONAL TOOLS &REFERENCES : *In addition to general teaching tools like white board, marker, etc, the teacher will use demonstration method showing chart of periodic table.*

The References used will be :

i. Book of Chemistry by Pradeeps publication.
ii. Science and Technology Text Book for class X.

PEDAGOGY: :

xiii. Activating Prior Knowledge by Random Questioning
xiv. Introducing the topic to be taught after getting the expected response from the students.
xv. Developing hypothesis by (a) Brainstorming, (b) Lecture , (c) Discussion and (d)In Text Questions

ACTIVITY/ASSIGNMENT/PROJECTS:*The teacher will give Home Assignments and the areas of assessment will be:*

Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills

***ASSESSMENT**:*

v. Divide the students in the class in four groups and ask them to write formulies of various salts.
vi. Remind the students about the physical and chemical properties of salts.
vii. Group Discussion related to studying the trends in physiochemical properties shown by salts and theirb PH.

viii. In Text Questions

FA_1 FA2& SA_1 SYLLABUS :

FA Syllabus:

- *Basic concept of salts.*
- *Different salts and their PH..*
- *PH in everyday life.*
- *Textbook problems related to the topic.*

SA Syllabus: Same as FA

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Srinagar

LESSON PLAN

Session 2015-2016

Class **:** X

Subject **: C**hemistry

For the Month(s) of : May

Theme *: Metals and non metals*

Periods *: Theory (10) and Practical (3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)** :

- *Concept about physical and chemical properties of metals.*
- *Comparative study of metals and non metals*
- *Concept about burning of metals in air.*
- *Concept of reaction of metals with water.*
- *Concept of reaction of metal with acid.*
- *Concept about how do metals react with solution of other metals.*
- *Concept about reactivity series and their application..*

The teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills)*

LEARNING OUTCOMES :

- Make it sure that the student learns the concepts given.
- The brief idea properties about various day to day salts.
- Different physical and chemical properties metals and non metals..
- To make ensure nature of metals anwhen burnt in air
- To enable the students to knoe nature of metals when react with water..
- To ensure practical application of reactivity series.

INSTRUCTIONAL TOOLS &REFERENCES :

In addition to general teaching tools like white board, marker, etc, the teacher will use demonstration method showing chart of periodic table.

The References used will be :

iii. Book of Chemistry by Pradeeps publication.
iv. Science and Technology Text Book for class X.

PEDAGOGY: :

xvi. Activating Prior Knowledge by Random Questioning
xvii. Introducing the topic to be taught after getting the expected response from the students.
xviii. Developing hypothesis by (a) Brainstorming, (b) Lecture , (c) Discussion and (d)In Text Questions

ACTIVITY/ASSIGNMENT/PROJECTS:*The teacher will give Home Assignments and the areas of assessment will be:*

Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills

ASSESSMENT:

ix. *Divide the students in the class in four groups and ask them to write symbolic representation of various metals.*

x. *Remind the students about the physical and chemical properties of metals.*

xi. *Group Discussion related to studying the trends in physiochemical properties shown by metals and non metals.*

xii. *In Text Questions*

FA_1 FA2& SA_1 SYLLABUS :

FA Syllabus:

- *Basic concept of metals and non metals.*
- *Different properties and their application..*
- *In everyday examples of reaction of metals and non metals..*
- *Textbook problems related to the topic.*

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LESSON PLAN

Session 2015-2016

Class **:** X

Subject **: C**hemistry

For the Month(s) of : May

Theme *: Metals and non metals*

Periods *: Theory (10) and Practical (3)*

***OBJECTIVES* (CONCEPTS &*SKILLS*:)** :

- *Concept about how do metals and non metals react*
- *Concept about occurrence of metals and their extraction.*
- *Introductory idea about mineral and ore.*
- *Extraction of metals based on metals of high reactivity ,medium reactivity and metals of low reactivity.*
- *Concepts about electrolytic refining.*
- *Concept about corrosion and steps to curb this menance..*

the teacher will keep the following skills in view:

- *Scientific Aptitude*
- *Thinking skills*
- *Reasoning Skills*
- *Attentiveness*
- *Listening Skills)*

LEARNING OUTCOMES :

- Make it sure that the student learns the concepts given.
- The brief idea behavior of metals when react with non metal.
- To learn about mineral and ore..
- To learn about Different process like calcinations and roasting..
- To make ensure different process for metals decided by reactivity series.
- To enable the students to learn about corrosion and its impacts in day to day life...
- To ensure practical corrosion steps to curb…

INSTRUCTIONAL TOOLS &REFERENCES :

In addition to general teaching tools like white board, marker, etc, the teacher will use demonstration method showing chart of periodic table.

The References used will be :

v. Book of Chemistry by Pradeeps publication.
vi. Science and Technology Text Book for class X.

PEDAGOGY: :

xix. Activating Prior Knowledge by Random Questioning.
xx. Introducing the topic to be taught after getting the expected response from the students.
xxi. Developing hypothesis by (a) Brainstorming, (b) Lecture , (c) Discussion and (d)In Text Questions

ACTIVITY/ASSIGNMENT/PROJECTS:*The teacher will give Home Assignments and the areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills*

ASSESSMENT:

xiii. Divide the students in the class in four groups and ask them to draw diagrammatic sketch of various processes involved for extraction of metals.

xiv. To learn about different processes for different metals from reactivity serties

xv. Remind the students to write day to day impacts of corrosion.

xvi. Group Discussion related to studying the trends in physiochemical properties shown by metals and non metals.

xvii. In Text Questions

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LESSON PLAN

WORK LIFE AND LEISSURE

Class 10th

CYCLE – 1st

Name of the chapter	Work Life and Leisure
Classes required	12
Concept & skills	• Characteristics of the city • Rise of modern city • Marginal groups • Suburbs • Sanitation • Transport • Underground railways • Impact of city life on women • Leisure • Environmental pollution • Presidency cities • Bombay • Chawls • Land reclamation • Cinemas
Learning Outcomes	• Distinguish between the pattern of urbanization in London and Bombay; • Comprehend that urbanization and industrialization complement each other; • Appreciate the need for leisure and entertainment in urban life; • Learn about planned development of cities.
Instructional Tools & References	• Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	• Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	• Assignment Questions • Short Answer Questions • Write your impression of any city you visited. Suggestions: It should include the following a) Transport b) Cleanliness c) Entertainment d) Economic activity e) Occupations f) Clothes • Landscape.

