

N.K. BAGRODIA PUBLIC SCHOOL

AHINSA MARG, SECTOR-9, ROHINI, DELHI -110085



ANNUAL PEDAGOGICAL PLAN 2026 - 2027

APRIL - JUNE 2026

MIDDLE & SECONDARY DEPT.

AFFILIATION NO.: 2730244

SCHOOL ID: 85245

www.nkbpsrohini.com

nkbpsrohini@yahoo.co.in

SCHOOL INFORMATION

1.1 School Name and Complete Address with Phone number(s), Email ID, Website etc.

School Name	N.K. BAGRODIA PUBLIC SCHOOL
Complete Address	AHINSA MARG, SECTOR-9, ROHINI, DELHI – 110085
Phone number	011- 27550255, 011- 27561375
Email ID	nkbpsrohini@yahoo.co.in
Website	www.nkbpsrohini.com

1.2 Name of the Principal / HOS: MR. PRASHANT PARASHAR B.

1.3 Contact No.: 9650239555 Email ID: principalnkbpsrohini@gmail.com

1.4 School Details:

Year of Affiliation: 2023 Affiliation No.: 2730244 School Code: 85245

Type of School : Senior Secondary

Boys/Girls/Co-Education : Co-Education

Day School/Day Boarding/ Residential : Day School

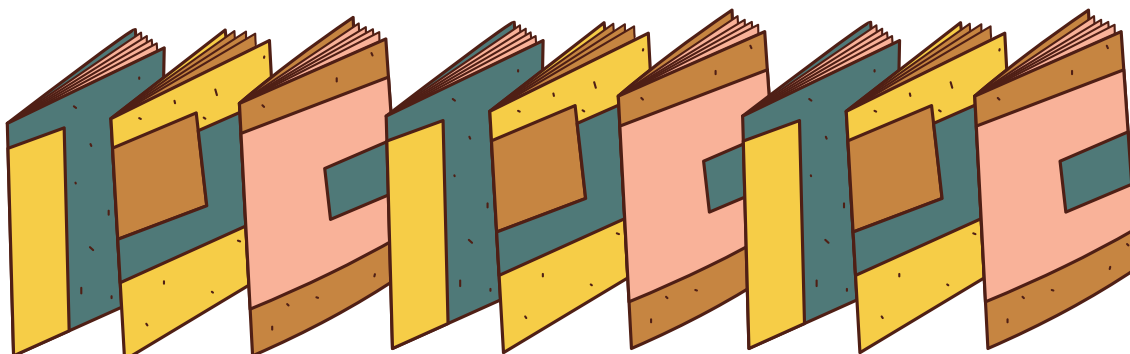
Total No. of Students : 2992

Boys: 1599 Girls: 1393 EWS: 725

No. of CWSN (Child with Special Needs) Students : 44

Location Type : Urban

Is the School a Minority School? : No



PEDAGOGICAL PLAN COMMITTEE

NAME	DESIGNATION	ROLE IN PPC
Mr. Prashant Parashar	Principal	Planning
Ms. Jyotsana Sharma	Headmistress	Planning
Ms. Deepanwita	Coordinator (Sr. Sec. Deptt.)	Coordinating
Ms. Binny Gupta	Incharge (Primary Department)	Coordinating
Ms. Kavita Sareen	Incharge (Junior School)	Coordinating
Ms. Stuti Sarpal	Activity Coordinator	Drafting
Ms. Bharti Budhiraja	Academic Coordinator	Drafting

Planner



APRIL 2026

Embrace each day with focus and let your learning lead you towards meaningful progress

SUN	MON	TUE	WED	THU	FRI	SAT
			1 *SATARAMBH - *NEW ACADEMIC SESSION BEGINS - PP	2	3 GOOD FRIDAY	4 *ORIENTATION- VI & VIII *ORIENTATION- XI
5	6 NEW SESSION BEGINS FOR BV-I	7 WELLNESS WONDERLAND (WORLD HEALTH DAY) *Cooking without Fire(VI) *Dumba (VII-VIII) *Talk on Food and Nutrition (IX-X) WORLD HEALTH DAY CELEBRATION - PRE-PRIMARY DEPT. SESSION BEGINS FOR CLASS XI	8 WORLD HEALTH DAY CELEBRATION - PRE-PRIMARY DEPT.	9	10	11 SECOND SATURDAY
12	13 HOLIDAY	14 AMBEDKAR JAYANTI	15	16 MOCK FIRE DRILL	17 EDUCATIONAL TRIP CLASSES :IX & X	18 ORIENTATION - IX & X
19	20	21	22 EARTH DAY *Earth Day Celebration- Pre-Primary Dept. *Poly Green Promise (I - II) *Interhouse Poster Making Competition (III - VI) *Visit to Yamuna Biodiversity Park (VII) *Suhel Habitat Garden (VIII) *Hydroponics (VIII - IX)	23	24 EDUCATIONAL TRIP CLASSES :VI - VIII	25 FOURTH SATURDAY
26	27 INTERHOUSE BOARD COMPETITION	28	29	30 *DHAROHAR (INTER SCHOOL EVENT) *BEYOND BOUNDARIES - PP - F & G		

MAY 2026

True success is achieved when dedication meets purpose and hard work is pursued with sincerity

SUN	MON	TUE	WED	THU	FRI	SAT
31					1 BUDDHA PUJNIMA	2 PTM - BV1 - X & XII
3	4 WORLD LAUGHTER DAY - PRE-PRIMARY DEPT.	5	6	7	8 MOTHER'S LOVE FIESTA (I - V)	9 SECOND SATURDAY
10	11 PP- A,B,C,D HOUSE CONNECT- SIDHARTH HOUSE	12 GEETANDALI (INTRA) PP- E,F,G ODEUM : WHERE STORIES SPEAK(VI - IX, XI)	13 BV1- A,B,C,D WORD FEST	14 BV1- E,F,G	15 *BAGLESS DAY (I - V) *LAST WORKING DAY FOR STUDENTS *BEYOND BOUNDARIES - PP - D & E	16 PRE PRIMARY WORKSHOP SUMMER VACATION BEGINS
17	18 STAFF DEVELOPMENT PROGRAMME EXTRA CLASSES BEGIN	19 STAFF DEVELOPMENT PROGRAMME	20 STAFF DEVELOPMENT PROGRAMME IN - HOUSE WORKSHOP EXTRA CLASSES (X, XII)	21 SUMMER TRIP SUMMER CAMP	22	23 FOURTH SATURDAY
24	25 SUMMER CAMP EXTRA CLASSES (X, XII)	26	27 ID-UL-ZUHA*	28 SUMMER TRIP SUMMER CAMP EXTRA CLASSES (X, XII)	29 EXTRA CLASSES END	30

ACTIVITIES IN THE MONTH OF APRIL - JUNE 2026

- SATRARAMBH
- ORIENTATIONS
- WORLD HEALTH DAY CELEBRATIONS
- MOCK FIRE DRILL
- EDUCATIONAL TRIP (VI - X)
- EARTH DAY CELEBRATIONS
- INTERHOUSE BOARD COMPETITION
- DHAROHAR (INTER SCHOOL EVENT)
- WORD FEST
- STAFF DEVELOPMENT PROGRAMME
- SUMMER TRIP
- SUMMER CAMP

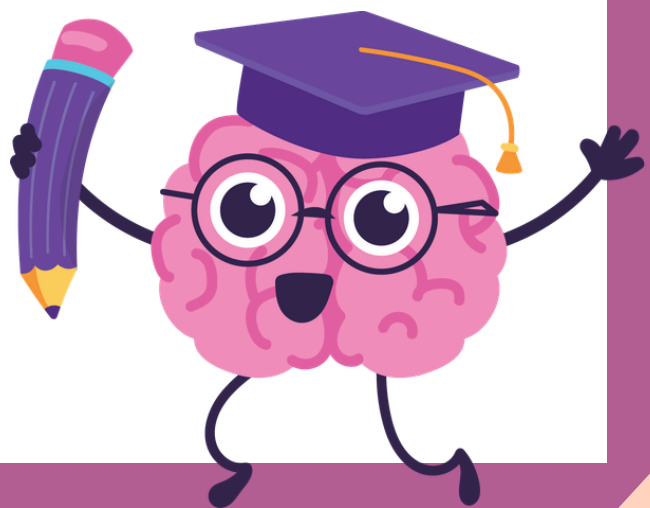
**PERIODIC TEST 1/ UNIT TEST 1
EXAMINATION SCHEDULE**

**Periodic Test 1
Classes III - IX & XI
July 03, 2026 - July 10, 2026**

**Unit Test 1
Classes X & XII
July 03, 2026 - July 14, 2026**



Learning Outcomes of major activities



ORIENTATIONS

By the end of the orientation session, students will be able to:

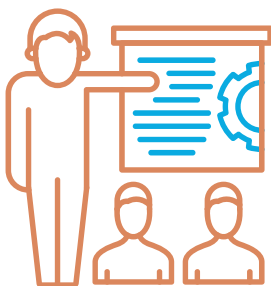
- Understand school rules, expectations, and code of conduct.
- Demonstrate awareness of academic structure (subjects, assessment, timetable).
- Exhibit responsible behavior and discipline in school.
- Develop a sense of belonging and confidence in the school environment.
- Identify support systems (teachers, counselors, peers).

Class-wise Specific Learning Outcomes

Class 6 (Transition to Middle School)

Students will be able to:

- Adapt to a new school environment and routine.
- Identify different subject teachers and classrooms.
- Follow basic classroom norms and instructions.



Class 8 (Strengthening Independence)

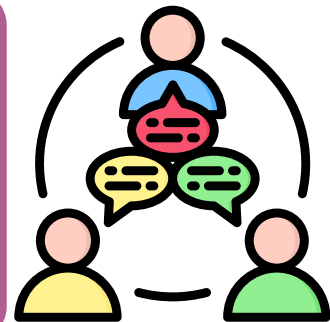
Students will be able to:

- Take responsibility for their learning and homework.
- Understand the importance of discipline and time management.
- Demonstrate respectful peer interaction and teamwork.

Class 9 (Foundation for Board Classes)

Students will be able to:

- Understand the importance of consistent academic effort.
- Apply effective study habits and time management strategies.
- Recognize the significance of internal assessments and exams.



Class 10 (Board Exam Readiness)

Students will be able to:

- Understand board exam pattern, evaluation, and expectations.
- Develop structured study plans and revision strategies.
- Manage stress and maintain emotional well-being.

DHAROHAR (INTERSCHOOL EVENT)

Dharohar, An annual inter-school competition at NKBPS, Rohini provides a dynamic platform for experiential learning, fostering holistic student development. Through participation in diverse events, students enhance critical thinking, creativity, collaboration and communication skills. They learn to apply theoretical knowledge in real-world contexts, strengthening problem-solving abilities and decision-making. Exposure to peer competition nurtures resilience, adaptability and sportsmanship, while also building confidence and self-expression. Such events encourage appreciation of diverse talents and perspectives, promoting inclusivity and cultural awareness. Additionally, students develop time management, leadership and organizational skills. Overall, the experience contributes significantly to their cognitive, social and emotional growth, aligning with the school's vision of nurturing well-rounded, future-ready individuals.



EARTH DAY CELEBRATION



Students will be able to:

1. Understand the significance of Earth Day and why it is celebrated.
2. Identify major environmental issues such as pollution, climate change, deforestation, and water scarcity.
3. Explain the importance of natural resources and their conservation.
4. Recognize the role of individuals and communities in protecting the environment.
5. Demonstrate ability to reduce, reuse, and recycle through practical activities.
6. Build a sense of stewardship and sustainability.



WORLD HEALTH DAY

Health
is wealth

- Students developed awareness about healthy eating habits and the importance of a balanced diet.
- Students acquired practical skills in preparing simple, nutritious food through Cooking Without Fire.
- Students understood the importance of regular physical activity through participation in Zumba.
- Students enhanced their knowledge about nutrition, diet planning, and disease prevention.
- Students built team spirit, confidence, and positive attitudes towards maintaining a healthy lifestyle.







N.K. BAGRODIA PUBLIC SCHOOL, ROHINI
SYLLABUS – CLASS 6
SESSION: 2026- 2027

SUBJECT ENGLISH

Books:

Publisher- Viva Education

Literature- Skyway Communicative English

Grammar- Everyday English Grammar and Composition

TERM -1

APRIL

Literature: Ch-1 Mukesh Keeps a Goat

Ch-2 The Dying Detective (Play)

Grammar: Unit I – Nouns, Number and Pronouns

Writing Skill: Paragraph Writing

MAY

Literature: Ch-3 Clouds and Waves (Poem)

Grammar: Unit II- Sentences, Subject and Predicate and Questions

Unit IX -Vocabulary- Synonyms and Antonyms (Pg no. 139- 141)

JULY

Literature: Ch- 4 Our Encounter with a Snow Leopard

Grammar: Unit III- Verbs

Unit VI- Present Tense, Past Tense and Future Tense

Writing Skill: Informal Letter Writing

AUGUST

Literature: Ch-8 Tulsi Gowda: The Forest Guardian of India

Ch-7 The Painted Ceiling (Poem)

Grammar: Unit IV Adjectives , Adverbs and Degrees of Comparison

Writing skill: Notice Writing

SEPTEMBER

Grammar : Unit III Subject-Verb Agreement and Tag Questions

Writing skill: Message Writing

Project Work based on Ch-Monkey Sickness I & II in Term 1

TERM - 2

OCTOBER

Literature: Ch- 10 Manipuri Raas Leela: A Divine Dance

Ch-11 My Kingdom (Poem)

Grammar: Unit VIII Active and Passive Voice

NOVEMBER

Literature: Ch-12 Pintu's Grandfather

Ch-13 The Skylark (Poem)

Grammar: Unit V Articles and Determiners

Writing skill: Formal Letter Writing

	DECEMBER Literature: Ch- 14 Father's Help Grammar: Unit VII Prepositions Unit VIII Reported Speech Writing Skills: Story Writing JANUARY Literature: Ch- 15 Anne Finds a Home Grammar: Unit VII Conjunctions FEBRUARY Grammar: Unit IX Vocabulary -Homophones, Homonyms and Phrasal Verbs (Pg.142- 146) Unit VIII Punctuation Project/ Activity based on Poem Spring Morning in Term 2
SUBJECT	HINDI
	पुस्तकें :- ● मल्हार (एन.सी. ई. आर. टी.) ● रामायण- प्राची (इंडिया) प्रा० लिमिटेड ● हिंदी व्याकरण- गुलमोहर (द लैंग्वेज हाउस फुल मार्क्स) <u>अप्रैल – मई</u> मल्हार गोल (संस्मरण) पहली बूंद (कविता) रामायण महर्षि वाल्मीकि को रामायण लिखने की प्रेरणा (केवल पठन हेतु) आदि कांड व्याकरण :- भाषा और व्याकरण विलोम शब्द अपठित बोध :- अपठित गद्यांश रचनात्मक लेखन :- चित्र वर्णन <u>जुलाई</u> मल्हार हार की जीत (कहानी) रामायण अयोध्या कांड व्याकरण :- संज्ञा और उसके भेद रचनात्मक लेखन :- अनौपचारिक पत्र, अनुच्छेद लेखन <u>अगस्त</u> मल्हार मेरी माँ (आत्मकथा) रहीम के दोहे रामायण अरण्य कांड (केवल पठन हेतु) व्याकरण :- उपसर्ग- प्रत्यय

	पर्यायवाची शब्द रचनात्मक लेखन :- संवाद लेखन मध्यावधि परीक्षा की पुनरावृत्ति <u>सितंबर</u> मल्हार परीक्षा (कहानी) <u>अक्टूबर</u> मल्हार मैया मैं नहीं माखन खायो (पद) रामायण किष्किंधा कांड व्याकरण :- सर्वनाम व उसके भेद रचनात्मक लेखन :- संवाद लेखन <u>नवंबर</u> मल्हार हिंद महासागर में छोटा - सा हिंदुस्तान (यात्रा वृत्तांत) रामायण सुंदरकांड व्याकरण :- विशेषण व उसके भेद रचनात्मक लेखन :- चित्र वर्णन <u>दिसंबर</u> मल्हार चेतक की वीरता (कविता) व्याकरण :- वाक्यांश के लिए एक शब्द अपठित बोध :- अपठित गद्यांश <u>जनवरी-फरवरी</u> रामायण युद्ध कांड रचनात्मक लेखन :- अनच्छेद लेखन अनौपचारिक पत्र वार्षिक परीक्षा हेतु पुनरावृत्ति।
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SUBJECT	SANSKRIT
	पाठ्यपुस्तकम्- दीपकम् (भाग 1) एन.सी.ई.आर.टी. नवीनतम संस्करण अप्रैल-मई :-