Assessment	Students will be assessed on the following: • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content. • Logical thinking • Presentation skills
Syllabus for Formative & Summative Assessment	FA-1and Summative Assessment-I

Class 10th

CYCLE – 1st

Name of chapter	Print culture and modern world
Classes Required	12
Concept & skills	• Wood Block- Hand Printing technology • Characteristics of print culture, • Manuscripts , • Print in Europe, • Print revolution and its impact, • Print and religious debates and dissent, • Reading mania, • Religious reforms and debates.
Learning outcomes	• Learn about the history of development of print in Europe. • Comprehend the role and impact of print revolution. • Get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past.
Instructional tools and references	• Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	• Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	• Picture comprehension. • Debate: The future of reading
Assessment	• Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	• FA-2 • SA-1

Class 10th

CYCLE – 1st

Name of chapter	Power Sharing
Classes Required	10
Concept & skills	• Social composition of Belgium and Srilanka. • Ethnic tension in Srilanka. • Constitutional arrangements made by Belgium. • Power sharing among social groups, political groups and religious groups.
Learning outcomes	• Know why and how power is shared in democracies. • Understand the working of power sharing mechanisms. • Understand the advantages of power sharing • Understands the absence of power sharing leads to conflicts.
Instructional tools and references	• Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	• Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	• Project work on power sharing in Belgium and Srilanka
Assessment	• Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	• FA-1 • SA-1

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LESSON PLAN
FEDERALISM
CIVICS

Class 10th

CYCLE – **1st**

Name of chapter	Federalism
Classes Required	10
Concept & skills	• Power distribution among various levels of government. • Features of federalism. • What makes India Federal? • Federalism practiced in India. • Linguist states. • Centre state relations.
Learning outcomes	• To analyze federal provision and institutions. • To understand the new Panchayati raj intuitions in rural and urban areas. • To understand the objective of Decentralization. • Understanding of the concept of federal and non federal governments. • Ability to recognize the features of each type of government.
Instructional tools and references	• Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	• Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	• Picture / cartoon interpretation
Assessment	• Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	• FA-1 • SA-1

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LESSON PLAN
DEMOCRACY AND DIVERSITY
CIVICS

Class 10th

CYCLE – 1st

Name of chapter	Democracy
Classes Required	10
Concept & skills	• Social division accommodated in democracy. • Racial discrimination and democracy. • Democracy responds to difference, division and inequalities among people in the society. • Origins of social differences. • Cross cutting differences and overlapping.
Learning outcomes	• Know the concept of social difference and their causes. • Distinguish between overlapping and cross cutting difference • Learn how democracy accommodates social diversities. • Develop a better understanding of social division. • Know the reaction of the people on the social issues based on discrimination.
Instructional tools and references	• Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	• Random questioning • Brain storming • In text questions will be discussed with the students • At the end discussion session will held
Activity/Assignment/Research	• Conducting interview: reaction of the people on the social issues based on discrimination.
Assessment	• Assignment Questions • Short Answer Questions
Syllabus for Formative and Summative Assessment	• FA-2 • SA-1

Class 10th

CYCLE – 1st

CLASSES REQUIRED	14
TOPIC	RESOURCE AND DEVELOPMENT
CONCEPT & SKILLS	➢ Basic concept of resources. ➢ Classification of resources on various bases: Origin, Exhaustibility, Ownership, status of development. ➢ Development of resources. ➢ Resource planning in India. ➢ Conservation of resources. ➢ Land use pattern in India. ➢ Land degradation and land conservation measures. ➢ Basic concept of soil. ➢ Classification of soils: Alluvial, Black, Red and yellow, Laterite, Arid and forest soils. ➢ Soil erosion and soil conservation ➢ Skill: Students will be seen various types of soil samples. ➢ Report making ➢ Collage making
LEARNING OUTCOMES	➢ Understand the usability of the resource. ➢ Classify the resource into different groups. ➢ Suggest measures to check its wastage & preserve for future. ➢ Identify areas where the resource is depleted. ➢ Identify the soil region and the kind of erosion taking place. ➢ Identify what measures should be adopted to check the erosion. ➢ Use their knowledge of soil distribution in the country. ➢ How different kinds of erosion are degrading the soil.
INSTRUCTIONAL TOOLS & REFERENCES	➢All Class room instructional tool, video clips, reports, Maps. references: ➢Full marks Social Science ➢Future Track ➢Together with
PEDAGOGY	➢Discussion ➢Brain Storming ➢In-test Questions ➢Concept Formation ➢Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	➢Group discussion ➢Debates ➢Oral test
ASSESSMENT	➢The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet. Assessment Criterion: Correctness of information, Identifying the importance of the resource, Problem of resource depletion, Means of conservation
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	➢All the topics of this chapter shall be kept for formative assessment second (FA1) as well as for summative assessment first (SA1).

CLASSES REQUIRED	07
TOPIC	**FOREST AND WILDLIFE RESOURCES**
CONCEPT & SKILLS	➢ Basic concept of Ecological system ➢ Importance of biodiversity in human life ➢ Catagories of existing plants and animal species put forward by International Union for Conservation of Nature. ➢ Causes of depletion of Flora and Fauna ➢ Benefits of conservation of biodiversity ➢ Various Catagories of forests from the administrative point of view. ➢ Role of govt. for the conservation of biodiversity in India ➢ Role of local communities for the conservation of flora and fauna in India. ➢ Skill: Students will be seen one category of forest which is under Kashmir Administration. ➢ Report making ➢ Collage making
LEARNING OUTCOMES	➢ After discussing the various concepts students are able to understand, interpret, perceive the following: ➢ As forests are the primary producers on which we humans and wildlife depend ➢ How biodiversity maintains ecological balance? ➢ How IUCN has classified biodiversity into: Normal, Endangered, Vulnerable, Rare, and Endemic and Extinct species. ➢ Depletion of biodiversity by agricultural expansion, enrichment plantation, development projects, mining, habitat destruction. ➢ It preserves the genetic diversity of plants and animal. ➢ Forests have been classified into Reserved, Protected and Unclassed. ➢ What are the steps govt. taking for the conservation of biodiversity? ➢ How is the role of local in communities preserving the genetic biodiversity in India?
INSTRUCTIONAL TOOLS & REFERENCES	➢ All Class room instructional tool, video clips, reports, Maps. **References:** ➢ Full marks Social Science ➢ Future Track ➢ Together with
PEDAGOGY	➢ Discussion ➢ Brain Storming ➢ In-test Questions ➢ Concept Formation ➢ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	➢Group discussion ➢Debates ➢Oral test
ASSESSMENT	➢ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet. ➢ Assessment criteria: effectiveness of presentation, reasons to support conclusion, accuracy of content, richness of data

SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	➢ All the topics of this chapter shall be kept for formative assessment second (FA1) as well as for summative assessment first (SA1).

CLASSES REQUIRED	05
TOPIC	WATER RESOURCES
CONCEPT & SKILLS	➢ Sources of water. ➢ Distribution and utilization of water resources. ➢ Multi-purpose river valley projects. ➢ Water scarcity. ➢ Need for conservation and management of water. ➢ Rainwater harvesting.
LEARNING OUTCOMES	➢ The students will be able to learn about the sources from which their area is receiving water. ➢ Understand the ratio between demand and supply of water. ➢ Understand the need of water conservation. ➢ Realise the need to maintain fresh water conservation. ➢ Generate awareness on rainwater conservation. ➢ Acquire the knowledge of the distribution of rivers and the dams constructed on them. ➢ Understand the need to utilize the rivers or underground water in different parts of India.
INSTRUCTIONAL TOOLS & REFERENCES	➢ All Class room instructional tool, video clips, reports, Maps. **References:** ➢ Full marks Social Science ➢ Future Track ➢ Together with
PEDAGOGY	➢ Discussion ➢ Brain Storming ➢ In-test Questions ➢ Concept Formation ➢ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	➢ Group discussion ➢ Debates (A debate on "Dams are the best ways for utilization of river water") ➢ Oral test
ASSESSMENT	➢ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet. ➢ Assessment criteria: Information collected from the survey, Analysis of the study, Conclusion drawn, special observations if any from the local area. Clarity of thought, Content, Deliver.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	All the topics of this chapter shall be kept for summative assessment first (SA1).

CLASSES REQUIRED	08
TOPIC	AGRICULTURE
CONCEPT & SKILLS	➢ Basic concept of Agriculture ➢ Primitive subsistence farming is soil friendly. ➢ Agricultural growth rate is decelerating in India. ➢ Agricultural output is low in India despite 63% of population and large areas of land under agriculture. ➢ Genetically modified crops are the need of the hour. ➢ Diversifying cropping pattern will increase yield and satisfy farmer's need. ➢ Major cropping seasons in India. Contribution of agriculture to the national economy, employment and output.
LEARNING OUTCOMES	➢ The students will be able to: ➢ Understand the characteristics of Indian farming in specific regions, their outcomes, positive and negative impacts. ➢ Analyze the reasons for poor output ➢ Gain experience of inputs in farming ➢ How farming methods depend on the kind of crop, soil and climate? ➢ How a farmer makes his living out of his work? ➢ Understand the concept of genetically modified crops their advantages and disadvantages. ➢ Follow the economic background and population problems to initiate a particular type of food production.
INSTRUCTIONAL TOOLS & REFERENCES	➢ All Class room instructional tool, video clips, reports, Maps. **References:** ➢ Full marks Social Science ➢ Future Track Together with
PEDAGOGY	➢ Discussion ➢ Brain Storming ➢ In-test Questions ➢ Concept Formation Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	➢Group discussion ➢ Debates (Genetically modified crops are the need of the hour.) ➢Oral test

ASSESSMENT	➢ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet. Assessment criteria: Best speaker gets maximum points on the basis of strong and relevant points, Delivery Reasoning with evidences, Good relevant questions of interjection will fetch more points.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	All the topics of this chapter shall be kept for summative assessment first (SA1).