पाठ-1. वयं वर्णमालां पठामः (मौखिक- वर्ण-वर्णमाला परिचय एवं अभ्यास पत्रिकाएँ)
पाठ- 2. एषः कः ? एषा का ? एतत् किम् ? (मौखिक- शब्दरूप लिङ्ग, वचन सर्वनाम परिचय एवं अभ्यास पत्रिकाएँ)
सर्वनाम शब्द - किम् एवं एतद् (तीनों लिङ्गों एवं तीनों वचनों में)
कः कौ के का के काः किम् के कानि
एषः एतौ एते एषा एते एताः एतत् एते एतानि
पाठ- 3. अहं च त्वं च (मौखिक- धातुरूप लकार-पुरुष परिचय एवं अभ्यास पत्रिकाएँ)
(संस्कृत संवाद गतिविधि- पाठ- 2 से 3)
पाठ- 5. शूराः वयं धीराः वयम् (पद्यांश, अन्वय)
जुलाई :- PT 1
पाठ- 4. अहं प्रातः उत्तिष्ठामि
व्याकरण - समयवाचक पद प्रयोग (गतिविधि निज दिनचर्या सहित)
व्याकरण अव्यय शब्द-च, तत्र, अत्र, कुत्र, अधः, उपरि, आम्, न, अपि कदा, अन्तः, बहिः
पूरणी संख्या 1 से 10 तक (पुल्लिंग)
पाठ- 6. सः एव महान् चित्रकारः (नाट्यांश) (परियोजना- किन्हीं पाँच फूलों के नाम उनके रंग सहित लिखिए और उनसे संबंधित चित्र भी चिपकाइए - (कॉपी)
पाठ 7. अतिथिदेवो भव (गद्यांश, कथापूर्ति)
अगस्त :- प्रथम सत्र परीक्षा
(चित्रवर्णनम्, अपठित-गद्यांश, अन्वय, कथापूर्ति ये सभी पाठ्यक्रम का भाग होंगे)
पाठ 8. बुद्धिः सर्वार्थसाधिका (पठित गद्यांश) (परियोजना सहित)
(कक्षा के अपनी पंक्ति के सभी विद्यार्थियों के नाम संस्कृत में लिखिए - कॉपी)
पाठ 9. यो जानाति सः पण्डितः (केवल गतिविधि स्वनिर्मित मौखिक प्रहेलिकाएँ)
सितंबर :-
पाठ- 10. त्वम् आपणं गच्छ (नाट्यांश)
पाठ- 11 पृथिव्यां त्रीणि रत्नानि (पठित पद्यांश, अन्वय)
अक्टूबर :-
प्रत्यय- क्त्वा, ल्यप्, तुमुन् (उदाहरण सहित)
(गतिविधि - संस्कृत भाषा में गाकर जन्मदिन शुभकामना संदेश कक्षा में सुनाइए)
नवंबर :-
पाठ-12. आलस्यं हि मनुष्याणां शरीरस्थो महान् रिपुः (गद्यांश, कथापूर्ति)
पाठ-13. सङ्ख्यागणनां ननु सरला (मौखिक गतिविधि संख्या आधारित)
संख्या-1 से 50 (1 से 4 तीनों लिङ्ग) अभ्यास पत्रिकाएँ
दिसंबर :- PT 2
पाठ-14. माधवस्य प्रियम् अङ्गम् (गतिविधि)
जनवरी :-
पाठ 15. वृक्षाः सत्पुरुषाः इव (कला समेकित परियोजना- वृक्षाणाम् महत्त्वम् - अनुच्छेद-लेखनं, किन्हीं पांच वृक्षों के चित्र लगाकर उनके नाम संस्कृत में लिखिए)
फरवरी/मार्च :- अभ्यास पत्रिकाएँ द्वितीय सत्र परीक्षा
(पत्रलेखन, चित्रवर्णन, अपठित-गद्यांश, अन्वय, कथापूर्ति, ये सभी पाठ्यक्रम का भाग होंगे)

SUBJECT	FRENCH
	TEXT BOOK: Apprenons le français -1 PUBLISHER: New Saraswati House <u>TERM-1</u> <u>April-May</u> Lesson 1 - Les mots d'accueil Lesson 2 - Apprenons l'alphabet français ! Lesson3 - Allons à l' école . <u>JULY</u> Lesson 4 - C'est mon anniversaire <u>AUGUST</u> Lesson 5 - Des amis de Manuel <u>SEPTEMBER</u> Lesson 6- Le contrôle français <u>TERM-2 OCTOBER</u> Lesson 7- Les projets pour le week - end <u>NOVEMBER</u> Lesson 8- Rencontrons la famille Dupont ! <u>DECEMBER</u> Lesson 9- Yipee ! Les vacances approchent ! <u>JANUARY</u> Lesson 10 - Célébrons le quatorze juillet! <u>FEBRUARY</u> Revision

SUBJECT	MATHEMATICS
	TEXT BOOK : GANITA PRAKASH PUBLISHER: NCERT <u>TERM-1</u> <u>April -May</u> Ch-1 Patterns In Mathematics Ch -3 Number Play <u>JULY</u> Ch-5 Prime Time Ch-2 Lines And Angles <u>AUGUST</u> Ch-10 The Other Side Of Zero <u>Revision for mid term Exams</u> <u>SEPTEMBER</u> Ch7 Fractions <u>TERM-2 OCTOBER</u> Ch-7 Fractions Ch-6 Perimeter And Area <u>NOVEMBER</u>

	Ch-9 Symmetry <u>DECEMBER</u> Ch-8 Playing with Constructions <u>JANUARY</u> Ch- 4 Data Handling <u>FEBRUARY</u> Revision
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SUBJECT	Science
	TEXT BOOK: Curiosity PUBLISHER: NCERT <u>TERM-1</u> <u>April -May</u> Ch 1 - The Wonderful World of Science (Introduction and Discussion) Ch 2- Diversity in living world Ch 6- Material around us Ch 12- Beyond Earth(Field visit and project) <u>JULY</u> Ch 4- Exploring magnets Ch 9- Methods of separation in everyday life <u>AUGUST</u> Ch 5- Measurement of length and motion <u>SEPTEMBER</u> Revision Ch 10- Living creatures and its characteristics <u>TERM-2 OCTOBER</u> Ch 3- Mindful eating: A path to healthy body <u>November</u> Ch 7 Temperature and its measurement <u>December</u> Ch 11 Natures treasure <u>JANUARY</u> Ch 8 Journey through states of water <u>FEBRUARY</u> Revision <u>PT-1</u> Ch 2 and ch 6 <u>PT-2</u> Ch 3 and ch 10 <u>MID-TERM</u> Ch 2,ch 6, ch 4, ch 9, ch 5 <u>FINAL-TERM</u> Ch 2, ch 6, ch 4, ch 10, ch 7,ch 11, ch 5, ch 9

SUBJECT	SOCIAL SCIENCE
	TEXT BOOK: Exploring Society - India and beyond PUBLISHER: NCERT TERM-1 APRIL -MAY Chapter 1. Locating Places on the Earth Chapter 4. Timeline and Sources of History Chapter 10. Grassroots Democracy Part 1: Governance JULY – SEPTEMBER Chapter 2. Oceans and Continents Chapter 6. The Beginnings of Indian Civilization Chapter 11. Grassroots Democracy Part 2: Local Government in Rural Areas TERM-2 OCTOBER- DECEMBER Chapter 3. Landforms and Life Chapter 7. India's Cultural Roots Chapter 12. Grassroots Democracy Part 3: Local Government in Urban Areas Chapter 13. The Value of Work JANUARY-FEBRUARY Chapter 8. Unity in Diversity, or 'Many in the One' Chapter 14. Economic Activities Around Us PT-1 Chapter 1. Locating Places on the Earth Chapter 10. Grassroots Democracy Part 1: Governance TERM 1 Chapter 1. Locating Places on the Earth Chapter 2. Oceans and Continents Chapter 4. Timeline and Sources of History Chapter 6. The Beginnings of Indian Civilisation Chapter 10. Grassroots Democracy Part 1: Governance Chapter 11. Grassroots Democracy Part 2: Local Government in Rural Areas PT-2 Chapter 3. Landforms and Life Chapter 7. India's Cultural Roots FINAL TERM Chapter 1. Locating Places on the Earth Chapter 2. Oceans and Continents Chapter 3. Landforms and Life Chapter 4. Timeline and Sources of History Chapter 6. The Beginnings of Indian Civilisation Chapter 7. India's Cultural Roots Chapter 8. Unity in Diversity, or 'Many in the One'

	Chapter 10. Grassroots Democracy Part 1: Governance Chapter 11. Grassroots Democracy Part 2: Local Government in Rural Areas Chapter 12. Grassroots Democracy - Part 3: Local Government in Urban Areas Chapter 13. The Value of Work Chapter 14. Economic Activities Around Us
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SUBJECT	COMPUTER
	<u>TERM-1</u> <u>April -May</u> CH-1 POWERPOINT MAGIC CH-2 EXPLORE EXCEL <u>JULY</u> CH-4 GETTING CREATIVE WITH CANVA <u>AUGUST</u> CH-3 DIGITAL CITIZENSHIP <u>SEPTEMBER</u> CH-5 ALGORITHM & FLOWCHART <u>TERM-2</u> <u>OCTOBER</u> CH-6 TOUCH TO MOTIONWITH MT <u>NOVEMBER</u> CH-7 HTML5- GETTING STARTED <u>DECEMBER</u> CH-8 CSS3- STYLING BASICS <u>JANUARY</u> CH- 9 PYTHON- START TO CODE <u>FEBRUARY</u> PRACTICAL & EXAMINATION

SUBJECT	MUSIC
	<u>APRIL -MAY</u> 1. Hindi and English prayer 2. Saraswati Vandana... 3. Activity... W.Ex Solo Singing Competition <u>JULY-SEPTEMBER</u> 1. Patriotic Song 2. Motivational Song 3. Basic Beats of Congo. Combination of Beats 4. Activity Geet Pehchaano <u>OCTOBER-NOVEMBER</u> 1. Basic sargam on Harmonium with Finger number Five basic Sargams with Vocal On Harmonium 2. School Song 3. Bhajan 4. Activity..Antarakshri

	<u>JANUARY -FEBRUARY</u> 1.Folk Song-Gujrati 2.Patriotic Song 3.Theory...Defination of Sangeet And Awar, Types of Saptak
SUBJECT	DANCE
	April -May 1. Introduction of Taal (Rhythm) 2. Introduction & Laya (Tempo) 3. Basic moves of Shuffle dance (i) Running man (ii) T-step 4. Gujrati folk dance July - September 1. Neck, eye and facial movement (Drishti Bheda) 2. Simple spins and floor patterns 3. Semi Classical dance (Shiv Stuti) 4. Contemporary basic movements October-December 1. Contemporary dance style 2. Patriotic Dance January - February 1. Jazz dance moves 2. Revision of previous dances
SUBJECT	ART
	<u>APRIL-MAY</u> 1.Elements of Art. 2.Still Life Composition. 3.Nature Study (Flower composition) <u>JULY</u> 1. Nature Study (Birds study and Animal study) 2. Landscape(colour shading) <u>AUGUST</u> 1. Human Body Proportion 2. Human Anatomy 3.Sketching of human figures. <u>SEPTEMBER</u> 1. Portrait Study (famous personalities) <u>OCTOBER</u> 1. Rangoli designing (Paper, floweral Or painted design) 2. Composition making. <u>NOVEMBER</u> 1. Indian Folk Art (Warli, Madhubani) <u>DECEMBER</u> 1. Poster designing (Any social topic) <u>JANUARY</u>

	1. Cartoon designing. 2. Picture collage. FEBRUARY 1. Free hand designing..
SUBJECT	INSTRUMENTAL
	<u>TERM-1</u> <u>April -May</u> 1. Sargam Practice 2. 4 beat & 8 Beat Practice 3. Basic Chords <u>JULY-SEPTEMBER</u> 1. Gayatri Mantra 2. National Anthem 3. Teri Hai Zameen Tera Aasmaan <u>TERM-2 OCTOBER-DECEMBER</u> 1. Chords Practice 2. Vande Matram 3. Raag Bhopali Sargam <u>JANUARY-MARCH</u> 1. Scale Practice 2. Kehrwa Taal Practice



N.K. BAGRODIA PUBLIC SCHOOL, ROHINI
SYLLABUS – CLASS 7
SESSION: 2026- 2027

SUBJECT	
ENGLISH	<u>Books:</u> Publisher- Viva Education Literature- Skyway Communicative English Grammar- Everyday English Grammar and Composition <u>TERM -1</u> <u>APRIL</u> Literature: Ch-1 Lines written in Early spring (Poem) Ch- 2 Silver Blaze Grammar: Unit VI - Sentences (Kinds) Unit I - Types of verbs and Subject verb Agreement Writing Skill: Diary Entry <u>MAY</u> Literature: Ch- 3 Glacier Grammar: Unit V- The Present Tense Unit II- Adjectives Unit VII Vocabulary (Pg no. 151-158) <u>JULY</u> Literature: Ch-4 Merchant (Poem) Ch- 5- The Scarecrow Grammar: Unit I- Modals auxiliaries Unit III- The Past Tense, The Future Tense Writing Skill: Email writing <u>AUGUST</u> Literature: Ch- 6 The Doctor's word Grammar: Unit IV- Direct and Indirect Speech Unit II - Pronouns Writing Skill: Informal letter <u>SEPTEMBER</u> Grammar :Unit I- Finite and Non Finite verbs Unit II- Adverbs Writing Skill: Paragraph Writing Project Work based on Ch - August Heat in Term 1 <u>TERM - 2</u> <u>OCTOBER</u> Literature: Ch- 8 Kathak : Spinning stories Ch-7 Blow Blow Thou Winter(Poem) Grammar: Unit V : Prepositions and Conjunctions Writing skills: Formal Letter <u>NOVEMBER</u> Literature: Ch-12 A Devilish Plot

	Grammar: Unit VI Sentences and Clauses Writing skill: Dialogue writing <u>DECEMBER</u> Literature: Ch- 13 The Bet Ch-14 Myself (Poem) Grammar: Unit IV Active Passive Voice Writing Skills: Notice Writing <u>JANUARY</u> Literature: Ch- 15 Hampi Grammar: Unit VI phrases and kinds of sentences <u>FEBRUARY</u> Grammar: Unit IX Vocabulary (Pg. 167- 177) Project/ Activity based on Ch- 10 The Game and Poem- The world of Dream in Term 2
SUBJECT	HINDI
	पुस्तकें:- • मल्हार (एन.सी. ई. आर. टी) • महाभारत- प्राची (इंडिया) प्रा० लिमिटेड • हिंदी व्याकरण- गुलमोहर (द लैंग्वेज हाउस फुल मार्क्स) <u>अप्रैल – मई</u> मल्हार माँ, कह एक कहानी तीन बुद्धिमान महाभारत आदि पर्व व्याकरण- वर्ण विच्छेद श्रुतिसमभिन्नार्थक शब्द रचनात्मक लेखन- चित्र वर्णन <u>जुलाई</u> महाभारत सभा पर्व वन पर्व (गतिविधि) विराट पर्व (गतिविधि) व्याकरण- क्रिया व उसके भेद रचनात्मक लेखन- अनुच्छेद लेखन, औपचारिक पत्र <u>अगस्त</u> मल्हार फूल और काँटा (कविता) पानी रे पानी (निबंध) महाभारत-उद्योग पर्व भीष्म पर्व (गतिविधि) व्याकरण - काल व उसके भेद रचनात्मक लेखन- संवाद लेखन मध्यावधि परीक्षा हेतु पुनरावृत्ति <u>सितंबर</u> व्याकरण- शब्द भेद (उत्पत्ति के आधार पर) अपठित बोध - अपठित गद्यांश

अक्टूबर
 मल्हार- नहीं होना बीमार (कहानी)
 महाभारत – द्रोण पर्व
 कर्ण पर्व (गतिविधि)
 शल्य पर्व
 व्याकरण- वाक्यगत अशुद्धियाँ और अशुद्धि शोधन
 रचनात्मक लेखन- चित्र वर्णन
नवंबर
 मल्हार
 बिरजू महाराज से साक्षात्कार
 महाभारत- सौप्तिक पर्व
 स्त्री पर्व
 शांति पर्व
 व्याकरण- क्रिया विशेषण और उसके भेद
 रचनात्मक लेखन- अनुच्छेद लेखन
दिसंबर
 मल्हार- चिड़िया (कविता)
 महाभारत- अनुशासन पर्व
 अश्वमेघ पर्व
 आश्रमवासिक पर्व
 व्याकरण- मुहावरे
 रचनात्मक लेखन- औपचारिक पत्र
जनवरी-फरवरी
 मल्हार- मीरा के पद (पद)
 महाभारत- मौसल पर्व
 महाप्रस्थानिक पर्व
 स्वर्गारोहण पर्व
 रचनात्मक लेखन- संवाद लेखन

SUBJECT

SANSKRIT

पाठ्य पुस्तकम्- दीपकम् (भाग 2)
 एन.सी.ई.आर.टी नवीनतम संस्करण

अप्रैल-मई:-

प्रथमःपाठः वन्देभारतमातरम् (पठित गद्यांश)
 गतिविधि:- अर्थ सहित राष्ट्र गीत प्रस्तुति
 द्वितीयःपाठः नित्यं पिबामःसुभाषितरसम् (पठित पद्यांश, अन्वय)
 तृतीयःपाठः मित्राय नमः(पठित नाट्यांश)
 व्याकरण- समयबोधक शब्द- पूर्ण, अर्ध, सपाद, पादोन (सोदाहरण)
 कारक परिचय (प्रथमा से संबोधन) सोदाहरण

जुलाई :-

चतुर्थःपाठः न लभ्यते चेत् आम्लं द्राक्षाफलम् (परियोजना-चित्र लगाकर कथा प्रस्तुतीकरण)
 व्याकरण- उपपद विभक्ति- उभयतः परितः धिक्, प्रति, सह, नमः दा (धातु)
 संख्या- 1 से 50 (1 से 4 तीनों लिंगों में)

अगस्त :-

	पञ्चमःपाठः सेवा हि परमो धर्मः (कथापूर्ति, क्तवतु प्रत्यय- मौखिक व्याकरणिक गतिविधि) षष्ठःपाठः क्रीडाम वयं श्लोकान्त्याक्षरीम् (केवल मौखिक गतिविधि) व्याकरण- संधि- दीर्घ, गुण, वृद्धि, यण् (सोदाहरण) सितंबर :- सप्तमःपाठः ईशावास्यम् इदं सर्वम् (पठित नाट्यांश) प्रत्यय- क्त्वा, ल्यप्, तुमुन्, क्तवतु संख्या- 51 से 100 अक्टूबर :- अष्टमःपाठः हितं मनोहारि च दुर्लभं वचः (पठित पद्यांश, अन्वय) (परियोजना- हिंदी अर्थ सहित) – कॉपी व्याकरण- अव्यय अर्थ एवं वाक्य प्रयोग अत्र, तत्र, कुत्र, प्रातः अपि, यदा तदा, एव, बहिः, उपरि अधः, उच्चैः, एकदा, कदापि, च. न नवंबर :- नवमःपाठः अन्नाद् भवन्ति भूतानि (मौखिक संवाद गतिविधि - सृष्टि की उत्पत्ति) दशमःपाठः दशमः कः? (पठित गद्यांश, कथापूर्ति, परियोजना सहित) व्याकरण- क्रमबोधक संख्या (1-20 तीनों लिङ्गों में) दिसंबर :- एकादशःपाठः द्वीपेषुरम्यः द्वीपोऽण्डमानः (चित्रवर्णनम्) द्वादशःपाठः वीराङ्गना पत्राधाया (अनावृत्त-पुस्तक परीक्षा) व्याकरण- अशुद्धि-संशोधनम् (कर्ता-क्रिया) जनवरी :- अतिरिक्त अध्ययन वर्ण, मात्रा परिचय, परिशिष्ट- शब्दरूप, धातु रूप गतिविधि (संस्कृत भाषा में गाकर जन्मदिन शुभकामना संदेश कक्षा में सुनाइए) फरवरी / मार्च वार्षिकी परीक्षा अभ्यास पत्रिकाएं:- द्वितीय सत्र परीक्षा व्याकरण- (पत्र लेखन, चित्र वर्णन, अपठित गद्यांश, कथा पूर्ति, अन्वय) (ये सभी दोनों सत्रों में पाठ्यक्रम का भाग होंगे)
SUBJECT	FRENCH
	TEXT BOOK: Apprenons le Francais Volume 3 PUBLISHER: New Saraswati House Private Limited TERM-1 April -May Leçon 1 - Une nouvelle année d' apprentissage Leçon 2- Les rêves et les ambitions de la famille Leçon 3- Une journée bien chargée. JULY Leçon 4- une excursion au zoo. AUGUST Leçon 5 - Le jour du shopping SEPTEMBER Leçon 6 - Où se trouve le collège Jean Renoir TERM-2 OCTOBER Leçon 7- Protégeons notre environnement NOVEMBER

	Leçon 8 - Une fête inoubliable DECEMBER Leçon 9 - Une belle soirée. JANUARY Leçon 10- Allons vite au stade. FEBRUARY Revision
SUBJECT	SCIENCE
	TEXT BOOK:Curiosity PUBLISHER: NCERT <u>TERM-1</u> <u>April -May</u> Ch 1 The Ever- Evolving World of Science (Introduction and Discussion based) Ch 10 Life processes in plants Ch 12 Earth, Moon and Sun (Field visit and project based) Ch 5 Changes around us : Physical and Chemical <u>JULY</u> Ch 2 Exploring Substances: Acidic , Basic and Neutral Ch 11 Light: Shadows and Reflection <u>AUGUST</u> Ch 4 The World of Metals and Non Metals <u>SEPTEMBER</u> Ch 3 Electricity : Circuits and their components <u>TERM-2</u> <u>OCTOBER</u> Ch 7 Heat transfer in nature <u>NOVEMBER</u> Ch 8 Measurement of time and motion <u>DECEMBER</u> Ch 9 Life processes in animals <u>JANUARY</u> Ch 6 Adolescence : A stage of growth and change <u>FEBRUARY</u> Revision
SUBJECT	MATHS
	TEXT BOOK: Ganita Prakash (Part 1 and 2) PUBLISHER: NCERT <u>TERM-1</u> <u>APRIL</u>– Ch-1 (part 1) - Large numbers around us Ch-2 (part 1) – Arithmetic expression <u>MAY</u> - Ch-1 (part 2) – Geometric twins <u>JULY</u> – Ch-3 (part 1) – A peek beyond the point CH-4 (part 2) – Another peek beyond the point <u>AUGUST</u> - CH-8 (part 1) – Working with fractions CH-4 (part 1) – Expressions using letter numbers <u>SEPTEMBER</u> - CH-5 (part 1) – Parallel and intersecting lines

	Ch-7 (part 1) – A tale of three intersecting lines OCTOBER - Ch-6 (part 1) – Number play Ch-2 (part 2) – Operations with integers NOVEMBER - Ch-2 (part 2) – Operations with integers (contd.) Ch-3 (part 2) – Finding common grounds DECEMBER – Ch-5 (part 2) – Connecting the dots Ch-6 (part 2) – Construction and tilling JANUARY - Ch-6 (part 2) – Construction and tilling (contd.) Ch-7 (part 2) – Finding the unknown FEBRUARY – REVISION FOR ANNUAL EXAMINATION
SUBJECT	SOCIAL SCIENCE
	TEXT BOOK: Exploring Society - India and Beyond (Part 1 and Part 2) PUBLISHER: NCERT APRIL -MAY (NCERT PART 1) Chapter 1 Geographical Diversity of India Chapter 4 New Beginnings: Cities and States Chapter 9 From the Rulers to the Ruled: Types of Governments Chapter 11 From Barter to Money JULY – SEPTEMBER (NCERT PART 1) Chapter 2 Understanding the Weather Chapter 5 The Rise of Empires Chapter 10 The Constitution of India — An Introduction Chapter 7 The Gupta Era: An Age of Tireless Creativity Chapter 3 Climates of India OCTOBER- DECEMBER (NCERT PART 2) Chapter 1 The Story of Indian Farming Chapter 3 Empires and Kingdoms: 6th to 10th Centuries Chapter 4 Turning Tides: 11th and 12th Centuries Chapter 6 The State, the Government, and You Chapter 8 Banks and the Magic of Finance JANUARY (NCERT PART 1) Chapter 12 Understanding Markets
SUBJECT	COMPUTER
	TEXT BOOK: CODEPILOT (VER 5.0) PUBLISHER: ORANGE PUBLICATIONS <u>TERM-1</u> <u>April -May</u> <u>CH – 1 :Emerging Trends</u> <u>CH – 2:Number System</u> <u>JULY</u> CH 3 - Excel in Excel CH 4 - Pictures to posters with Canva <u>AUGUST</u> CH -5 Digital Presence CH 6- Problem Solving Simplified <u>SEPTEMBER</u>

	CH 7- Making Web Pages Alive CH 8- Lists and Tables in HTML 5 <u>TERM-2</u> <u>OCTOBER</u> CH 9 - Flow of control in Python <u>DECEMBER</u> CH 10 - Domains of AI <u>JANUARY</u> CH 11 - Designing Circuits with Tinkercad <u>FEBRUARY</u> <u>Revision</u>
SUBJECT	MUSIC
	<u>APRIL -MAY</u> 1. Hindi and English prayer 2. Saraswati Vandana... 3. Acitivity... W.ExSolo Singing Competition <u>JULY-SEPTEMBER</u> 1. Patriotic Song 2.Motivational Song 3. Basic Beats of Congo. 4. Activity Geet Pehchaano <u>OCTOBER-NOVEMBER</u> 1. Basic sargam on Harmonium 2. School Song 3.Bhajan 4. Activity..Antarakshri <u>JANUARY -FEBRUARY</u> 1.Folk Song-Gujrati 2.Patriotic Song 3.Theory...Defination of Saptak Types of Saptak
SUBJECT	DANCE
	<u>TERM-1</u> <u>April -May</u> Introduction of Taal & Laya (Rhythm and Tempo) Variations of Shuffle dance moves (i) Running man (ii) Charleston Simple spins and floor patterns of Contemporary dance <u>July - September</u> *Practice of Bheda (Neck and Eyes) *Practice of Hasta Mudras (Asamyuta hastas)* * Patriotic dance Folk dance of Gujarat <u>October - December</u>

	Semi Classical dance Folk dance of Chattisgarh <u>January - February</u> Jazz dance Activity to enhance facial expressions. Revision of all dances
SUBJECT	ART
	<u>APRIL-MAY</u> 1. Elements of Art. 2. Still Life Composition. 3. Nature Study (Flower composition) <u>JULY</u> 1. Nature Study (Birds study and Animal study) 2. Landscape(colour shading) <u>AUGUST</u> 1. Human Body Proportion 2. Human Anatomy 3. Sketching of human figures. <u>SEPTEMBER</u> 1. Portrait Study (famous personalities) <u>OCTOBER</u> 1. Rangoli designing (Paper, floweral Or painted design) 2. Composition making <u>NOVEMBER</u> Indian Folk Art (Warli, Madhubani) <u>DECEMBER</u> Poster designing (Any social topic) <u>JANUARY</u> 1. Cartoon designing 2. Picture collage <u>FEBRUARY</u> Free hand designing
SUBJECT	INSTRUMENTAL
	<u>TERM-1</u> <u>April -May</u> 1. Sargam & Alankaar Practice 2. Scale Practice 3. 16 Beat (Teen Taal) <u>JULY-SEPTEMBER</u> 1. Raag Yaman 2. Bollywood Song - Ae Watan Watan 3. Taans in Raag Yaman <u>TERM-2 OCTOBER-DECEMBER</u> 1. 16 Beat (Teen Taal Kayda) 2. Patriotic Songs 3. Major-Minor Chords Practice <u>JANUARY-MARCH</u> Bollywood Song - Jai Ho Basic Beat Practice



N.K. BAGRODIA PUBLIC SCHOOL, ROHINI
SYLLABUS – CLASS 8
SESSION: 2026- 2027

SUBJECT	ENGLISH
	TEXT BOOK: Publisher- Viva Education Literature- Skyway Communicative English Grammar- Everyday English Grammar and Composition <u>TERM -1</u> APRIL Literature: Ch-1 Shakuntala Ch- 2 Kathakali Grammar: Unit I - Determiners & Articles Unit II - Subject and Predicate Writing Skill: Informal Letter MAY Literature: Ch-3 Night (Poem) Grammar: Unit V- The Present Tense Unit IX Vocabulary (Pg no. 159- 166) JULY Literature: Ch- 4 Three Wise Men of Gotham Ch-6 Beautiful Old Age (Poem) Grammar: Unit II- Linking Verbs and Subject Complement, Object and its Complement Unit V- The Past Tense, The Future Tense Writing Skill: Email Writing AUGUST Literature: Ch- 5 Out of Business Grammar: Unit VIII Direct and Indirect Speech Writing Skill: Diary Entry SEPTEMBER Grammar : Unit III Primary Auxiliaries, Modal Auxiliaries Writing Skill: Dialogue Writing Project Work based on Ch The Two Comedians I & II in Term 1 <u>TERM - 2</u> OCTOBER Literature: Ch- 7 Arunima Sinha: The Wonder Woman Ch-9 Fear No More (Poem) Grammar: Unit IV Infinitives, Participles, The Gerund Writing skills: Bio Sketch NOVEMBER Literature: Ch- 8 The Model Millionaire Grammar: Unit VI Clauses, Adverbs and Adverbials, Conditionals Writing skill: Article Writing

	DECEMBER Literature: Ch- 10 The Monkey's Paw Ch-12 The Raven (Poem) Grammar: Unit VIII Active Passive Voice Writing Skills: Formal Letter (Placing an Order & Leave Application) JANUARY Literature: Ch- 11 The Leopard Grammar: Unit VII Prepositions and Conjunctions FEBRUARY Grammar: Unit IX Vocabulary (Pg. 167- 177) Project/ Activity based on Poem Nightfall in the City of Hyderabad in Term 2
SUBJECT	HINDI
	पुस्तकें : - मल्हार (एन. सी. ई. आर. टी.) अमृत संचय (प्रेमचंद की दस श्रेष्ठ कहानियाँ) हिंदी व्याकरण- गुलमोहर (द लैंग्वेज हाउस फुल मार्क्स) <u>अप्रैल – मई</u> मल्हार स्वदेश (कविता) दो गौरैया (कहानी) अमृत संचय शांति (कहानी) व्याकरण :- उपसर्ग और प्रत्यय, अपठित बोध: अपठित गद्यांश रचनात्मक लेखन- अनुच्छेद लेखन विज्ञापन लेखन <u>जुलाई</u> मल्हार एक आशीर्वाद (कविता) हरिद्वार (पत्र) अमृत संचय कौशल (कहानी) व्याकरण: वर्ण विच्छेद वाक्य भेद (रचना के आधार पर) रचनात्मक लेखन : औपचारिक पत्र, अनौपचारिक पत्र अपठित बोध :- अपठित गद्यांश <u>अगस्त</u> मल्हार कबीर के दोहे व्याकरण – मुहावरे रचनात्मक लेखन- लघु कथा लेखन मध्यावधि परीक्षा हेतु पुनरावृत्ति <u>सितंबर</u> मल्हार

	एक टोकरी भर मिट्टी अपठित बोध- अपठित गद्यांश रचनात्मक लेखन- अनौपचारिक पत्र लेखन मध्यावधि परीक्षा हेतु पुनरावृत्ति <u>अक्टूबर</u> मल्हार मत बाँधो (कविता) अपठित बोध- अपठित गद्यांश व्याकरण- वाक्यगत अशुद्धि शोधन रचनात्मक लेखन : अनुच्छेद लेखन <u>नवंबर</u> अमृत संचय – दूध का दाम व्याकरण: पद परिचय अपठित बोध – अपठित गद्यांश रचनात्मक लेखन : औपचारिक पत्र लेखन, विज्ञापन लेखन <u>दिसंबर</u> मल्हार तरुण के स्वप्न (उद्बोधन) अपठित बोध: अपठित गद्यांश व्याकरण- महावारे रचनात्मक लेखन- लघु कथा लेखन <u>जनवरी-फरवरी</u> अमृत संचय मुक्तिधन व्याकरण – समास (द्विगु, द्वंद्व, बहुव्रीहि) रचनात्मक लेखन :- अनुच्छेद लेखन, पत्र लेखन (औपचारिक पत्र लेखन, अनौपचारिक पत्र लेखन) पुनरावृत्ति- वार्षिक परीक्षा पाठ्यक्रम
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SUBJECT	SANSKRIT
	TEXT BOOK: दीपकम् कक्षा 8 PUBLISHER: NCERT <u>TERM-1</u> <u>April -May</u> प्रथमः पाठः संगच्छध्वं संवदध्वम् द्वितीयः पाठः अल्पानामपि वस्तुनां संहतिः कार्यसाधिका तृतीयः पाठः सुभाषितरसं पीत्वा जीवनं सफलं कुरु चतुर्थः पाठः प्रणम्यो देशभक्तोऽयं गोपबन्धुर्महामनाः (परियोजना सहित) व्याकरण - संधि - दीर्घ, गुण प्रत्यय - क्त्वा, ल्यप्, तुमुन् संख्या - 1-100 (1-4 तीनों लिङ्गों में) शब्द रूप - बालक, बालिका, फलम्, कवि, नदी, साधु, किम् (तीनों लिङ्गों में) धातु रूप - पठ्, भू, गम्, नी, दृश्, स्था, पा (पाँचों लकार), सेव् (आत्मनेपदी - लट् लकार) समय-बोधक पद , चित्र वर्णन <u>JULY</u> पी टी 1 पञ्चमः पाठः गीता सुगीता कर्तव्या (अनावृत पुस्तक परीक्षा केवल आंतरिक मूल्यांकन)

षष्ठः पाठः डिजिभारतम् - युगपरिवर्तनम्, व्याकरण - संधि - वृद्धि, यण् प्रत्यय - तव्यत्, अनीयर् AUGUST पत्र लेखन, कथा पूर्ति अभ्यास सप्तमः पाठः मञ्जुलमञ्जूषा सुन्दरसुरभाषा अव्यय - अत्र, कुत्र, श्वः, कदा, कैति, किमर्थम्, एकदा, च, अपि, हयः, अधुना, वृथा, कदापि, यदा-तदा पुनरावृत्ति - मध्यावधि परीक्षा SEPTEMBER नवमः पाठः कोऽरुक् ? कोऽरुक् ? समास - तत्पुरुष, नञ् द्वंद्व, द्विगु, अव्ययी भाव (स, यथा, प्रति, उप) TERM-2 OCTOBER दशमः पाठः सन्निमित्ते वरं त्यागः (क-भागः) अशुद्धि शोधन (कर्ता - क्रिया) NOVEMBER एकादशः पाठः सन्निमित्ते वरं त्यागः (ख-भागः) पुनरावृत्ति DECEMBER पी टी 2 अष्टमः पाठः पश्यत कोणमैशान्यं भारतस्य मनोहरम् - (कला समेकित परियोजना - पूर्वोत्तर राज्यों के किन्हीं 3 पर्यटन स्थलों के विषय में सचित्र प्रस्तुति) शब्द रूप, धातु रूप अभ्यास - कारक परिचय सहित JANUARY द्वादशः पाठः सम्यग्वर्णप्रयोगेण ब्रह्मलोके महीयते (अनावृत पुस्तक परीक्षा केवल आंतरिक मूल्यांकन) त्रयोदशः पाठः वर्णोच्चारण-शिक्षा (मौखिक) FEBRUARY पुनरावृत्ति , वार्षिकी परीक्षा

SUBJECT	FRENCH
	TEXT BOOK: Apprenons le français Volume 4 PUBLISHER: New Saraswati House TERM-1 April-May Leçon 1 - Un mail de mon cousin Leçon 2 - La biodiversité Leçon 3 - Coco Chanel JULY Leçon 4 - La France Miniature AUGUST Leçon 5- Une experience incroyable SEPTEMBER Leçon 6 - La Lecture et les jeunes TERM-2 OCTOBER Leçon 7 - Les tendances alimentaires France

	<u>NOVEMBER</u> Leçon 8 - Le déménagement à Biarritz <u>DECEMBER</u> Leçon 9 - Une Carte postale et des invitations <u>JANUARY</u> Leçon 10 - Le réchauffement climatique <u>FEBRUARY</u> Revision
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SUBJECT	SCIENCE
	TERM-1 APRIL N MAY CH 2-The invisible living world:beyond our naked eye CH 3- Health : The ultimate Treasure CH11- Keeping time with the skies-project JULY CH 7- Particulate nature of matter CH 8- Nature of matter: elements, compounds, and mixtures AUGUST CH8- Nature of matter: elements, compounds, and mixtures Chapter 4- Electricity; magnetic and heating effect SEPTEMBER Revision Chapter 9 :The Amazing World of solute, solvent and mixtures TERM-2 OCTOBER Chapter 9-The Amazing World of solute, solvent and mixtures CH10- Light: mirrors and lenses NOVEMBER CH 5- Exploring forces Chapter 12-How nature works in harmony DECEMBER CH 6- Pressure, wind storms, and cyclones JANUARY CH13- Our Home: Earth; Earth unique life sustaining planet FEBRUARY Revision