Class 10th

CYCLE – 1st

CLASSES REQUIRED	8
TOPIC	DEVELOPMENT
CONCEPT & SKILLS	➢ Basic concept of development. ➢ Developmental goals of different categories of persons. ➢ Income and other goals. ➢ National development. ➢ National income. ➢ Concept of average income or per capita income. ➢ Comparison between different countries or states on the basis of development. ➢ Income and other criteria. ➢ Public facilities. ➢ Sustainability of development. ➢ Literacy rate, infant mortality rate, attendance ratio, life expectancy. ➢ Over use of natural resources and its effects. ➢ Skill: Students will be able to understand the multifaceted nature of development. ➢ Report making ➢ Collage making
LEARNING OUTCOMES	➢ Become familiar with basic concepts like development, per capita income, literacy rate, HDI, IMR, and sustainable development. ➢ Appreciate the different perspectives on Development. ➢ Understand the different indicators of development. ➢ Compare economic non-economic indicators of development. ➢ Correlate Quality of life to HDI. ➢ Identify the significance of sustainable development.
INSTRUCTIONAL TOOLS & REFERENCES	➢All Class room instructional tools, video clips, reports, graphs references: ➢Full marks Social Science ➢Future Track ➢Together with
PEDAGOGY	➢Discussion ➢Brain Storming ➢In-test Questions ➢Concept Formation
ACTIVITY / ASSIGNMENT / RESEARCH	➢Group discussion ➢Debates ➢Oral test
ASSESSMENT	➢The students will be assessed through pen paper test, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet. Assessment Criterion: The activity can be marked considering the storyline. The clarity with which concepts like profit maximization Vs. welfare are explained. The participation of all group members should be ensured.

SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	➢ All the topics of this chapter shall be kept for formative assessment first (FA1) as well as for summative assessment first (SA1).

جماعت۔ دہم

عرصہ۔ ماہِ مارچ

مطلوبہ دروس	۴(چار)
موضوع	حمد از اسمٰعیل میرٹھی
خیال، تدریسی ہنر	خالق کائنات کی تعریف، خدا کا بندوں پر حق اور شکر گزاری، نظم سے قافیہ اور ردیف کی پہچان۔ تشبیہ اور استعارہ کا فرق
تدریسی نتائج	حمد کی تعریف، خدا کی حمد و ثنا، اس کی بے مثال کاری گری کا اندازہ۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، مختلف شعرا کے کلام سے حمد کی مثالیں چند تصاویر
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات، اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	خدا سب سے بڑا کاری گر ہے اس عنوان پر اپنے خیالات کا اظہار کرنا۔
تشخیص	نظم سے مختلف الفاظ کے معنی پوچھنا، تشبیہ کو مثالوں سے بیان کرنا
موضوعی، معروضی تشخیص	موضوعی تشخیص کے لئے درسی سوالات، معروضی تشخیص کے لئے اشعار کا مطلب اور نظم کا مرکزی خیال اور خلاصہ

جماعت۔ دہم

عرصہ ماہ مارچ

مطلوبہ دروس	۶ چھے
موضوع	انشائیہ بے تکلفی
خیال، تدریسی ہنر	تکلف اور بے تکلفی میں فرق، بے تکلفی سے پیدا ہونے والی پریشانیاں، اس کے مقابلے میں تکلف برتنے کی اہمیت اور ضرورت صنف انشائیہ کی تعریف
تدریسی نتائج	بے تکلفی اور تکلف کی پہچان، بے تکلفی سے پیدا انونے والے مسائل، بے تکلفی کے مقابلے میں حد میں برتنے والا تکلف سراسر نفاست۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، مختلف انشائیہ پردازوں سے صنف انشائیہ کی مثالیں، بے تکلفی کے چند دلچسپ قصے۔
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات، اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	انشائیہ پر نوٹ، بے تکلفی سراسر کثافت اور تکلف سراسر نفاست اس عنوان پر اپنے خیالات کا اظہار کرنے کی مشق۔
تشخیص	کنھیالال کپور کے ادبی کارناموں کے متعلق سوالات۔ صنف انشائیہ سے مختلف سوالات،
موضوعی، معروضی تشخیص	موضوعی تشخیص کے لئے درسی سوالات، معروضی تشخیص کے لئے اقدار پر مبنی سوال مرکزی خیال اور خلاصہ

جماعت۔ دہم

عرصہ ماہ مارچ

مطلوبہ دروس	۵پانچ
موضوع	نیکی اور بدی
خیال، تدریسی ہنر	دنیا میں انجام دئے جانے والے اعمال کی اہمیت،عالمِ موجودات میں کیے کے مطابق بدلہ ملنا،ہر نفس کے ساتھ پورا انصاف کرنا،متروک الفاظ کی شناخت۔
تدریسی نتائج	دنیا میں نیک اور اچھے اعمال کی اہمیت اور ضرورت،کیے کے مطابق جزا پانے کی حقیقت سے واقفیت،نظیر کے بارے میں معلومات۔
تدریسی آلات اور حوالہ جات	درسی کتاب،سفید بورڈ مارکر، مختلف شعرا کے کلام سے نظم کی مثالیں۔
طرزِ تدریس	ناظرہ،مباحثہ،درسی سوالات،اضافی سوالات،املا
تفویض، تحقیق، منصوبے،سرگرمیاں	”دنیا عمل کا مسکن“ اس عنوان پر اپنے خیالات کا اظہار کرنا،متروک الفاظ کہ فہرست بنانا،
تشخیص	نظم سے چند الفاظ کے معنی لکھنا اور جملوں میں استعمال کرنا،قافیہ اور ردیف کی پہچان کرنا۔
موضوعی،معروضی تشخیص	درسی سوالات،درسی مشق موضوعی اور مرکزی خیال خلاصہ اور اقدار پر مبنی سوال معروضی جانچ کے لئے۔