SUBJECT	MATHS
	TEXT BOOK: Ganita Prakash (Part I & II) PUBLISHER: NCERT TERM-1 <u>April -May</u> Chapter 1 A square and a Cube (Part I) Chapter 2 Power Play (Part I) Chapter 4 Quadrilaterals (Part I) <u>JULY</u> Chapter 7 Proportional Reasoning 1 (Part I) Chapter 3 Proportional Reasoning 2 (Part II)

	<u>AUGUST</u> Chapter 2 The Budhayana - Pythagoras Theorem (Part II) <u>SEPTEMBER</u> Chapter 7 Area (Part II) Chapter 4 Exploring some geometric themes (Part II) (Project Based) <u>TERM-2</u> <u>OCTOBER</u> <u>NOVEMBER</u> Chapter 7 Area (continued) (Part II) Chapter 5 Number Play (Part I) Chapter 6 We Distribute, Yet Things Multiply (Part I) <u>DECEMBER</u> Chapter 1 Fractions in Disguise (Part II) Chapter 4 Exploring some geometric themes (Part II) <u>JANUARY</u> Chapter 6 Algebra Play and Factorisation (Part II) Chapter 5 Tales by dots and lines (Part II) Chapter 3 A story of Numbers (Part I) (Formative Assessment) <u>FEBRUARY</u> Revision
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SUBJECT	SOCIAL SCIENCE
	TEXT BOOK: Exploring Society - India and Beyond PUBLISHER: NCERT APRIL -MAY (NCERT PART 1) Chapter 1 Natural Resources and Their Use Chapter 2 Reshaping India's Political Map Chapter 3 The Rise of The Marathas Chapter 5 Universal Franchise and India's Electoral System JULY – SEPTEMBER (NCERT PART 1) Chapter 4 The Colonial Era in India Chapter 6 The Parliamentary System: Legislature and Executive Chapter 7 Factors of Production TERM-2 (AWAITED) OCTOBER- DECEMBER (NCERT PART 2) JANUARY (NCERT PART 1)

SUBJECT	COMPUTER
	APRIL-MAY Ch-1: Computer Networking Ch-2: Krita Image Editing JULY-AUGUST Ch-3: Trending Technologies Ch-4: Images, links & Frames in HTML5 SEPTEMBER- OCTOBER Ch-5: Forms in HTML5

	Ch-6: Algorithmic Intelligence Ch-11: Future of AI NOVEMBER- DECEMBER Ch-7: Loops in Python Ch-8: Functions and Strings in Python JANUARY- FEBRUARY Ch-9: List in Python Ch-10: Domains of AI
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SUBJECT	MUSIC
	April May 1. Guru Vandana Ham Apke Hue Guruvar swikaar lena 2. Hindi and English Prayer 3. Song... Based On Earth Day July to September 1. Dadra Taal on Hands And Congo. 2. Patriotic Song Hamko Apne Bharat ki Maati Se Anupam pyar Hai 3. Activity Jumble the Songs 4. Theory Types Of Swans October to December 1. Motivational Song.. SAFAR 2 Saragam Geet... Vocal and Harmonium 3 Syenthesizer Split. Dual and Accomp Features January-February 1. Folk Song Rajsthani 2. Patriotic Song Musalmaan or Hindu ki Jaan 3. Theory, Defination of Raaga
SUBJECT	DANCE
	April - May *Variations Shuffle dance moves (i) Running man (ii) Charleston (iii) Happy feet (iv) Moon Walk shuffle * Floor patterns and spins of Contemporary dance form * Contemporary dance July - September *Practice of Hasta Mudras (Asamyula Hasta) *Semi Cadssical dance style (Durga stuti) * Folk dance of Gujrat * Patriotic dance form October - December *Folk dance of Chattisgarh

	*Indian Contemporary dance * Free style dance form January - February * Navrasa Description * Revision of previous dances
SUBJECT	ART
	APRIL-MAY Elements of Art. Still Life Composition. Nature Study (Flower composition) JULY Nature Study (Birds study and Animal study) Landscape(colour shading) AUGUST Human Body Proportion Human Anatomy Sketching of human figures. SEPTEMBER Portrait Study (famous personalities) OCTOBER Rangoli designing (Paper, floweral Or painted design) Composition making. NOVEMBER Indian Folk Art (Warli, Madhubani) DECEMBER Poster designing (Any social topic) JANUARY Cartoon designing. Picture collage. FEBRUARY Free hand designing..

SUBJECT	INSTRUMENTAL
	April - May 1. Sargam & Alankaar practice 2. Scales practice 3. 7 Beat (Rupak Taal) July - September 1. Raag Bhairav 2. Patriotic Songs- Teri Miti 3. Taans in Raag Bhairav October - December 1. 7 Beat (Rupak taal) 2. Bhajan- Ram Ka Gungaan Kariye 3. Major-Minor Chord Practice January - March 1. Bollywood Song - Sandese Aate Hai



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SNO	SUBJECT	MONTH	SYLLABUS
1	ENGLISH	MARCH - APRIL	FICTION F.1 Two Gentlemen of Verona Exploring Writing Style and Narrative Techniques Understanding Mood and Tone F.2 Mrs. Packletide's Tiger MAIN COURSE BOOK UNIT 1 Health and Medicine WRITING SKILLS Formal Letter Writing – Letter to Editor Letter of Placing an Order Letter of Enquiry Reading Comprehension Practice POETRY P.7 The Frog and the Nightingale GRAMMAR Unit 1. Determiners Unit 2. Tenses Unit 9. Avoiding Repetition – Substitution and Omission
		MAY	FICTION F.3 The Letter POETRY P.8 Not Marble Nor the Gilded Monuments. GRAMMAR Unit 3. Subject Verb Agreement WRITING SKILLS Factual Description Writing Email Writing
		JULY	FICTION F.4 A Shady Plot POETRY P.9 Ozymandias



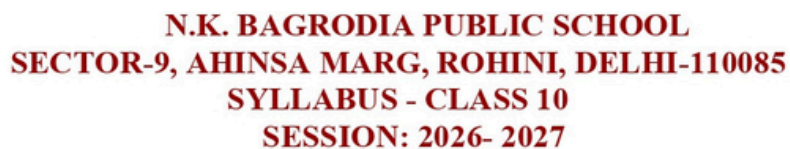
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		MAIN COURSE BOOK Unit II Education GRAMMAR Unit 4.Non-Finites WRITING SKILL Article Writing Reading Comprehension Practice Periodic Test 1
	AUGUST	FICTION F.5 Patol Babu F.6 Virtually True DRAMA D.1 The Dear Departed MAIN COURSE BOOK Unit III Science GRAMMAR Unit 7.Conditionals Unit 10.Nominalisation Unit 11.Modals Unit 13.Reported Speech
	SEPTEMBER	Reading Comprehension Practice Mid Term Examination
	OCTOBER	POETRY P.10 The Rime of Ancient Mariner POETRY P.11Snake MAIN COURSE BOOK Unit IV Environment
	NOVEMBER	MAIN COURSE BOOK Unit V Travel Unit VI National Integration GRAMMAR Unit 5.Relatives Unit 6.Connectors Unit 12.Active and Passive Voice Unit 14.Prepositions WRITING SKILLS Letter of Complaint Reading Comprehension Practice DRAMA D.13 Julius Caesar



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		DECEMBER	PERIODIC TEST 1 FICTION F.1 Two Gentlemen of Verona F.2 Mrs. Packletide's Tiger POETRY P.7 The Frog and the Nightingale P.8 Not Marble Nor the Gilded Monuments MAIN COURSE BOOK Unit 1 Health and Medicine GRAMMAR Determiners Tenses Subject Verb Agreement WRITING SKILLS Factual Description Writing Reading Comprehension MID TERM EXAMINATION FICTION F.1 Two Gentlemen of Verona F.2 Mrs. Packletide's Tiger F.3 The Letter F.4 A Shady Plot POETRY P.7 The Frog and the Nightingale P.8 Not Marble Nor the Gilded Monuments. DRAMA D.1 The Dear Departed GRAMMAR Unit 1. Determiners Unit 2. Tenses Unit 3. Subject Verb Agreement Unit 4. Non-Finites Unit 9. Avoiding Repetition – Substitution and Omission Unit 7. Conditionals Unit 10. Nominalisation Unit 11. Modals Unit 13. Reported Speech WRITING SKILLS Formal Letter Writing – Letter to Editor Letter of Placing an Order Letter of Enquiry Factual Description Writing Application Writing Article Writing
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			PRE BOARD EXAMINATION I AND II Complete syllabus
2	HINDI	MARCH - APRIL	(मार्च-अप्रैल) स्पर्श-गद्य :- बड़े भाई साहब :-डायरी का एक पन्ना पद्य :-साखी(कबीर) :-मीरा के पद व्याकरण :-रचना के आधार पर वाक्य रूपांतरण :-मुहावरे :-समास लेखन :- अनुच्छेद :-विज्ञापन :-औपचारिक पत्र
		MAY	स्पर्श-गद्य :-तताँरा-वामीरो कथा कला समेकित गतिविधि :-तताँरा-वामीरो कथा (वर्ली आर्ट) संचयन :-हरिहर काका
		JULY	स्पर्श-पद्य :-पर्वत प्रदेश में पावस *‘पर्वत प्रदेश में पावस’ कविता की चित्रात्मक प्रस्तुति* :-तोप लेखन :-सूचना लेखन :-ई-मेल :- लघुकथा
		AUGUST	स्पर्श-गद्य :-तीसरी कसम के शिल्पकार शैलेंद्र :-अब कहाँ दूसरे के दुःख से दुखी होने वाले (स्लोगन-पर्यावरण संरक्षण एवं प्लास्टिक रोकथाम) व्याकरण :-पदबंध
		SEPTEMBER	स्पर्श-पद्य :-मनुष्यता संचयन :- सपनों के-से दिन



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		OCTOBER	स्पर्श-गद्य :- पतझर में टूटी पत्तियाँ पद्य :-कर चले हम फ़िदा :-आत्मत्राण व्याकरण :-पुनरावृत्ति
		NOVEMBER	स्पर्श-गद्य :-कारतूस संचयन :-टोपी शुक्ला व्याकरण(पुनरावृत्ति):- रचना के आधार पर वाक्य रूपांतरण ,समास लेखन -सूचना,अनुच्छेद, विज्ञापन,अपठित गद्यांश श्रवण कौशल का आंकलन
		DECEMBER	पुनरावृत्ति पर विशेष बल एवं प्रश्न-पत्र का प्रारूप समझाना।
		JANUARY	प्रश्न-पत्र हल करने संबंधी महत्वपूर्ण जानकारी देना तथा छात्रों की समस्याओं का निराकरण करना।
		FEBRUARY	प्री-बोर्ड परीक्षा परिणाम पर चर्चा व समस्याओं का समाधान।
		MARCH	बोर्ड परीक्षा
3	SANSKRIT	MARCH - APRIL	पाठ्यपुस्तक अभ्यास-पुस्तिका मणिका, भाग II (C.B.S.E. प्रकाशन) 119 कोड संख्या पाठ 1 वाङ्मयं तपः व्याकरण - संधि स्वर, व्यञ्जन, विसर्ग अभ्यास पत्रिकाएँ - अपठित वाचन, चित्र वर्णन, पत्र लेखन, संवाद लेखन परियोजना - नवसंवत्सर हेतु शुभाशंसा पत्र
		MAY	पाठ 2 नास्ति त्यागसमं सुखम् पाठ 3- रमणीया हि सृष्टिः एषा समय-बोधक पद अव्ययः - C.B.S.E. पाठ्यक्रमानुसार अशुद्धि-शोधन समास तत्पुरुष, द्वंद्व, अव्ययीभाव



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			गतिविधि - शास्त्रार्थ
		JULY	पाठ 4 - आज्ञा गुरुणां हि अविचारणीया पाठ 5 अभ्यासवशग मनः व्याकरण - प्रत्यय तद्धित, स्त्री परियोजना - हास्य प्रसंग (चुटकुले)
		AUGUST	पाठ 10- कालोऽहम् (केवल आन्तरिक मूल्याङ्कन कक्षा-परीक्षा 10 अङ्क) व्याकरण - वाच्य-परिवर्तन कला समेकित परियोजना - संक्षेपकः (ब्रोशर) कोणार्क सूर्य मंदिर
		SEPTEMBER	वाच्य अभ्यास, समास अभ्यास
		OCTOBER	पाठ 6 राष्ट्र संरक्ष्यमेव हि पाठ 7 - साधुवृत्तिं समाचरेत् गतिविधि - श्रवण कौशल
		NOVEMBER	पाठ 8 - तिरुक्कुरल-सूक्ति-सौरभम् पाठ 9 स्वागतम् अरुणाचले पाठ 11 किं किम् उपादेयम् (केवल आन्तरिक मूल्याङ्कन कक्षा-परीक्षा 10 अङ्क) पुनरावृत्ति
		DECEMBER	प्रथम पूर्व-बोर्ड परीक्षा - सम्पूर्ण पाठ्यक्रम
		JANUARY	प्रश्न पत्र चर्चा, वैषयिक समस्या समाधान, बोर्ड परीक्षा हेतु विशिष्ट सूचनाएं । द्वितीय पूर्व बोर्ड परीक्षा
		FEBRUARY	स्वाध्याय (छात्रों द्वारा), वैषयिक समस्या समाधान। बोर्ड परीक्षा प्रारंभ
		MARCH	बोर्ड परीक्षा
4	FRENCH	MARCH - APRIL	LESSON 2 Après le bac LESSON 3 Chercher du travail
		MAY	LESSON 4 Le plaisir de lire
		JULY	LESSON 5 Les médias



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		AUGUST	Lesson 6 Chacun ses gouts
		SEPTEMBER	Lesson 7 En plein forme
		OCTOBER	Lesson 8 L'environnement
		NOVEMBER	Revision of Grammar, Writing skills , Literature
		DECEMBER	Pre Board Exams
		JANUARY	Pre Board Exam - II
		FEBRUARY	BOARD EXAM
		MARCH	BOARD EXAM
5	SCIENCE	MARCH - APRIL	Physics -Chapter 10 Light – Reflection and Refraction Chemistry-chapter 1-Chemical reactions and equations Biology-Life processes-Nutrition in plants and Animals
		MAY	Physics : Chapter 10 Light – Reflection and Refraction Chemistry -chapter 2 Acids ,Bases and Salts Biology-Life Processes-Respiration and Transportation in animals and plants
		JULY	Physics-Chapter 11 Human Eye and the colourful world Chemistry-chapter 2-Acids ,Bases and salts Biology-Life processes-Excretion in Plants and Animals, Control and Coordination in plants and animals
		AUGUST	Physics-Chapter 11 Human Eye and the colourful world Chemistry -Metals and Non metals Biology-Control and Coordination in plants and animals, Our Environment
		SEPTEMBER	Physics-Chapter 12 Electricity Chemistry -Metals and Non metals Biology- How do organisms reproduce?
		OCTOBER	Physics- Chapter 12 Electricity Chemistry -carbon and its compounds Biology- How do organisms reproduce?
		NOVEMBER	Physics-Chapter 13 Magnetic Effects of electric current Chemistry -carbon and its compounds Biology -Heredity

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SNO	SUBJECT	MONTH	SYLLABUS
1	ENGLISH	APRIL	Books: Interact in English - Literature Reader Interact in English - Main Coursebook Interact in English - Workbook Lit: F1. How I Taught My Grandmother to Read F2. A Dog Named Duke P1. The Brook MCB: Unit-1 People Grammar: Tenses Workbook: Unit -1and 3 Writing skills: Informal letter (MCB Pg21) Reading Comprehension Practice
		MAY	Lit. : F3. The Man who Knew Too Much Grammar: Determiners Workbook: Unit-2 MCB: Unit-2 Adventure Writing Skills: Dialogue writing (MCB Pg36) Diary entry (MCB Pg37)
		JULY	Lit.: P2. The Road Not Taken D1. Villa For Sale Grammar: Reported Speech Workbook: Unit 7 MCB: Unit-3 Environment Writing skills: Formal Letter (MCB Pg 61) Dialogue Writing (MCB Pg71) Reading Comprehension Practice

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	AUGUST	Lit.: F4. Keeping it From Harold P3. The Solitary Reaper Writing Skills: Notice Writing Debate Writing (MCB Pg.122) Reading Comprehension Practice
	SEPTEMBER	MCB: Unit-5 Mystery Writing skills: Article Writing (MCB Pg119) Paragraph Writing (MCB Pg92)
	OCTOBER	Lit.: F5. Best Seller P4. The Seven Ages Writing Skills: Letter to Editor Paragraph Writing Reading Comprehension Practice
	NOVEMBER	Lit.: P5. Oh! I Wish I Had Looked After Me Teeth D2.The Bishop's Candlesticks Grammar: Modals Connectors Workbook: Unit-4 Unit-5 Reading Comprehension Practice
	DECEMBER	Lit.: P6 Song of The Rain MCB: Unit-6 Children Writing Skills: Article Writing (MCB Pg 119) Debate Writing (MCB Pg 122) Grammar: The Passive Prepositions Workbook: Unit-6 Unit-8

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			Reading Comprehension Practice
		JANUARY	MCB: Unit-7 Sports and Games Writing Skills: Report Writing (MCB Pg 150) Reading Comprehension Practice
		FEBRUARY	Revision for Final Exams
		MARCH	Final Examination
2	HINDI	APRIL	स्पर्श (गद्य) -दुःख का अधिकार (पद्य) -रैदास के पद संचयन -गिल्लू व्याकरण-शब्द और पद - अनुस्वार और अनुनासिक
		MAY	लेखन -अनुच्छेद - अनौपचारिक पत्र - चित्र वर्णन - संवाद लेखन
		JULY	स्पर्श (गद्य) -एवरेस्ट: मेरी शिखर यात्रा (पद्य) -रहीम के दोहे संचयन- स्मृति व्याकरण-उपसर्ग-प्रत्यय -संधि (स्वर) अपठित बोध-अपठित गद्यांश
		AUGUST	स्पर्श (गद्य)-तुम कब जाओगे,अतिथि? संचयन- कल्लू कम्हार की उनाकोटि व्याकरण-विराम चिह्न -अर्थ की दृष्टि से वाक्य भेद
		SEPTEMBER	स्पर्श (पद्य) अग्नि पथ लेखन-अनुच्छेद - चित्र वर्णन - संवाद लेखन
		OCTOBER	स्पर्श (गद्य)-वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकटरामन् संचयन- मेरा छोटा-सा निजी पुस्तकालय

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		NOVEMBER	स्पर्श (गद्य)- श्रुतारे के समान (पद्य)- गीत-अंगीत *कला समेकित गतिविधि* (वैज्ञानिक चेतना के वाहक.... पाठ पर आधारित)
		DECEMBER	स्पर्श (पद्य)- नए इलाके में -खुशबू रचते हैं हाथ
		JANUARY	लेखन- संवाद लेखन -अनौपचारिक पत्र -चित्र वर्णन -अनुच्छेद श्रवण कौशल
		FEBRUARY	पुनरावृत्ति
		MARCH	परीक्षा
3	SANSKRIT	APRIL	संधि - स्वर - दीर्घ, गण, वृद्धि, यण, अयादि व्यञ्जन सन्धि विसर्ग सन्धि , संख्याँ - 1 से 100 (1, 2, 3, 4 त्रिषु लिङ्गेषु, केवलं प्रथमा विभक्तिः)
		MAY	शब्दरूप - बालक, कवि, साधु, भवत् (पुं), लता, नदी (स्त्री), फल (नपुं.) अस्मद्, युष्मद् (उभयलिङ्ग), तत्, किम् (त्रिषु लिङ्गेषु) धातुरूप - परस्मैपदी भू, नमः, गमः, असः, प्रच्छ, कृ, ज्ञा, क्षाल्, नी (पञ्चसु लकारेषु) आत्मनेपदी सेव, लभ, रुच् (केवलं लट्-लृट् लकारयोः) अव्ययाः C.B.S.E. पाठ्यक्रमानुसार [परियोजना 1 - व्याकरण से सम्बंधित प्रदत्त विषय पर, नियमों व उदाहरणों का निरूपण करते हुए पी. पी. टी. बनाएं। इस कार्य के लिए 10 अंक निर्धारित हैं।
		JULY	व्याकरण - उपपद-विभक्तिः द्वितीया - समया / निकषा, परितः, उभयतः, धिक्, विना, प्रति तृतीया - सह / साकम् / साधम्, समम्, अलम्, विना, हीन चतुर्थी - दा, रुच्, कप्, अलम् (सामर्थ्य), नमः पञ्चमी - विना, बहिः, भी, रक्ष षष्ठी - उपरि, अधः, पुरतः पृष्ठतः, वामतः, दक्षिणतः सप्तमी - स्निह्य, विश्वस्, निपुण, कुशल
		AUGUST	व्याकरण - प्रत्ययाः क्त्वा, ल्यप्, तुमुन्, शत्

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		SEPTEMBER	रचनात्मक लेखन - चित्र वर्णन, पत्र लेखन
		OCTOBER	संवाद लेखन, कथा पूर्ति
		NOVEMBER	व्याकरण - उच्चारण-स्थान
		DECEMBER	पुनरावृत्ति समस्त व्याकरण
		JANUARY	अपठित गद्यांश, प्रसंगानुसार शब्दार्थ
		FEBRUARY	पुनरावृत्ति
		MARCH	परीक्षा
4	FRENCH	APRIL	Lesson 1 - La Famille Lesson 2 - Au Lycée
		MAY	Lesson 3- Une journée de Pauline
		JULY	Lesson 4- Les saisons
		AUGUST	Lesson 5- Les voyages
		SEPTEMBER	Lesson 6
		OCTOBER	Lesson 7
		NOVEMBER	Lesson 8
		DECEMBER	Explanation of Pronom Relatif
		JANUARY	Pre Final exam
		FEBRUARY	Final exam
		MARCH	Final exam
5	SCIENCE	APRIL Physics Chemistry Biology	Physics Ch- Motion Chemistry Chapter Exploring mixtures and their separation Biology Chapter Cell

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		MAY Physics Chemistry Biology	Physics Ch- Motion Chemistry Chapter-Exploring mixtures and their separation Biology Chapter Cell
		JULY Physics Chemistry Biology	Physics Ch- Motion Ch- Force and laws of motion Chemistry Ch -Exploring mixtures and their separation Ch-Structure of an atom Biology Chapter Cell Chapter Tissues
		AUGUST Physics Chemistry Biology	Physics Ch- Force and laws of motion Chemistry Ch-Structure of an atom Biology Chapter Tissues
		SEPTEMBER Physics Chemistry Biology	Physics Ch- Work, Energy and simple machines Chemistry Ch -Atoms and molecules Biology Chapter Reproduction (Asexual Reproduction)
		OCTOBER Physics Chemistry Biology	Physics Ch- Work, Energy and simple machines Chemistry Ch -Atoms and molecules Earth as a system Biology Chapter Reproduction (Contd.)

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		NOVEMBER Physics Chemistry Biology	Physics Ch- Work, Energy and simple machines Ch- Sound Chemistry Ch -Atoms and molecules Ch-Earth as a system Biology Chapter Reproduction Chapter Diversity
		DECEMBER Physics Chemistry Biology	Physics Ch- Sound Chemistry Ch -Earth as a system Biology Chapter Diversity
		JANUARY Physics Chemistry Biology	Physics Ch- Sound Chemistry Ch-Earth as a system Biology Chapter Diversity
		FEBRUARY Physics Chemistry Biology	Revision
		MARCH Physics Chemistry Biology	Final Exam
6	MATHEMATICS	APRIL	- Coordinate Geometry - Introduction to Polynomials - Introduction to Euclid's Geometry: Axioms and Postulates
		MAY	Lines and angles
		JULY	- Number Systems - Sequences and Progressions

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SYLLABUS - CLASS 9 - SESSION : 2026- 2027

		AUGUST	• Mensuration: Area and Perimeter • Statistics • Revision for Mid Term Examination
		SEPTEMBER	• Triangles: Congruence Theorems
		OCTOBER	• Exploring Algebraic Identities • Introduction to Probability
		NOVEMBER	• 4-gons (Quadrilaterals) • Linear Equations in two variables
		DECEMBER	• Revision of Periodic Test 2 • Circles
		JANUARY	• Mensuration: Surface area and Volume • Revision of Final examination
		FEBRUARY	• Revision for Final Term Examination
		MARCH	• Annual Examination and Result preparation
7	SOCIAL SCIENCE	APRIL	(Part-1) Chapter-1 Understanding Social Science • Meaning, scope and relevance of Social Science • Understanding Social Science (Part-1) Chapter-2 Shaping of the Earth's Surface • Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation • Landforms and disasters (Part-1) Chapter-6 Democracy • Meaning, features and types of democracy • Roots of democracy in India • Challenges to democracy in India

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SYLLABUS - CLASS 9 - SESSION : 2026- 2027

			• Democratic systems in the world
	MAY	(Part 1) Chapter- 4 Beginnings of Civilisation • Cultural development from 2 million years ago • Early human history • Periodisation: Archaeological ages • Domestication of Plants and Animals • Harappan and contemporary cultures	
	JULY	(Part-1) Chapter 3 Atmosphere and Climate • Structure and composition; elements of weather and climate • Seasons of India • Climate change • Carbon footprint (Part-1) Chapter 5 State and Society (upto 1000 CE) • Vedic Age • Administrative structure of early empires • Quest for knowledge • Traders and trade routes (Part-1) Chapter 8 Building Blocks in Economics • Scarcity of resources • Central problems of an economy • Economic systems • Welfare economy	
	AUGUST	(Part-1) Chapter-9 The Price Puzzle: What Drives the market • Laws of demand and supply • Real-world deviations • Price ceilings and market failures	
	SEPTEMBER	(Part-1) Chapter-7 Elections	

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SYLLABUS - CLASS 9 - SESSION : 2026- 2027

			• Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India
		OCTOBER	(Part-2) Chapter-1 Oceans and Life • Introduction to ocean relief, movement of ocean water- waves, tides and currents • Marine resources • Cyclones and Tsunamis • International maritime rules and regulations (Part-2) Chapter-6 From Ideas to Startups • Entrepreneurship: Meaning and resources • Case studies of successful Entrepreneurs • Start-up ecosystem in India • Make in India initiative, role of MSMEs and the unorganised sector • Stages of starting and executing a business idea • Some basic accounting concepts
		NOVEMBER	(Part-2) Chapter-3 Building a Resilient India • Safeguarding sovereignty • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state (Part-2) Chapter-5 Authority • The Roots of Authority • Constitutional status of justice and security • Role of citizens with the elections and the democratic institutions • Types of authority
		DECEMBER	(Part-2) Chapter-2 Life on Earth • Biomes

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			• Forest and ecotourism • Forest and wildlife conservation • Government efforts to support forest dwellers Part-2 Chapter-7 Smart Ways to Manage Your Finances • Relevance of personal financial management • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting • Various savings and investment options • Risk and insurance • Personal income tax
		JANUARY	(Part 2) Chapter-4 India and the World-I • Trade and commerce • Cultural Connections • Indian Knowledge Systems
		FEBRUARY	Revision for Final Exam
		MARCH	Final Exam
8	AI	APRIL	Part A - UNIT -1- Communication Skills - I PART B - UNIT 1- AI Reflection, Project Cycle and Ethics
		MAY	PART B - UNIT 1- AI Reflection, Project Cycle and Ethics
		JULY	Part A - UNIT -2- Self Management Skills -I PART B - UNIT 2- Data Literacy
		AUGUST	Part A - UNIT -3- ICT Skills-I PART B - UNIT 3- Maths for AI (Statistics and Probability)
		SEPTEMBER	Part B- Unit 5 - Introduction to Python +Practical
		OCTOBER	Part A - Unit 4-Entrepreneurial Skills- I Part B- Unit 5 - Introduction to Python +Practical

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SYLLABUS - CLASS 9 - SESSION : 2026- 2027

		NOVEMBER	Part A -Unit 5- Green Skills- I Part B- Unit 4 - Introduction to Generative AI
		DECEMBER	Part B- Unit 4 - Introduction to Generative AI
		JANUARY	Revision of Syllabus Chapter Wise +Python Practical
		FEBRUARY	Revision of syllabus Chapter Wise+Python Practical
		MARCH	Annual Examination
9	PAINTING	APRIL	Chapter-1..The elements of Art. #Practice for practical work.
		MAY	Chapter-2 Principles of Art. #Practice for Practical work.
		JULY	Chapter-3 Understanding and Appropriate use of Painting tools. #Practice for Practical work.
		AUGUST	Chapter-4 Understanding and Appropriate use of Painting
		SEPTEMBER	Chapter-5 Indian Painting,Sculpture and Artitecture
		OCTOBER	Chapter-5(Cont.)Indian Painting,Sculpture and Artitecture Practice for Practical work.
		NOVEMBER	Chapter-6 Floor Decoration and painting.
		DECEMBER	Practice for practical work.
		JANUARY	Revision of Painting Practical exam.
		FEBRUARY	Revision of all chapters for theory exam.
		MARCH	Final Exams

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10	MUSIC	APRIL	Definitions Sangeet, Swar, Dhwani and Naad. One Hindi Prayer
		MAY	Definitions Shruti, Alankar and Naad
		JULY	Definitions Laya , Taal, Matra, Sam, Taali Khali, Vibhag and Avartan. One Bhajan
		AUGUST	Description of Taal Dadra, Teental and Kehrwa One Patriotic Song
		SEPTEMBER	Definitions Raag Aroh , Avroh and Pakad.
		OCTOBER	Definitions Jaati Thaati, Samvadi, Vaadi and Anuvadi Swar.
		NOVEMBER	Recitation of Taal Dadra , Kehrwa and Teental with taali and Khali
		DECEMBER	Definitions Sawarmalika, Lakshan Geet and Khyal.
		JANUARY	Description of Raag Ahilya Bilawal. Practice of Aroh, Avroh and Pakad: Raag Ahilya Bilawal
		FEBRUARY	Revision
		MARCH	Final Examination



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		DECEMBER	Revision for Preboard Exams
		JANUARY	Preboard Exam -2
		FEBRUARY	BOARD EXAM
		MARCH	BOARD EXAM
6	MATHEMATICS	MARCH - APRIL	• Real Numbers • Polynomials
		MAY	• Introduction to Trigonometry • Triangles
		JULY	• Linear Equations in two variables
		AUGUST	• Arithmetic Progression • Areas related to circles • Revision for First Term Examination
		SEPTEMBER	• Quadratic Equations
		OCTOBER	• Coordinate Geometry • Circles
		NOVEMBER	• Application of Trigonometry • Surface Area and Volume
		DECEMBER	• Statistics • Probability
		JANUARY	• Revision for Pre board Examination
		FEBRUARY	• Revision of Board Examination
		MARCH	• Board Examination
7	SOCIAL SCIENCE	MARCH - APRIL	Resources and Development • Development of Resources • Resource Planning in India, Conservation of Resources • Land Resources • Soil as a Resource: Classification of Soils, Soil Erosion and Soil Conservation • Map Activity: Major soil Types (Identification only) Power Sharing • Belgium and Sri Lanka



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		• Majoritarianism in Sri Lanka • Accommodation in Belgium • Why is power sharing desirable? • Forms of Power Sharing Rise of Nationalism in Europe • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions: 1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism Development • What Development Promises Different People, Different Goals • Income and Other Goals • National Development • How to compare different countries or states? • Income and other criteria
	MAY	Federalism • What is Federalism? • What makes India a Federal Country? • How is Federalism practiced? • Decentralization in India Forest and Wildlife • Conservation of forest and wildlife in India • Types and distribution of forests and wildlife resources • Community and Conservation The Age of Industrialization
	JULY	Sectors of Indian Economy • Sectors of Economic Activities • Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors Gender, Religion and Caste • Gender and Politics - Public/Private division, Women's political representation • Religion, Communalism and Politics-Communalism, Secular State • Caste and Politics- Caste inequalities, Caste in politics, Politics in caste Water Resources



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			• Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources • Rainwater harvesting • Map Activity: Dams (Locating and Labeling)
	AUGUST	Agriculture • Types of Farming Primitive, Subsistence, Intensive Subsistence, Commercial • Cropping Pattern, Major Crops, Food Crops other than Grains, Non Food Crops, Technological and Institutional Reforms • Map Activity Revision for the Mid-Term Examination	
	SEPTEMBER	Globalization and the Indian Economy • What is globalisation? • Factors that have enabled Globalisation Making of the Global world • The Pre- modern World Lifelines of the Indian Economy (Map work) Minerals and Energy Resources • What is a mineral? • Mode of occurrence of Minerals • Conservation of Minerals • Energy Resources • Conservation of Energy Resources • Map Activity	
	OCTOBER	Nationalism in India • The First World War, Khilafat and Non - Cooperation • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging • Map Activity Political Parties • Why do we need Political Parties? • Meaning, Functions, Necessity • National Parties and state Parties • Challenges to Political Parties • How can Parties be reformed?	

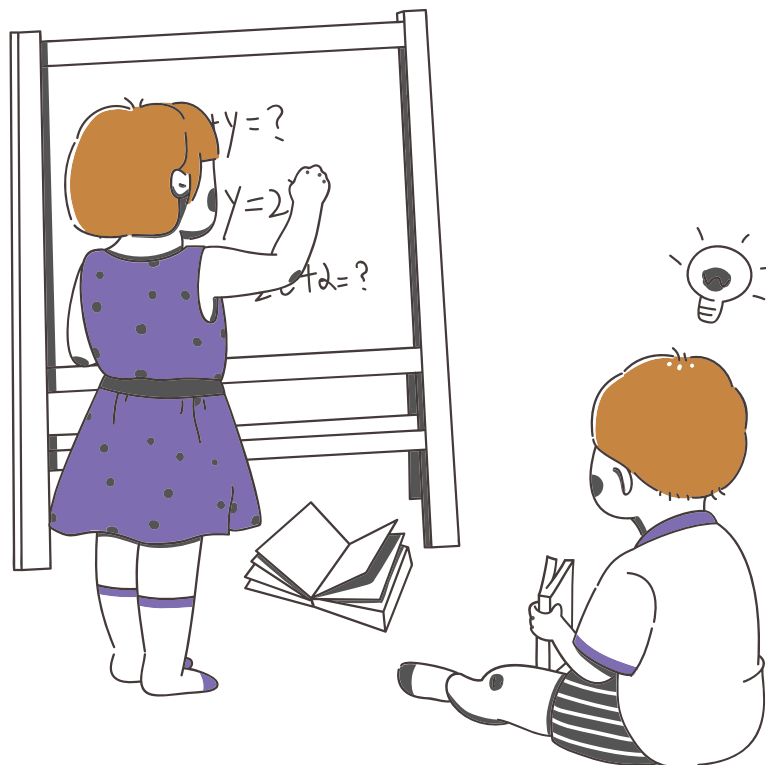


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			Money and Credit • Money as a medium of exchange • Modern forms of Money • Loan activities of Banks • Terms of Credit • Formal Sector Credit in India • Self-Help Groups for the Poor
		NOVEMBER	Print Culture and the Modern World • The First Printed Books • The Print Revolution and its Impact in Europe • India and the World of Print • Religious Reforms and Public Debates • New Forms of Publication • Print and Censorship Outcomes of Democracy • How do we assess democracy's outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens Manufacturing Industries • Importance of Manufacturing Industrial Location, Agro based Industry, Mineral based Industries • Industrial Pollution and Environmental Degradation • Control of Environmental Degradation • Map Activity Revision for the Pre Board Examination
		DECEMBER	• Revision for the Board Examination
		JANUARY	• Revision for the Board Examination
		FEBRUARY	• Revision for the Board Examination
		MARCH	• Revision for the Board Examination
8	AI	MARCH - APRIL	Part A - UNIT -1- Communication Skills - II PART B - UNIT 1- Revisiting AI Project Cycle & Ethical Framework for AI



Lesson Plan





एन० के० बगडोदिया पब्लिक स्कूल
सेक्टर-9, रोहिणी, दिल्ली- 110085

पाठ योजना

शिक्षिका का नाम: सोनिया जैन

विषय : हिंदी

कक्षा : छठी

समयावधि: 35 मिनट

प्रकरण :- भाषा और व्याकरण

उद्देश्य

विशिष्ट-

- विद्यार्थियों को भाषा और व्याकरण का परिचय देना।
- विद्यार्थियों को भाषा के विभिन्न रूपों से अवगत कराना।

मापन योग्य-

- विद्यार्थी व्याकरण के नियमों को समझ कर सही वाक्य निर्माण कर सकेंगे।
- विद्यार्थी अपने विचारों को स्पष्ट रूप से व्यक्त कर सकेंगे।

बोधोत्प्रेरक-

- विद्यार्थी भाषा और व्याकरण के संबंध को समझ सकेंगे।
- विद्यार्थी भाषा के महत्व और सौंदर्य को पहचान सकेंगे।

समयबद्ध-

- विद्यार्थी भाषा से संबंधित अपने विचार प्रस्तुत कर सकेंगे।

शिक्षण सामग्री- पी. पी. टी, स्मार्ट बोर्ड, स्लाइड व चॉक

सीखने के परिणाम:

- विद्यार्थी अपने भावों तथा विचारों को प्रस्तुत कर सकेंगे।
- विद्यार्थी भाषा और व्याकरण के बीच संबंध को समझ सकेंगे।
- विद्यार्थी वाक्य संरचना को सुधार सकेंगे।

प्रस्तावना:-

गतिविधि- दो विद्यार्थियों को आपस में उनकी पसंद और नापसंद आदि विषय पर बातचीत करने के लिए कहा जाएगा।

प्रस्तावित प्रश्न

- वार्तालाप के लिए आपस में कौन सी भाषा का प्रयोग किया गया?
- हम भाषा का उपयोग क्यों करते हैं?
- क्या व्याकरण के बिना भाषा समझ में आ सकती है?