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جماعت۔ دہم

عرصہ ماہ مارچ

مطلوبہ دروس	۶ چھے
موضوع	قواعد گرائمر
خیال، تدریسی ہنر	فعل کی تعریف، فعل اور مصدر میں فرق، زمانے کے لحاظ سے فعل، ردیف اور قافیہ کی تعریف اور مثالیں، متضاد اور مذکر مونث۔
تدریسی نتائج	جملوں میں فعل کی مختلف قسموں کی شناخت، قافیہ اور ردیف کی پہچان متضاد اور مذکر مونث لکھنے کی صلاحیت۔
تدریسی آلات اور حوالہ جات	ورک شیٹس درسی کتاب گرائمر سفید بورڈ مارکر
طرزِ تدریس	براہ راست طریقہ، مباحثہ، املا، درسی مشق، جملوں کی مشق
تفویض، تحقیق، منصوبے، سرگرمیاں	درسی کتاب سے فعل کی قسموں کی نشاندہی غزلوں میں قافیہ اور ردیف کی شناخت
تشخیص	ورک شیٹس کی مدد سے فعل کی شناخت
موضوعی، معروضی تشخیص	موضوعی تشخیص کے لئے درسی مشق، معروضی تشخیص کے لئے قافیہ اور ردیف کی تعریف۔

جماعت۔ دہم

عرصہ ماہ اپریل

مطلوبہ دروس	۵پانچ
موضوع	قول کا پاس
خیال، تدریسی ہنر	سماجی زندگی میں وعدے کی اہمیت، بہادری اور ایفائے وعدہ ایسے اوصاف ہیں جن سے عزت اور شہرت حاصل ہوتی ہے۔ دوسروں پر کامل فتح زور زبردستی نہیں بلکہ حسنِ سلوک اور دریادلی سے حاصل ہوتی ہے۔
تدریسی نتائج	ایفائے وعدہ کی صفت، بہادری اور سچائی کی خوبی، مشکل وقت میں دوسروں کے کام آنا، منشی پریم چند کا اُردو نثر نگاری میں مقام اور اہمیت۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ مارکر، مختلف کہانیوں کی مدد ایفائے وعدہ، بہادری اور سچائی کی خوبیاں اجاگر کرنا
طرزِ تدریس	ناظرہ، مباحثہ، درسی سوالات، اضافی سوالات، املا
تفویض، تحقیق، منصوبے، سرگرمیاں	ایفائے وعدہ کے عنوان پر کہانی لکھنے کی مشق۔
تشخیص	عبارتوں کو آسان الفاظ میں لکھنے کو کہا جائے گا۔ کہانی کا مرکزی خیال۔
نوعی، معروضی تشخیص	ی سوالات، اور درسی مشق، کہانی کا مرکزی خیال خلاصہ اور اقدار پر سوالات

جماعت۔ دہم

عرصہ ماہ اپریل

مطلوبہ دروس	۴چار
موضوع	میر تقی میرؔ کی غزل
خیال، تدریسی ہنر	صنف غزل کا تعارف، میر کی غزل کا مطلب اور مع تشریح، مطلع مقطع اور بیت الغزل کی تعریف
تدریسی نتائج	غزل کی بناوٹ، غزل کے مختلف اجزا کی نشاندہی، اشعار کا مفہوم،
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، مختلف شعرا کے کلام سے غزل کی مثالیں،
طرزِ تدریس	ناظرہ، مباحثہ، درسی سوالات، اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	میر کی غزل کو زبانی یاد کرنا، صنف غزل پر نوٹ،، میرؔ پر تفصیلی نوٹ۔
تشخیص	الفاظ کے معنی اور جملوں میں استعمال، ردیف اور قافیہ کی نشاندہی۔
نوعی، معروضی تشخیص	نوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے غزل کی تشریح

جماعت۔ دہم

عرصہ ماہ اپریل

مطلوبہ دروس	۵پانچ
موضوع	پانی کی آلودگی
خیال، تدریسی ہنر	روز مرہ زندگی میں پانی کی اہمیت،پانی کو آلودہ کرنے کے مختلف طریقے، آلودہ پانی اِختلف بیماریوں کا باعث،پانی کی آلودگی کی وجہ انسانی لاپرواہی، آلودہ پانی کو قابلِ استعمال بنانے کے طریقے،
تدریسی نتائج	انسانی زندگی میں صاف پانی کی اہمیت اور ضرورت، آلودہ پانی قابلِ استعمال بنانے کے طریقے، آلودہ پانی مضرِ صحت جبکہ صاف پانی تندرستی کا ضامن۔
تدریسی آلات اور حوالہ جات	درسی کتاب،سفید بورڈ،مارکر،پانی کی آلودگی کی چند تصاویر۔
طرزِ تدریس	ناظرہ،مباحثہ،درسی سوالات،اضافی سوالات،املا
تفویض، تحقیق، منصوبے، سرگرمیاں	پانی کی آلودگی کے برے اثرات اس عنوان پر اپنے خیالات کا اظہار کرنے کی مشق۔
تشخیص	الفاظ کے معنی اور جملوں میں استعمال،پانی کی آلودگی سے بچنے کے ضروری اقدام۔
نوعی،معروضی تشخیص	نوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے مرکزی خیال،خلاصہ

جماعت۔ دہم

عرصہ ماہ اپریل

مطلوبہ دروس	۶ چھے
موضوع	قواعد گرائمر
خیال، تدریسی ہنر	زیر اور ہمزہ سے مرکب بنانے کی مشق، فعل مضارع، امر اور نہی درخواست کا طریقہ کار
تدریسی نتائج	ترکیب اور اضافت کی نشاندہی، فعل کی مختلف قسموں کی شناخت اور درخواست لکھنے کی قابلیت
تدریسی آلات اور حوالہ جات	قواعد، درسی کتاب، سفید بورڈ، مارکر
طرزِ تدریس	ناظرہ، مباحثہ، درسی مشق، ترکیب اور اضافت کی بناوٹ
تفویض، تحقیق، منصوبے، سرگرمیاں	درسی اقتباسات سے فعل کی قسموں کو تلاش کرنا، شعرا کے کلام سے ترکیب اور اضافت کی پہچان اور ان کی فہرست بنانا۔
تشخیص	ورک شیٹس سے فعل اور ترکیب و اضافت کی مشقیں حل کرنا۔
نوعی، معروضی تشخیص	نوعی تشخیص کے لئے فعل کی نشاندہی اور معروضی تشخیص کے لئے ترکیب اور اضافت کی تعریف اور مثالیں۔