श्यामपट्ट पर कुछ वाक्य लिखेंगे।

राम बाज़ार गया। (सही)

गया राम बाज़ार। (गलत)

राम बाज़ार को गया। (गलत)

छात्रों से पूछेंगे कि इनमें क्या अंतर है? इससे भाषा में व्याकरण के महत्त्व को उजागर किया जाएगा।

शिक्षण पद्धति:-

प्रदर्शन विधि, आगमन विधि, निगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

प्रकरण :-

भाषा और व्याकरण

संकल्पना मानचित्र



मुख्य शिक्षण

1. भाषा का परिचय

भाषा की परिभाषा और प्रकार।

मौखिक और लिखित भाषा के उदाहरण।

2. व्याकरण का परिचय

व्याकरण की परिभाषा और भूमिका।

भाषा को व्यवस्थित बनाने में व्याकरण की भूमिका।

समूह गतिविधि-

- विद्यार्थियों को छोटे समूहों में बाँट दिया जाएगा ।
- एक समूह को एक स्थिति दी जाएगी (जैसे - शिक्षक और छात्र की बातचीत)।
- उन्हें 5 मिनट में एक छोटा संवाद तैयार करना होगा और कक्षा के सामने प्रस्तुत करना होगा।
- अन्य समूह भाषा की शुद्धता, उच्चारण और प्रवाह पर चर्चा करेंगे।

21वीं सदी के कौशल

सीखने के कौशल (4C's) -

आलोचनात्मक सोच- भाषा और व्याकरण से संबंधित विभिन्न प्रश्नों का विश्लेषण करना तथा सही और गलत वाक्य संरचना की पहचान करना।

रचनात्मकता- संवाद लेखन जैसी गतिविधियों के माध्यम से नवाचार और सृजनात्मक भाषा कौशल विकसित करना।

साक्षरता कौशल- अपने विचारों को बोलकर व लिखकर अभिव्यक्त करना।

जीवन कौशल- भाषा और व्याकरण के अध्ययन के माध्यम से नैतिक मूल्यों को समझना, तथा संवेदनशील और प्रभावी संचारक बनना।

आकर्षक बिंदु:

संवाद प्रस्तुति।

मुख्य बिंदु:

भाषा और व्याकरण के बीच संबंध व भाषा के रूपों को समझना व अपने विचारों को प्रस्तुत करना।

पुनरावृत्ति:

शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएंगे-

1. भाषा किसे कहते हैं?
2. भाषा और व्याकरण में क्या संबंध है?
3. भाषा के कितने रूप होते हैं?
4. मौखिक और लिखित भाषा में क्या अंतर है?
5. मौखिक और लिखित भाषा का कोई एक उदाहरण दीजिए?

पाठ योजना

Subject: हिंदी

Teaching Periods Required: 6

Topic: साखी कबीर

CLASS: दसवीं

Term: 1

<u>Learning Outcomes</u> प्रतिफल : ● चारों भाषाई कौशलों का विकास कर सकेंगे। ● साखियों के मूल भाव को समझ सकेंगे। ● संबंधित सतत विकास लक्ष्य को समझने में सक्षम होंगे। ● कबीर के समय की परिस्थितियों के बारे में जान सकेंगे। ● शब्द चक्र के माध्यम से संत कवियों के नाम जान सकेंगे। ● मीठी वाणी पर लघु कथा लिख सकेंगे। ● मीठी वाणी और ईश्वर प्रेम जैसे जीवन मूल्यों से प्रेरित हो सकेंगे। ● अहंकार, काम, क्रोध, मद सरीखे अपने अवगुणों को त्यागकर एक अच्छा जीवन जीने का प्रयास करेंगे।	<u>Previous knowledge required:</u> पूर्व ज्ञान ● दोहा विधा से परिचित हैं। ● G.O से परिचित हैं। ● श्रवण, पठन, वाचन तथा लेखन कौशलों की जानकारी है। ● छात्रों को पता है कि दोहा गायन कैसे किया जाता है।
<u>Day-wise sub-topics:</u> उप विषय ● मस्तिष्क मंथन आधारित प्रश्न ● पाठ का स्पष्टीकरण ● उचित उच्चारण, स्वर, विराम के साथ धारा प्रवाह साखी गायन। ● साखियों के पठन कार्य के साथ शब्द चक्र, फ्लावर ग्लिड तथा साखियों पर आधारित प्रश्न। ● SDG पर आधारित गतिविधियाँ, कबीर का चरित्र चित्रण और कला समेकित गतिविधि। ● पाठ की पुनरावृत्ति पर आधारित टी-चार्ट बनवाना	<u>Teaching aids used:</u> शिक्षण सामग्री ● स्पर्श भाग 2 ● C-R-A-B कार्य पत्रक ● SDG जागरूक गतिविधि ● संत कवियों के चित्र ● संत कवियों के दोहे ● G.O - T-Chart, Matrix, Mindmap, Fish Tail, शब्द चक्र, अवधारणा मैप ● https://youtu.be/FLc68FEM_yo ● https://youtu.be/YJ7G4WJYIOE ● https://youtu.be/7JDmmjTIsnM

- व्याकरणिक विषयों पर आधारित अवधारणा मैप तथा मैट्रिक्स का प्रयोग।
- C-R-A-B कार्य पत्रक
- निष्कर्ष निकालना

DAY-WISE TEACHING METHODOLOGY

- * पाठ का सामान्य परिचय, स्पष्टीकरण परिचर्चा, वाचन-कौशल के प्रयोजनों के साथ छात्र द्वारा साखियों का वाचन
- * पद्यांश के अनुसार संबंधित गतिविधियाँ, संदर्भ में व्याकरण/शब्दावली, प्रयुक्त महत्वपूर्ण उदाहरण/प्रश्न (कक्षा कार्य - गृहकार्य)

DAY 1 : CONCEPT INITIATION / प्रस्तावना

STEP 1

पाठ प्रवेश के लिए प्रश्न

- 1 कुछ संतों के नाम बताइए?
- 2 संत को समाज सुधारक क्यों कहा जाता है?
- 3 क्या आप संत कबीर के विषय में जानते हैं?
 - कबीर दास जी का जीवन परिचय - वीडियो लिंक
<https://youtu.be/7JDmmjTIsnM>

10 मिनट

STEP 2

- आत्मसंयम पर महात्मा बुद्ध का वीडियो लिंक
https://youtu.be/FLc68FEM_yo

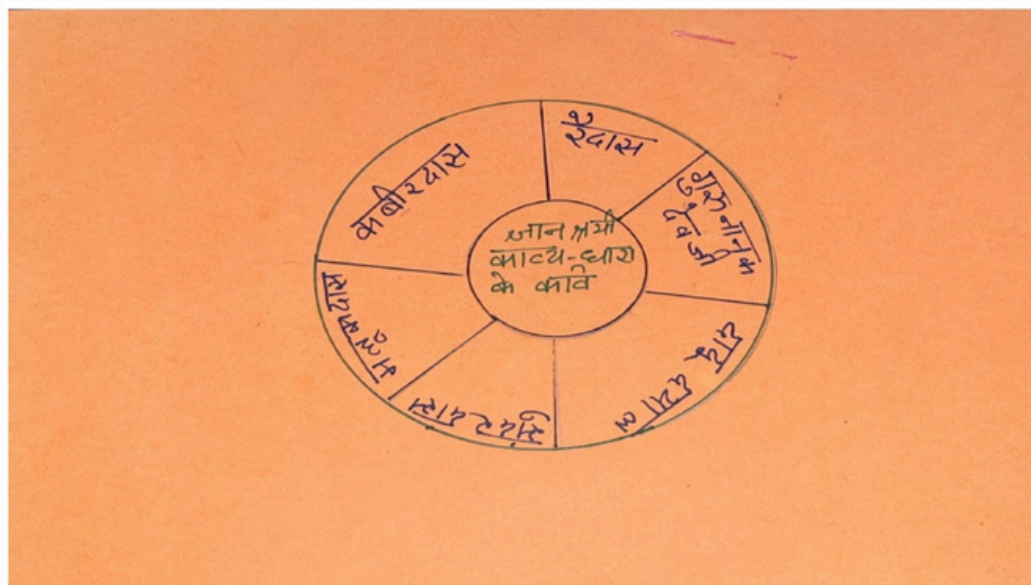
प्रश्न

- 1 धन्नासेठ का मन अशांत क्यों रहता था?
- 2 धन्नासेठ के गिरते स्वास्थ्य को देखकर उसके मित्र ने उसे किस के पास जाने की सलाह दी?
- 3 भ्रमण करते समय सेठ के पैर में क्या चुभ गया?
- 4 बुद्ध ने काँटा निकालने के साथ और क्या सीख दी?

5 मिनट

STEP 3

- कबीर के समवर्ती कवियों के नाम



- संत कबीर एवं संत रविदास जी सच्चे समाज सुधारक, पथ प्रदर्शक तथा आध्यात्मिक गुरु रहे हैं - वीडियो द्वारा।

<https://youtu.be/YJ7G4WJYIOE>

DAY 2

STEP 1

- साखी शब्द एवं चित्रों पर मंथन



10 मिनट

STEP 2

- चित्रों के आधार पर छात्रों द्वारा साखियों के अर्थ बताने का प्रयास, (ऐसी वाणी..., कस्तूरी कुंडली..., जब मैं था...)
- साखी समझाने के पश्चात छात्रों द्वारा साखियों का मौन पठन
- छात्र नए शब्दार्थों से अवगत होंगे
- किस साखी से वे अधिक प्रभावित हुए हैं और क्यों? स्पष्ट करें

15 मिनट

STEP 3

- समझाई गई साखियों (ऐसी वाणी बोलिए, कस्तूरी कुंडली, जब मैं था) का प्रश्नों द्वारा आकलन करना-
 - 1) मीठी वाणी बोलने से मनुष्य को क्या-क्या लाभ होते हैं?
 - 2) कबीर ने ईश्वर की सर्वत्र व्यापकता कैसे स्पष्ट की है?
 - 3) मैं और हरि के अंतर को समाप्त करने के लिए कबीर ने क्या सुझाव दिए हैं?
 - 4) आपा खोना, अधियारा मिटना मुहावरों के अर्थ बताएँ।

5 मिनट

DAY 3

- पाठ को आगे बढ़ाते हुए अध्यापिका द्वारा (सुखिया सब..., विरह भुवंगम..., निंदक नेड़ा...) इन साखियों का सरलार्थ एवं भावार्थ
- विद्यार्थियों द्वारा मौन पठन,
- नए शब्दार्थों से अवगत होंगे
- किस साखी से वे अधिक प्रभावित हुए हैं और क्यों, कक्षा में बताएँगे।

15 मिनट

STEP 2

- समझाई गई साखियों का प्रश्नों द्वारा आकलन करना-
 - 1) संसार में सुखी व्यक्ति कौन है और दुखी कौन?
 - 2) कबीर के अनुसार अपने स्वभाव को निर्मल कैसे रखा जा सकता है ?
 - 3) जब शरीर में किसी से बिछुड़ने का दुख हो तो कोई दवा या मंत्र काम नहीं करता? इससे संबंधित साखी कौन-सी है?
 - 4) 'निंदक' शब्द का विपरीत शब्द बताइए।
 - 5) 'भुवंगम' शब्द के पर्यायवाची शब्द बताइए।

5 मिनट

STEP 3

- गतिविधि-लघुकथा लेखन
- 1. 'मीठी वाणी से सब को वश में किया जा सकता है' इस विषय पर 80 से 100 शब्दों में लघु कथा (ए-4आकार) की शीट पर लिखिए।

10 मिनट

DAY 4

STEP 1

- पाठ को आगे बढ़ाते हुए अध्यापिका द्वारा (पोथी पढ़ि-पढ़ि..., हम घर जाल्या...) इन साखियों का सरलार्थ एवं भावार्थ
- विद्यार्थियों द्वारा मौन पठन,
- नए शब्दार्थों से अवगत होंगे
- किस साखी से वे अधिक प्रभावित हुए हैं और क्यों, कक्षा में बताएँगे।

10 मिनट

STEP 2

- पठित साखियों का प्रश्नों द्वारा आकलन-
 - 1) कबीर के अनुसार कौन ज्ञानी नहीं बन पाया?
 - 2) पोथी पढ़ि-पढ़ि में प्रयुक्त अलंकार का नाम बताइए।
 - 3) घर जलाने से कवि का क्या आशय है?
 - 4) 'मुराड़ा' शब्द का अर्थ लिखिए?

5 मिनट

STEP 3

- साखियों के प्रश्नों के संदर्भ में विस्तार
SDG-4 गुणवत्तापूर्ण शिक्षा
अपने व्यक्तित्व को प्रभावशाली बनाने के लिए किन नैतिक मूल्यों को अपनाने पर बल दिया गया है?



- क्रिया कलाप- निम्नलिखित पंक्तियों में से तर्क एवं मत वाली पंक्तियाँ चिह्नित कीजिए।
 - *ऐसी बाणी बोलिए मन का आपा खोई।
 - *राम बियोगी ना जिवै, जिवै तो बौरा होइ।
 - *निंदक नेड़ा राखिये, आंगणि कुटी बंधाइ।
 - *सब अंधियारा मिटि गया, जब दीपक देख्या मांहि।
 - *पोथी पढ़ि-पढ़ि जग मुवा, पंडित भया न कोइ।

15 मिनट

DAY 5

साखियों पर आधारित अन्य गतिविधियाँ एवं भाषाई कौशलों के आकलन के कार्यकलाप

STEP 1

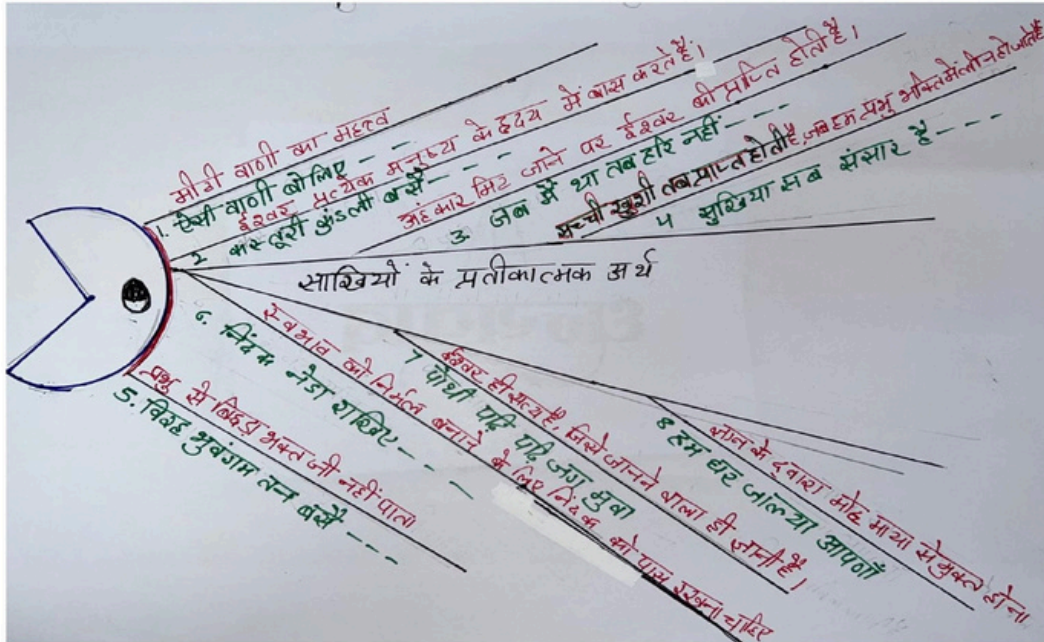
5 मिनट

* खंड 'क' में दिए गए शब्दों को खंड 'ख' में दिए गए उनके अर्थों से मिलाइए-

खंड 'क'	उत्तर शब्द	खंड 'ख'
भुवंगम		जलती हुई लकड़ी
नेड़ा		अक्षर
अषिर		निकट
मुराड़ा		साँप
घटि-घटि		और
जीवै		पागल
बौरा		जीवित
अरु		प्रत्येक हृदय में

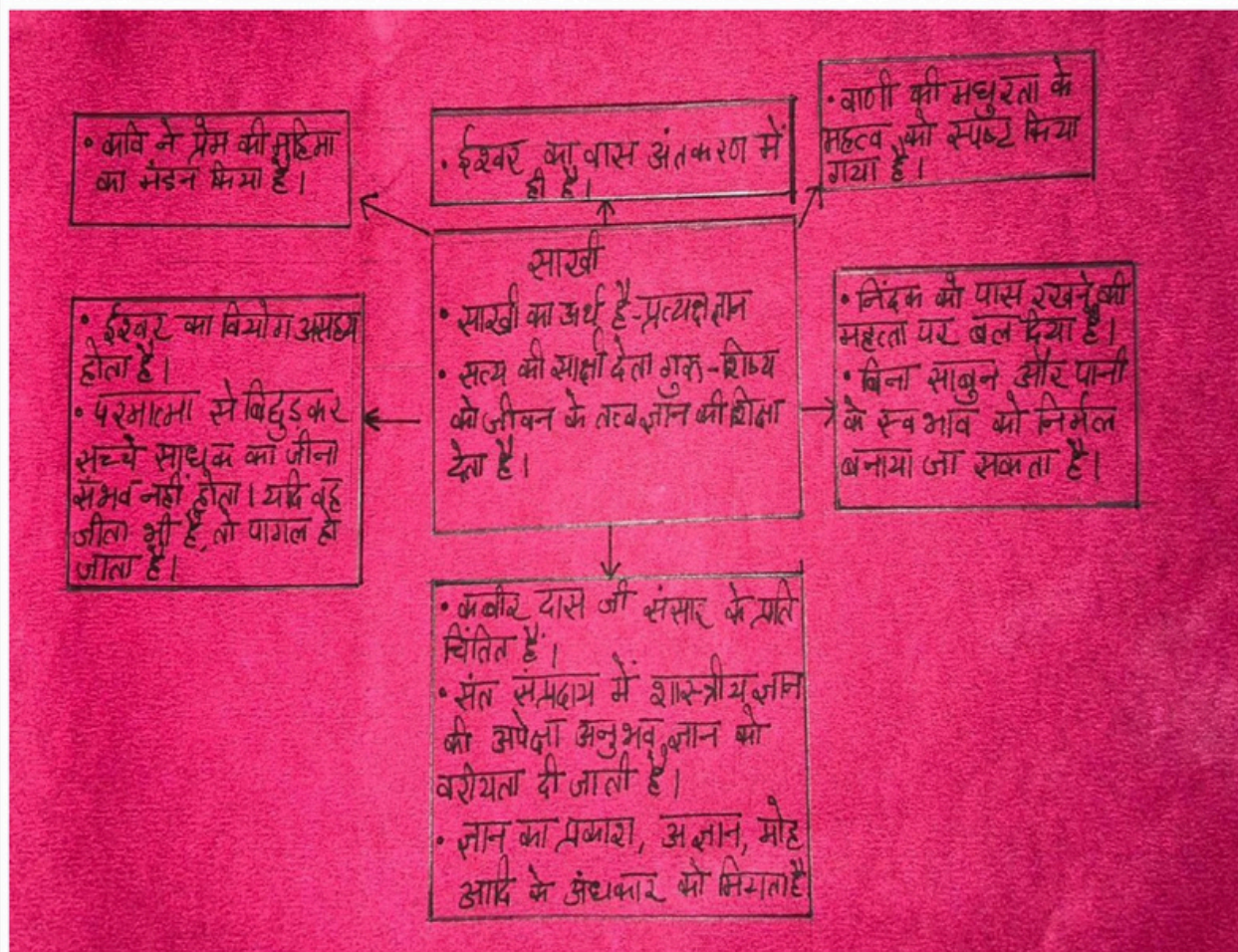
STEP 2 * साखियों का प्रतीकात्मक अर्थ - फिश टेल

15 मिनट



STEP 3 * कबीर की साखियों का माइंड मैप

10 मिनट



DAY 6

STEP 1

- आप अपने आस-पास के किसी समाज सुधारक से मिलिए तथा उनके द्वारा किए गए समाज सुधार के कार्यो जानकारी एकत्रित कीजिए । (गृहकार्य)

5 मिनट

STEP 2

- C-R-A-B कार्यपत्रक

20 मिनट

STEP 3

- निष्कर्ष निकालना

5 मिनट

LANGUAGE SKILL	REAL LIFE APPLICATION	SDG	PBL	ART INTEGRATION	MI

श्रवण वाचन लेखन पठन *तर्क-वितर्क अभिव्यक्ति *लघु कथा लेखन *कविता गायन	(EXPERIENTIAL) ACTIVITY *आप अपने आस-पास के किसी समाज सुधारक से मिलिए तथा उनके द्वारा किए गए समाज सुधार के कार्यों जानकारी एकत्रित कीजिए। (गृहकार्य)	4. गुणवत्तापरक शिक्षा 4 गुणवत्तापूर्ण शिक्षा  अपने व्यक्तित्व को प्रभावशाली बनाने के लिए किन नैतिक मूल्यों को अपनाने पर बल दिया गया है?	* यदि हम अपने जीवन में निंदक की बात नहीं सुनें तो हमें क्या हानि हो सकती है? स्पष्ट कीजिए।	1. लघु कथा निर्माण 2. गीत गायन 3. 'मीठी वाणी/बोली संबंधी व ईश्वर प्रेम संबंधी दोहों का संकलन कर चार्ट पर लिखकर भित्ति पत्रिका पर लगाइए। 4. मीठी वाणी / बोली भाव से मिलती - जुलती एक कविता/ पीपीटी तैयार कीजिए। 5. किन्हीं दो संत कवियों का जीवन परिचय देते हुए पीपीटी बनाइए या ए-4 आकार की शीट पर लिखिए।	*भाषाई *सांगीतिक *दैहिक / इन्द्रियगत
Integrated life Skills/values	अहंकारी न होकर मधुर भाषी व विनम्र होना, ईश्वर के प्रति आस्था रखना, बाह्य आडंबर				
NEW VOCABULARY	कस्तूरी, कुंडलि, आपा, अरु, आषिर, मुराडा, पीव, जाल्या, बिरह				
ASSIGNMENT/S OR MLMs	C-R-A-B कार्यपत्रक				
MODE OF DIAGNOSTIC ASSESSMENT	लघु कथा लेखन				

MODE OF INTERNAL ASSESSMENT	आप अपने आस-पास के किसी समाज सुधारक से मिलिए तथा उनके द्वारा किए गए समाज सुधार के कार्यो जानकारी एकत्रित कीजिए। अथवा साखियों में कबीर ने नीतिपरक प्रेम तथा भक्ति जैसी गूढ़ बातों को बड़ी सरलता से स्पष्ट किया है। इन सब तथ्यों को ध्यान में रखते हुए वर्तमान समय में कबीर की प्रासंगिकता को सिद्ध करते हुए (ए-4आकार) की शीट पर लेख लिखिए।
SELF/PEER ASSESSMENT	KWLH
Name & Signature of teacher	
Name & Signature of HOD/In-Charge	

C-R-A-B WORKSHEET

Challenging चुनौतीपूर्ण - विश्लेषण एवं मूल्यांकन आधारित

प्रश्न1. नीचे दिए गए प्रश्न में दो कथनों को अभिकथन (क) और कारण (ख) के रूप में चिह्नित किया गया है अपने उत्तर को नीचे दिए गए कोड के अनुसार चिह्नित करें।

(क) अभिकथन - हमें अपने अहंकार को समाप्त कर मधुर एवं विनम्र वचन का प्रयोग करना चाहिए।

(ख) कारण - वाणी या बोली की मधुरता सभी को सुख प्रदान करती है।

(i) 'क' सत्य है लेकिन 'ख' असत्य है।

(ii) 'क' और 'ख' दोनों सत्य हैं और 'ख', 'क' की सही व्याख्या है।

(iii) 'क' असत्य है लेकिन 'ख' सत्य है।

(iv) 'क' और 'ख' दोनों सत्य हैं लेकिन 'ख', 'क' की सही व्याख्या नहीं है।

2. निम्नलिखित कथनों में से सत्य कथन छांटिए -

(क) ईश्वर और अज्ञान का निवास साथ-साथ ही होता है।

(ख) ईश्वर और मैं-भाव साथ-साथ निवास नहीं कर सकते।

(ग) ईश्वर और अहंकार में परस्पर विरोध भाव नहीं है।

(घ) ईश्वर और अहंकार में परस्पर सहयोग का भाव होता है।

3. कबीर की तुलना किससे की जा सकती है?

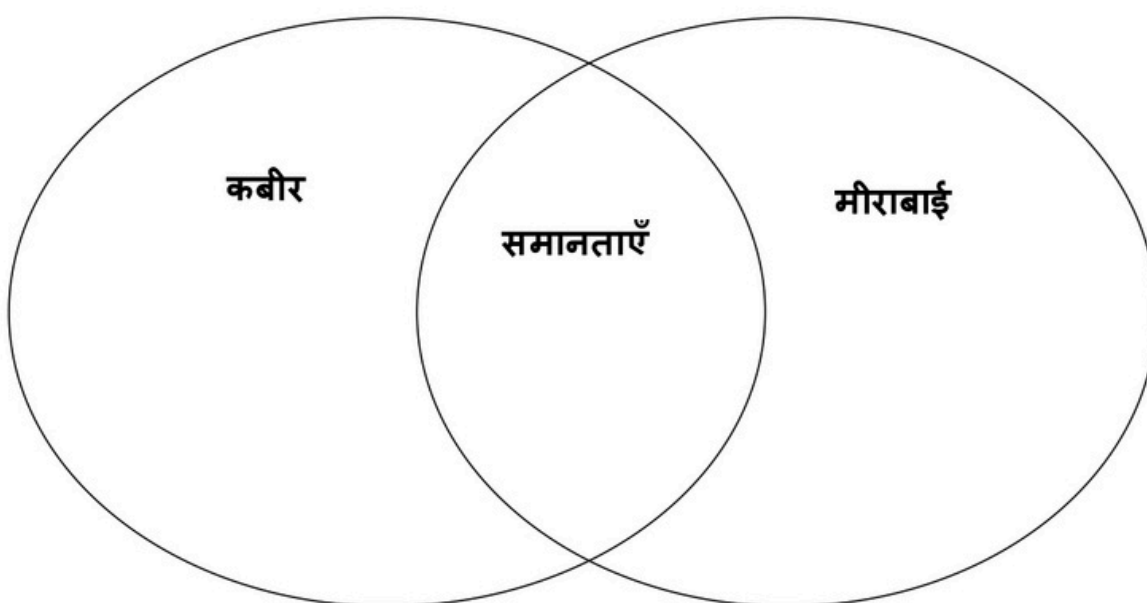
क. सूरदास

ख. रहीम

ग. मीराबाई

घ. रैदास

4. कबीर और मीराबाई दोनों के साहित्य का आधार भक्ति है। वेन आरेख के माध्यम से दोनों के भक्ति-भाव में - अंतर और समानताएँ बताइए।



5. आपकी दृष्टि में कबीर संत थे या समाज सुधारक? तर्क सहित स्पष्ट कीजिए।

Recap पुनरावृत्ति - ज्ञान एवं बोध पर आधारित

1. मीठी वाणी बोलने से औरों को सुख और स्वयं को शीतलता कैसे प्राप्त होती है ?
2. ईश्वर कण - कण में व्याप्त है, पर हम उसे क्यों नहीं देख पाते ?
3. 'कस्तूरी कुंडलि बसै' - इस पंक्ति में कुंडलि का क्या अर्थ है ?
4. परमात्मा के वियोग में जीवित व्यक्ति को किसके समान बताया गया है?
5. दीपक दिखाई देने पर अंधियारा कैसे मिट जाता है?

Advance उच्चचिंतन - संश्लेषण व रचनात्मकता पर आधारित

1. प्रेम का एक अक्षर सभी ग्रंथों से किस प्रकार भारी है? अपने जीवन के अनुभव के आधार पर स्पष्ट कीजिए।
2. 'मीठी वाणी/बोली संबंधी व ईश्वर प्रेम संबंधी दोहों का संकलन कर चार्ट पर लिखिए।
3. 'कबीर की भाषा' पर एक अनुच्छेद लिखिए।
4. कबीर ने अपने दोहे में निंदक को समीप रखने की सलाह दी है। क्या आप भी अपने निंदक को पसंद करते हैं? निंदक के प्रति सकारात्मक दृष्टिकोण रखते हुए उससे होने वाले लाभों के बारे में लिखिए।
5. 'रहीम' और 'बिहारी' के नीतिपरक पाँच-पाँच दोहे (ए-4 आकार) की शीट पर लिखिए।

Basic न्यूनतम/आधारभूत - बोध और अनुप्रयोग पर आधारित

1. कबीर की भक्ति भावना का वर्णन अपने शब्दों में लिखिए।
2. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही उत्तर विकल्पों से चुनिए।

सुखिया सब संसार है, खायै अरु सौवै ।

दुखिया दास कबीर है जागे अरु रोवै ॥

(1) 'खावै अरु सौवै'-से कवि का क्या तात्पर्य है?

- क. लोग अच्छा खाना खाकर अच्छी नींद सोते हैं।
- ख. लोग खाने से पहले सोते हैं ।
- ग. सांसारिक भोगों में लिप्त लोगों को दूसरों की चिंता नहीं है।
- घ. लोग खाना खाकर तुरंत सोते हैं।

(2) प्रस्तुत साखी के आधार पर कैसे लोग दुखी हैं?

- क. जिनके पास खाना नहीं है।
- ख. जिन को नींद नहीं आती है।
- ग. जिनको समाज के कल्याण की चिंता है।

घ. जिनको समाज की चिंता नहीं है।

3. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही उत्तर विकल्पों में से चुनिए---

हम घर जाल्यां आपणां, लिया मुराड़ा हाथि

अब घर जालीं तास का ,जै चलैं हमारे साथि।

(1) कवि का घर जलाने से क्या आशय है?

क. धन-दौलत को जलाना

ख. परमात्मा के मार्ग को प्रकाशित करना

ग. हमेशा त्याग के लिए तत्पर रहना

घ. लोभ, माया, मोह, घृणा को जलाना

(2) कवि किसका घर जलाना चाहते हैं?

क. जो अज्ञानी है।

ख. जो प्रभु को नहीं मानता।

ग. जो बैरागी है।

घ. जो प्रभु को पाना चाहता है।

4. कबीर के अनुसार ग्रंथ और बड़ी-बड़ी पुस्तकें पढ़ने से वास्तविक ज्ञान की प्राप्ति नहीं होती। आप इस बात से कहाँ तक सहमत हैं?

5. कबीर दास की साखियों के मुख्य उद्देश्य (नीति विषयक संदेश) को स्पष्ट कीजिए।



एन० के० बगडोदिया पब्लिक स्कूल
सेक्टर - 9, रोहिणी, दिल्ली - 110085

पाठ योजना

शिक्षिका का नाम: कामिनी

दिन व दिनांक :

विषय : हिंदी

कक्षा: छठी

समयावधि: 35 मिनट

विषय: पहली बूँद (कविता)

उद्देश्य:

विशिष्ट-

- विद्यार्थियों को कविता के भावार्थ से अवगत कराना।
- विद्यार्थियों को कवि गोपालकृष्ण कौल के विषय में जानकारी देना।

मापन योग्य-

- विद्यार्थी अपनी अभिव्यक्ति क्षमता का विकास कर सकेंगे।

बोधात्मक-

- विद्यार्थी वर्षा के सौंदर्य व महत्व से परिचित हो सकेंगे।

समयबद्ध-

- विद्यार्थी पाठ से संबंधित अपने अनुभव पर विचार प्रस्तुत कर सकेंगे।

शिक्षण सामग्री- पी. पी. टी. , वीडियो, पाठ्य पुस्तक, श्यामपट्ट व चॉक

सीखने के प्रतिफल:

- विद्यार्थी अपने भावों तथा विचारों को प्रस्तुत कर सकेंगे।
- अपने अनुभवों को साझा कर सकेंगे।
- सीखी गई नई शब्दावली का प्रयोग अपने दैनिक जीवन में प्रयोग कर सकेंगे।

प्रस्तावना:-

गतिविधि- विद्यार्थी कविता के शीर्षक को पढ़कर अपने मन में आने वाले चित्र को एक रंगीन कागज़ पर बनाएँगे।

प्रस्तावित प्रश्न

- आपको कौन-सी ऋतु सबसे अच्छी लगती है और क्यों?
- भारत के किस राज्य में सबसे अधिक वर्षा होती है?
- यदि वर्षा न हो तो क्या होगा?

शिक्षण पद्धति

प्रदर्शन विधि, आगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

विषय

कविता - पहली बूँद

संकल्पना मानचित्र

भारत की ऋतुएँ



ग्रीष्म ऋतु
Summer Season



वर्षा ऋतु
Winter Season



शरद ऋतु
Autumn Season



हेमन्त ऋतु
Pre-Winter



शिशिर ऋतु
Winter Season



वसन्त ऋतु
Spring Season

विषय एकीकरण व दैनिक प्रयोग:
भूगोल- विद्यार्थियों को भारतीय ऋतुओं से परिचित करवाया जाएगा । राजनीतिक विज्ञान - विद्यार्थियों से वर्षा ऋतु में होने वाली सड़कों की खस्ता हालत, महंगाई आदि मुद्दों पर बात की जाएगी व उनसे पूछा जाएगा कि यदि सरकार इन समस्याओं को दूर करने के लिए उचित कदम न उठाए तो जनता किस प्रकार के अपने अधिकारों का प्रयोग कर सकती है? विज्ञान - जल चक्र पर विषय में चर्चा की जाएगी। कला व संगीत - विद्यार्थी कविता का शीर्षक पढ़कर अपने मन में उभरने वाले चित्र को बनाएंगे व विद्यार्थियों को वर्षा पर आधारित एक हिंदी कविता स्मार्ट बोर्ड की सहायता से सुनाई जायेगी।
समूह गतिविधि- (रिपोर्टिंग करना) विद्यार्थी अत्यधिक गर्मी, सर्दी या बारिश का आँखों-देखा हाल प्रस्तुत करेंगे।
21वीं सदी के कौशल
सीखने के कौशल(4C's) - आलोचनात्मक सोच- स्वयं के विचारों को प्रस्तुत करना रचनात्मकता- नाट्य प्रस्तुति, संप्रेषण व सहयोग साक्षरता कौशल- अपने विचारों को बोलकर व लिखकर अभिव्यक्त करना। जीवन कौशल- प्रकृति के प्रति संवेदनशील होना।
कक्षा के बाद
शिक्षण प्रक्रिया पर टिप्पणी पाठ को सरलता व सहजता से समझने के लिए विभिन्न गतिविधियों व उदाहरणों का प्रयोग किया गया।
कक्षा प्रबंधन विभिन्न गतिविधियों के माध्यम से शिक्षण प्रक्रिया को मनोरंजन व आकर्षक बनाने का प्रयास किया गया ताकि सभी विद्यार्थी इस प्रक्रिया में सक्रिय भागीदार बन सकें।
आकर्षक बिंदु: नाट्य प्रस्तुति (रिपोर्टिंग करना)
मुख्य बिंदु:

कविता का भावार्थ समझना व अपने विचारों को प्रस्तुत करना

पुनरावृत्ति:

शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे-

- धरती कब और कैसे प्रसन्न होती है?
- 'आसमान में उड़ता सागर' प्रस्तुत पंक्ति में कवि क्या कहना चाहता है?
- नीले नयनों और काली पुतली से किसकी तुलना की गई है?
- कवि ने इस कविता में किसका महत्त्व उजागर किया है?