جماعت۔ دہم

عرصہ ماہ مئی

مطلوبہ دروس	۶ چھے
موضوع	زبانوں کا گھر ہندوستان از سید احتشام حسین
خیال، تدریسی ہنر	ہندوستان کی خصوصیات، آریہ قوم کی ترقی، ہند میں مختلف پراکرتوں کا استعمال، اردو کی تاریخ اور ارتقا
تدریسی نتائج	اردو زبان کی ابتدا اردو گنگا جمنی تہذیب کی علامت ہندوستان کی پانچ ہزار سالہ تاریخ میں مختلف قوموں کا آباد ہونا۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، ہندوستان کا نقشہ
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات اور اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	"اردو زبان کی ارتقا" اس عنوان پر نوٹ لکھنا۔
تشخیص	اردو کے وجود کے بارے میں پوچھا جائے گا، مشکل الفاظ کے معنی اور جملوں میں استعمال۔
نوعی، معروضی تشخیص	نوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے مرکزی خیال، خلاصہ اور اقدار پر مبنی سوال۔

جماعت۔ دہم

عرصہ ماہ مئی

مطلوبہ دروس	۶ چھے
موضوع	اسپینی لوک کہانی خدا کے نام خط از پینیز فو آنتے
خیال، تدریسی ہنر	باہمی ہمدردی اور انسان دوستی کی تصویر کشی، لوک کہانی پر تبصرہ، اخلاقی تعلیم و تربیت خدا کی ذات پر ایمان کامل کا پھل۔
تدریسی نتائج	رحمتِ خداوندی سے ناامید نہ ہونا، ہمدردی کا جذبہ دل میں جگانا، دوسروں کا دکھ درد بانٹنے کی کوشش کرنا، مشکل وقت میں بھی حوصلہ بلند رکھنا۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، لوک کہانی کی جانکاری۔
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات اور اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	لوک کہانی خدا کے نام خط کو مختصر الفاظ میں پیش کرنا، خدا کی ذات پر یقین کامل پر اپنے خیالات کا اظہار کرنا۔
تشخیص	اخلاقی تعلیم پر مختلف سوالات، سبق سے مشکل الفاظ کے معنی اور جملوں میں استعمال۔
نوعی، معروضی تشخیص	نوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے مرکزی خیال، خلاصہ اور اقدار پر مبنی سوال۔

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جماعت۔ دہم

عرصہ ماہ مئی

مطلوبہ دروس	۴چار
موضوع	رباعیات از میر انیسؔ
خیال، تدریسی ہنر	شاعری رباعی کی تعریف، میر انیس کی رباعی گوئی بلند پایہ لوگوں کے اوصاف،،ردیف اور قافیہ کی پہچان
تدریسی نتائج	عجز اختیار کرنے والوں کی خوبیاں، دنیا کی ناپائیداری، رباعی کی شناخت
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، چند تصاویر۔ میر انیسؔ بحیثیت مرثیہ گو۔
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات اور اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	رباعی پر تفصیلی نوٹ، رباعیات کی تشریح۔
تشخیص	رباعی کے بارے میں مختلف سوالات، ایک اچھی رباعی کی پہچان۔
نوعی، معروضی تشخیص	نوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے اور اقدار پر مبنی سوال۔

جماعت۔ دہم

عرصہ ماہ جون

مطلوبہ دروس	۵پانچ
موضوع	ڈاکٹر بھیم راؤ امبیڈکر
خیال، تدریسی ہنر	ڈاکٹر امبیڈکر کی شخصیت پر معلومات، ہندوستان کا آئین تشکیل دینے میں ان کا کردار، ملک سے چھوت چھات اور ذات پات کا فرق مٹانے کی کوشش۔
تدریسی نتائج	ڈاکٹر امبیڈکر کے بارے میں مفصل جانکاری، سماجی نابرابری اور برائیوں کو ختم کرنے کئے تعلیم کی ضرورت، عورتوں کے حقوق کے لئے امبیڈکر کی وکالت۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، چند تصاویر۔
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات اور اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	قومی یگانگت اس عنوان پر اپنے خیالات کا اظہار،
تشخیص	مختلف الفاظ کے معنی اور جملوں میں استعمال، ذات پات کے رجحان سے ملک کو ہونے والے نقصان پر سوالت کی
نوعی، معروضی تشخیص	نوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے اقدار پر مبنی سوال مرکزی خیال اور خلاصہ۔

جماعت۔ دہم

عرصہ ماہ جون

مطلوبہ دروس	۵ پانچ
موضوع	غزل از شیخ محمد ابراہیم ذوقؔ
خیال، تدریسی ہنر	غزل کی تعریف، غزل کے اہم اجزا ردیف، قافیہ، مطلع اور مقطع، ذوق کے حالات، زندگی اور ادبی کارنامے درسی غزل کا مفہوم۔
تدریسی نتائج	غزل کا مطلب، ذوق کی قصیدہ نگاری، غزل کے مختلف اجزا کی جانکاری اور شناخت۔
تدریسی آلات اور حوالہ جات	درسی کتاب، سفید بورڈ، مارکر، چند تصاویر۔
طرزِ تدریس	ناظرہ، مباحثہ، املا، درسی سوالات اور اضافی سوالات
تفویض، تحقیق، منصوبے، سرگرمیاں	غزل گوئی پر نوٹ، ذوقؔ کے ادبی کارناموں پر اظہارِ خیال
تشخیص	ذوقؔ کی غزل کی تشریح، تشبیہ کی مشق۔
نوعی، معروضی تشخیص	موضوعی تشخیص کے لئے درسی سوالات اور درسی مشق اور معروضی تشخیص کے لئے غزل کے مختلف اجزا،

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CLASS – 10th

CYCLE – 1st

SUBJECT_Hindi

Month-March

CLASSES REQUIRED	६
TOPIC	'बड़े भाई साहब ' लेखक 'मुंशी प्रेमचंद'
CONCEPT & SKILLS	शब्द भण्डार में वृद्धि करना, हिन्दी भाषा के प्रति जानकारी देना ! लेखक का साहित्य परिचय और जीवनी से परिचित कराना! लय तथा ताल के साथ आदर्श वाचन करना ! छात्रों को अच्छा नागरिक बनाना, विश्व-बन्धुत्व की भावना बढ़ाना ,बड़ों के प्रति आदर प्रेम भावना को जगाना तथा अभिमान न करना ! पाठ में आए मुहावरों को छांटना ! कल्पना शक्ति तथा बोध शक्ति का विकास करना !
LEARNING OUTCOMES	पाठ का सार लिखने में ,लय तथा ताल के साथ आदर्श-वाचन करने में मुहावरे छांटने में तथा प्रश्नों के उत्तर लिखने में समर्थ हो गए !
INSTRUCTIONAL TOOLS & REFERENCES	पाठ्य-पुस्तक ,चाक तथा प्रेमचंद का चित्र
PEDAGOGY	अति लघु उत्तर, लघु उत्तर , निबंधात्मक उत्तर, गद्यांशों से संबंधित प्रश्नोत्तर
ACTIVITY / ASSIGNMENT / RESEARCH	'अभिमान मनुष्य का सर्वनाश करता है '- पाठ में दिए गए उदाहरणों के अतिरिक्त ऐसे ही अन्य व्यक्तियों के प्रति अपने विचार प्रकट कीजिए ! गद्यांशों से संबंधित प्रश्नोत्तर , तथा मुहावरों के वाक्य लिखना !
ASSESSMENT	शुद्ध उच्चारण, प्रश्नोत्तर, घटना सुनाना तथा लय तथा ताल के साथ पढ़ना
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	शब्द-अर्थ. प्रश्न-उत्तर , मुहावरे

Delhi Public School
Srinagar

DETAILED PLANNER OF **Hindi**

CLASS – 1oth CYCLE – 1st

CLASSES REQUIRED	४
TOPIC	कबीर- साखी
CONCEPT & SKILLS	कविता में रुचि बढ़ाना तथा कविता लिखने के लिए उत्साहित करना ! कबीर की जीवनी तथा उनकी रचनाओं से परिचित कराना , लय और ताल के साथ दोहों को पढ़ना, कवि का संदेश, शिल्प-सौंदर्य, अर्थ- बोध, आशय प्रतिपाद्य स्पष्ट करना तथा यह समझाना कि मीठी वाणी बोलने से ही औरों को सुख और अपने तन को शीतलता प्राप्त होती है लय ,ताल और भाव के अनुसार कविता पाठ की योग्यता उत्पन्न करना !
LEARNING OUTCOMES	काव्य-सौंदर्य स्पष्ट करने में मूल भाव ,कठिन शब्दों के अर्थ तथा व्याख्या लिखने में समर्थ हो गए
INSTRUCTIONAL TOOLS & REFERENCES	कबीर -चित्र. पाठ्य पुस्तक , चाक आदि !
PEDAGOGY	लघु उत्तर , निबंधात्मक उत्तर, पद्यांशों से संबंधित बहुविकल्पी प्रश्नोत्तर, कठिन शब्दों के अर्थ!
ACTIVITY / ASSIGNMENT / RESEARCH	“सिर से पैर तक मस्तमौला ,दिल के साफ़, कर्म से वंदनीय" जैसे कवियों के दोहों को चार्ट पर लिखेंगे ! छात्र कबीर के दोहों को याद करके अंत्याक्षरी में उनका प्रयोग करेंगे !
ASSESSMENT	सप्रसंग व्याख्या , प्रश्न उत्तर तथा शब्दों के प्रचिलित रूप
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	बहु विकल्पी प्रश्न-उत्तर, साखियों से संबंधित प्रश्न-उत्तर ,

Delhi Public School
Srinagar

Hindi

CLASS – 10th

CYCLE – 1st

April

CLASSES REQUIRED	४
TOPIC	पद-
CONCEPT & SKILLS	समकालिक कवियों से परिचित कराना, कविता का मूल भाव समीकरण करना , कविता में आए शब्दों का अर्थ समझाना कवि के विशेष भाव का रस लेने की क्षमता उत्पन्न करना तथा पाठ में आए शब्दों के प्रचलित रूप समझाना शिल्प-सौंदर्य परखने के योग्य बनाना !
LEARNING OUTCOMES	छात्र कविता लिखने और लय ताल के साथ याद करने में समर्थ हो गए प्रतिपाद्य लिखने में, बहु विकल्पी प्रश्नों के उत्तर ,कठिन शब्दों के अर्थ तथा व्याख्या लिखने में समर्थ हो गए
INSTRUCTIONAL TOOLS & REFERENCES	पाठ्य-पुस्तक , चाक तथा चित्र
PEDAGOGY	पाठ्य-पुस्तक के प्रश्नोत्तर , संदेश संबंधी प्रश्नोत्तर , ,कविता का सार आदि!
ACTIVITY / ASSIGNMENT / RESEARCH	'मीरा के पदों को याद करके छात्र कक्षा में कविता का वाचन करेंगे ! पदों से संबंधित बहुविकल्पी प्रश्न-उत्तर तथा निबंधात्मक प्रश्नोत्तर!
ASSESSMENT	मीरा के दोनों पदों की सप्रसंग व्याख्या तथा कठिन शब्दों के अर्थ !
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	व्याख्या, पदों से संबंधित प्रश्नोत्तर तथा काव्य सौंदर्य

Delhi Public School
Srinagar

DETAILED PLANNER OF HINDI

Hindi

(APRIL –)

CLASS – 1oth

CYCLE – **1st**

CLASSES REQUIRED	**६.**
TOPIC	**'हरिहर काका '-'मिथिलश्वर '**
CONCEPT & SKILLS	**शब्द भण्डार में वृद्धि कराना , पाठ का सार समझाना , ग्रामीण जीवन में जी रहे एक पात्र की विडंबना और उसके जीवन में आए तूफ़ान से परिचित कराना , हाव भाव के साथ आदर्श वाचन करना ,कठिन शब्दों के अर्थ समझाना पाठ मे आए मुहावरों के अर्थ समझाना !**
LEARNING OUTCOMES	**कहानी का मूल उद्देश्य तथा रिशतों की अहमियत समझने में कठिन शब्दों के अर्थ लिखने में सक्षम हो गए!**
INSTRUCTIONAL TOOLS & REFERENCES	**पाठ्य-पुस्तक , चाक , आदि १**
PEDAGOGY	**अर्थ संबंधी प्रश्नोत्तर , आशय स्पष्ट .बहु विकल्पी प्रश्नोत्तर**
ACTIVITY / ASSIGNMENT / RESEARCH	**यदि आपके पास हरिहर-काका जैसी हालत हो तो आप उसकी किस प्रकार मदद करेंगे - छात्र अपने विचार प्रकट करेंगे ! निबंधात्मक प्रश्नोत्तर, मुहावरे. आशय स्पष्ट !**
ASSESSMENT	**शुद्ध उच्चारण ,विषय सामग्री तथा प्रस्तुतीकरण !**
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	**लघु प्रश्नोत्तर , निबंधात्मक प्रश्नोत्तर , मुहावरे ,शुद्ध -अशुद्ध वाक्य !**

Delhi Public School
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DETAILED PLANNER OF HINDI

Hindi

(APRIL –)

CLASS – 1oth

CYCLE – **1st**

CLASSES REQUIRED	**6**
TOPIC	**ड़ायरी का एक पन्ना**
CONCEPT & SKLS	**लेखक के मनोभावों को समझाना ,शब्दों का प्रसंगानुकूल अर्थ समझाना शुद्ध उच्चारण** **स्वतंत्रता संग्राम की चर्चा ,मुख्य संदेश बताना.मुहावरों के अर्थ बताना शब्द और पद में अंतर स्पष्ट करना!** **देश-भक्ति का संचार कराना !**
LEARNING OUTCOMES	**संवादों की भाषा समझने में समर्थ हो गए !** **स्वतंत्रता -संग्राम के अग्रणी नेता सुभाष चंद्र बोस की भूमिका २६ जनवरी १९३१ को कैसे निभाई -इस विषय पर छात्र टिप्पणी करने में समर्थ हो गए!**
INSTRUCTIONAL TOOLS & REFERENCES	**पाठ्य-पुस्तक ,चाक आदि**
PEDAGOGY	**बहु विकल्पी ,विचार / संदेश संबंधी प्रश्नोत्तर, आशय स्पष्ट करना ,** **सरल संयुक्त वाक्य में अंतर शब्द और पद में अंतर**
ACTIVITY / ASSIGNMENT / RESEARCH	**स्वतंत्रता आंदोलन में निम्नलिखित महिलाओं ने जो योगदान दिया उनके बारे में संक्षपित जानकारी प्राप्त करके लिखिए !१. सरोजिनी नायडू २, कस्तूरबा गांधी**
ASSESSMENT	**विषय वस्तु , भाषा-शैली**
SYLLABUS FOR FORMATIVE ASSESSMENT	**मुहावरे , आशय स्पष्ट निबंधात्मक तथा लघु प्रश्नोत्तर १**

Delhi Public School
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LESSON PLAN OF CLASS 10TH FOR THE MONTH OF MARCH AND APRIL -2016

SUBJECT: ART TEACHER: MR. IFTIKHAR

"Art is an expression of internal imagination with lines ans colours" (Pablo picaso)

CLASSES REQUIRED	(18 periods) **Note: Students should carry their art kits for the proper functioning of art class.**
TOPIC	a) BASIC COLOUR THEORY b) LANDSCAPE IN POSTER AND WATER COLOUR.
CONCEPT & SKILLS	1)Colour is the painter's means of expression and it is very important to give the concept of colour to the students so that the could learn the language of colours. 2)Students learn and get the concept of DIFFERENCE BETWEEN POSTER AND WATER COLOURS. Students will be able to handle colours properly and control on brush and line. Besides they learn the proper mixing of colours.
LEARNING OUTCOMES	Students learn how to draw and paint landscape in a proper way of using colours and its different tones and grades,because every colour suggests particular meanings.
INSTRUCTIONAL TOOLS & REFERENCES	Black board,marker,peccils, brushes ,mixing palatte, Sketch book or water colour paper, poster and water colours
PEDAGOGY	Reflective discussion, Random questioning and, Brain storming.
ACTIVITY / ASSIGNMENT / RESEARCH	Teacher will assign some practical exercises to the students for practice.
ASSESSMENT	Exercises will be given to the related subject.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	To be tested in the final grading or exams.