Lesson Plan – Mathematics

Chapter: Lines and Angles

- **Subject:** Mathematics
- **Class:** VI
- **Topic:** Lines and Angles

Topics Covered

1. Point
2. Line Segment
3. Line
4. Ray
5. Types of Angles
 - Acute Angle
 - Right Angle
 - Obtuse Angle
 - Straight Angle
 - Reflex Angle
6. Adjacent Angles and Angles at a Point
7. Real-life examples of lines and angles

Learning Objectives

By the end of the lesson, learners will be able to:

1. Understand the concept of point, line segment, line and ray.
2. Identify and classify different types of angles.
3. Represent geometrical objects using symbols and diagrams.
4. Recognize lines and angles in real-life situations.
5. Develop logical reasoning and spatial understanding.

Learning Outcomes (Competency Based)

Students will be able to:

- Draw and label points, line segments, lines and rays correctly.
- Measure and classify angles using a protractor.

- Identify geometrical shapes in surroundings (roads, clock, buildings).
 - Solve simple reasoning problems related to **angles and lines**.
 - Work collaboratively to create geometric models.
-

Entry Ticket (5 minutes)

Quick diagnostic questions to check prior knowledge.

Students answer on slips or orally:

1. Can you show a **straight line** using your ruler?
2. How many corners does a square have?
3. Look at the classroom clock – what shape is formed by the hands?
4. What do you call the **sharp corner** of a book?

Purpose:

- Activates prior knowledge
 - Engages curiosity
-

Opening Questions (Warm-Up)

Teacher asks:

- If we **mark a tiny dot on paper**, what do we call it in geometry?
- When we **connect two dots**, what shape is formed?
- Can a line have **two ends or no end**?
- What happens when two lines **meet at a corner**?

This leads students naturally toward **points → lines → angles**.

Teacher-Driven Learning (Concept Development)

Step 1: Point

Teacher draws a dot on the board.

Explain:

- A point shows a position
- It has no length, breadth or thickness

Example:

- Tip of a needle
 - Dot made by pencil
-

Step 2: Line Segment

Teacher activity:

- Marks two points A and B
- Joins them with a ruler

Explanation:

- Shortest distance between two points
- Has two endpoints

Notation: AB or BA

Step 3: Line

Teacher extends the line segment beyond both sides.

Explain:

- A line extends endlessly in both directions
- No endpoints

Examples:

- Edge of a stretched thread
 - Horizon line
-

Step 4: Ray

Teacher draws a ray starting from point A.

Explain:

- One **starting point**
- Extends infinitely in **one direction**

Example:

- Sun rays
-

Step 5: Angle

Teacher demonstrates using two sticks joined at a point.

Explain:

- Formed when **two rays meet at a point**

Parts:

- Vertex
 - Arms
-

Types of Angles

Students observe different angle openings.

Type	Degree Measure	Example
Acute	Less than 90°	Sharp corner
Right	Exactly 90°	Corner of book
Obtuse	Between 90° and 180°	Wide opening
Straight	180°	Straight line
Reflex	More than 180°	Larger opening

Concept Visualization

This helps learners understand how angles behave inside shapes.

triangle angle sum = 180°

Teacher explains:

- Angles combine to form shapes.
- In a triangle, all interior angles together make 180° .

Mind Map (Concept Summary)



Interdisciplinary Linkages

Subject	Connection
Art	Drawing patterns using angles
Science	Light rays and reflection
Geography	Map directions and angles
Architecture	Angles in building design

Pedagogical Strategies

1. Activity-Based Learning
2. Inquiry Based Learning
3. Visual Learning through diagrams
4. Collaborative group learning
5. Hands-on geometry exploration

Group Activities

Activity 1: Geometry Hunt

Students search classroom objects with angles.

Examples:

- Book corner
- Window frame
- Clock hands

Students classify them as **acute**, **right**, **obtuse**.

Activity 2: Human Angles

Students form angles using their **arms**.

Teacher calls out:

- Acute
- Right
- Obtuse

Students demonstrate physically.

Activity 3: Paper Folding

Students fold paper to create:

- Straight angle
- Right angle
- Acute angle

This builds **conceptual clarity**.

Integration of 21st Century Skills

Skill	Application
Critical Thinking	Classifying angles
Collaboration	Group activities
Creativity	Drawing angle art
Communication	Explaining reasoning
Digital Literacy	Using geometry apps

Review of Learning Process

Teacher asks:

1. What is the difference between **line** and **line segment**?
2. How many endpoints does a **ray** have?
3. What type of angle is **120°** ?
4. Give an example of an angle from daily life.

Formative Assessment

Quick problems:

1. Draw a ray PQ.
2. Draw a line segment AB.
3. Identify the angle type:
 - 45°
 - 90°
 - 140°

Feedback

Teacher observes:

- Participation in activities
- Accuracy of diagrams
- Ability to classify angles

Feedback methods:

- Oral comments
- Peer correction
- Exit ticket responses

Student Self-Reflection

Students complete:

- Today I learned _____
- The most interesting part was _____
- I still find _____ difficult.

Remedial Strategies

For students facing difficulty:

1. Use **concrete objects** like sticks and pencils.
2. Provide **step-by-step drawing guidance**.
3. Practice **angle recognition using real objects**.
4. Pair weaker students with peer mentors.

Enrichment Activities (Advanced Learners)

Fun Puzzle Worksheet

1. Geometry Detective

Look around your classroom or home and identify objects that represent the following.

Object	Point	Line	Ray	Angle
Example	Pencil tip	Edge of table	Sun rays	Clock hands
1				
2				
3				
4				

2. Angle Puzzle – Identify Me! ☐

Write the type of angle.

Angle	Type
45°	_____
90°	_____
130°	_____
180°	_____
210°	_____

3. Match the Geometry Friends

Match Column A with Column B.

Column A	Column B
Point	A straight path extending endlessly
Line	A dot showing position
Line Segment	One endpoint, extends in one direction

Help the pencil reach the sharp angle by following **acute angles** only.

Teacher can draw a small maze with different angles.

8. Think Like a Mathematician

Answer the reasoning questions.

1. Can a line have endpoints? *Why?*
 2. Why is a **straight angle** equal to 180° ?
 3. Name two real-life objects that form an **obtuse angle**.
-

9. Angle Relationship Challenge

In many shapes, angles combine to make special totals.

triangle angle sum = 180°

Using this idea:

If a triangle has angles 60° and 50° , what is the third angle?

Answer: _____

10. Creative Challenge

Draw a “Geometry City” using:

- ✓ Lines
- ✓ Rays
- ✓ Different types of angles

Example ideas:

Lesson Plan – Mathematics

Class: VI

Subject: Mathematics

Chapter: The Other Side of Zero

Topic: Addition of Integers

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

Specific: Students will understand how integers are added on both sides of zero.

Measurable: Students will solve at least 4–5 problems involving addition of integers correctly.

Attainable: Students will learn rules of adding integers using number line and real-life contexts.

Relatable: Students will connect integers with real-life situations such as temperature change, money gain/loss, and movement on a number line.

Time Bound: Students will demonstrate addition of integers within the class period through activities and exercises.

Teaching Aids / TLM

Number line chart, flash cards with positive and negative numbers, Blackboard / Smartboard, Counters or colored chips (two colors for + and -), Worksheet.

Learning Outcomes

- Identify positive and negative integers.
- Represent integers on a number line.
- Add integers using number line movement.
- Apply rules for addition of integers.
- Solve simple real-life problems involving integer addition.

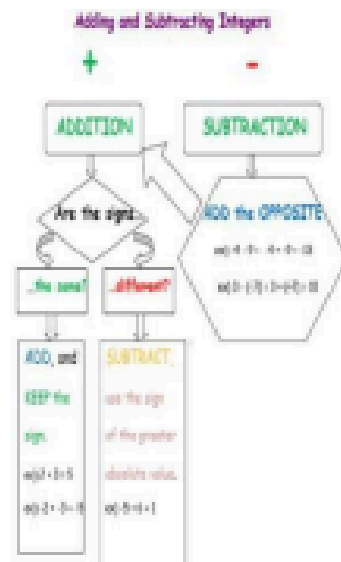
Core Concepts

- Integers include positive numbers, negative numbers, and zero.
- Addition of integers can be understood using number line movement.

Rules:

1. Positive + Positive = Positive
2. Negative + Negative = Negative
3. Positive + Negative = Difference of numbers (sign of bigger number)

Mind Map:



DURING CLASS

Entry Ticket (Previous Knowledge Check)

- What numbers come before zero on the number line?
- What numbers come after zero?
- Can numbers be less than zero?

Opening Situation

Teacher draws a number line on the board and explains movement.

Example: Riya moves 3 steps forward from 0 reaching +3, then 2 more steps forward.

Final position = 5

Teacher Driven Learning Examples

Example 1: $3 + 2 = 5$ (move 2 steps right from 3)

Example 2: $-3 + (-2) = -5$ (move 2 steps left from -3)

Example 3: $5 + (-3) = 2$ (move 3 steps left from 5)

Guided Practice

1. $4 + 3$
2. $-4 + (-2)$
3. $6 + (-4)$
4. $-7 + 5$

Group Activity / Hands-on Learning

Activity: Integer Counters

Interdisciplinary and Real-Life Linkages

Science: Temperature above and below zero.

Geography: Elevation above and below sea level.

Daily Life: Profit (+) and loss (-).

Pedagogical Strategies for Inclusive Classroom

- Visual representation through number line
- Peer learning
- Hands-on activity
- Think–Pair–Share

21st Century Skills

Learning Skills (4Cs): Critical Thinking, Communication, Collaboration, Creativity

Life Skills: Logical reasoning, problem solving, teamwork

AFTER CLASS

Exit Ticket

1. $5 + (-3)$
2. $-6 + (-2)$
3. $-4 + 7$
4. $8 + (-5)$

Recapitulation Questions

- What are integers?
- What happens when two negative numbers are added?
- How do we add numbers with different signs?

Remedial Plan

Use number line and counters for additional practice.

Enrichment Activity

Word Problem: The temperature in the morning was -3°C . It dropped by 4°C in the evening. Find the new temperature.



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पाठयोजना

सूत्रधारिका नाम-ममता विषय- संस्कृतम् कक्षा - षष्ठी

अवधि - 35 निमेषाः, शीर्षक - षष्ठः पाठः सः एव महान् चित्रकारः

प्राक् कक्षा :- पूर्वज्ञान परीक्षण
शिक्षण उद्देश्य - • छात्रों में संस्कृत भाषा के प्रति रुचिवर्धन। • व्याकरणिक एवं भाषिक ज्ञानवर्धन
विशिष्ट - • पाठ का हिंदी अर्थग्रहण, मूलभाव अवबोधन
साध्य - • संवाद अवबोधन, भाषिक उपयोगिता
संबद्धता - • शब्दार्थ ज्ञान, व्याकरणिक ज्ञान सक्षमता, संवाद अवबोधन
मापनीय - • समर्थता, क्षमता विकास, भाषिक ज्ञान
समयबद्ध गतिविधि - यथा - एक समय में एक समूह के विद्यार्थियों को स्त्रीलिंग के शब्द, दूसरे समूह को पुल्लिंग शब्द तथा तीसरे समूह को नपुंसकलिंग शब्दों को पाठ से छांट कर बोलने को कहा जाएगा। जो समूह सबसे अधिक शब्द और सबसे कम समय में बोलेगा वही समूह विजेता होगा।
शिक्षण सहायक सामग्री - पाठ्यपुस्तक, स्मार्ट बोर्ड, गतिविधि, हरितपट्ट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - संवाद ज्ञान , व्याकरण ज्ञान वृद्धि

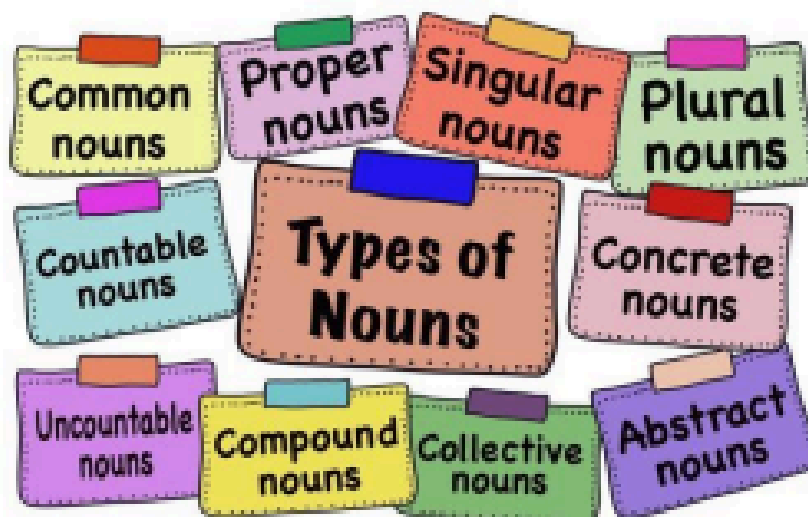
प्राप्ति - भाषिक ज्ञान में वृद्धि, वर्णनाम
व्याख्या - वार्तालाप, वाक्यार्थ अवबोधन
शीर्षक प्रवेश अधिकार पूर्व ज्ञान परीक्षण
परिचय - क्रियापद ज्ञान , पक्षी नाम , वर्णनाम
शिक्षक संचालित शिक्षण
व्याख्या, शब्दार्थ ज्ञान, परियोजना, संबद्धता- गतिविधि संवाद
विषय वस्तु पाठ की मुख्य अवधारणा
<pre> graph TD A[अवधारणा रेखा चित्र] --> B[शब्दार्थ] A --> C[व्याकरणिक ज्ञान] A --> D[अनुवाद] A --> E[शब्दार्थ] A --> F[मूल भाव] </pre>
विविध वैश्विक जीवन संबंधता
सामूहिक प्रयोगात्मक छात्र प्रदर्शन

गतिविधि पक्षी नाम , वर्ण नाम
21वीं शताब्दी संबंध कौशल
अधिगम कौशल आलोचनात्मक चिंतन संपर्क संचार क्रियापदज्ञान, शब्दार्थ ,संवाद प्रयास
सहयोग विविध शब्दार्थ ज्ञान, पाठ चर्चा
रचनात्मक - नवीन शब्दज्ञान
साक्षरता कौशल- वाक्य निर्माण
जीवन कौशल- संस्कृत भाषा वक्तृत्व भाषाजन्य ज्ञान विस्तार
कक्षोपरान्त : - शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया संबंधित टिप्पणी : -
मूल प्रक्रिया - अध्यापन योजना एवं व्यवहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में संवाद ज्ञान, शब्द ज्ञान
केंद्र बिंदु - संवाद
पुनरावृत्ति - शब्दार्थ ज्ञान, वाक्य ज्ञान,
गृह कार्य - पाठ आधारित प्रश्न



N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085
Curriculum – **CBSE**
Topic – **Nouns**
Class – **VI**
Date – April 2026

BEFORE CLASS



LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific

- Students will be able to define nouns and identify different types of nouns such as common, proper, collective, abstract, and material nouns in sentences.

Measurable

- To enhance their ability to recognise and classify nouns in spoken and written language through activities and exercises.

Attainable

- To be able to define, identify, create and use different types of nouns correctly in sentences and short paragraphs.

Relatable

- To be able to distinguish nouns from other parts of speech and relate them to objects, places, people, animals and ideas from their daily life.

Time Bound

- To be able to complete identification and classification tasks related to nouns within the given classroom time.

Teaching Aids Selection

Concrete objects, YouTube videos using smartboard, animation clips explaining nouns, PowerPoint slides showing different types of nouns, flash cards with pictures and words, riddles based on nouns, chalkboard examples, and short interactive games for classification.

LEARNING OUTCOMES

The students will be able to:

- enhance their vocabulary and grammatical understanding through correct usage of nouns.
- acquire the ability to identify and classify nouns in sentences and short texts.
- describe people, places, objects and ideas accurately using appropriate nouns.

DURING CLASS

ENTRY TICKET

The teacher will begin by asking students to quickly list **five things they can see in the classroom** (for example: desk, teacher, bag, board). These responses will be written on the board to assess **students' prior understanding of naming words**.

OPENING QUESTIONS

- How many **things or objects** can you name in this classroom?
- What are the **names of some places** you have visited recently?
- Where **do you usually play** after school?
- What is the **name of your favourite book or sport**?

These questions lead students to realise that **all these words are naming words**, which introduces the concept of **nouns**.

TEACHER DRIVEN LEARNING

The teacher will explain the concept of nouns through **demonstration and examples from real life**. A short **story narration** will be used where students identify nouns from the story. The teacher will show **images on the smartboard** and ask students to name what they see.

Brainstorming will be conducted where students categorise nouns into **people, places, animals, things and ideas**. Audio-visual aids such as a short-animated video explaining nouns will be played. Students will then participate in **interactive questioning and quick response games** to reinforce the concept.

The topic will also be integrated with Art (**drawing objects and naming them**), ICT (**identifying nouns through a smartboard quiz**), and performing arts (**acting out nouns in a guessing game**).

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

A **noun** is a word that names a **person, place, animal, thing, or idea**.

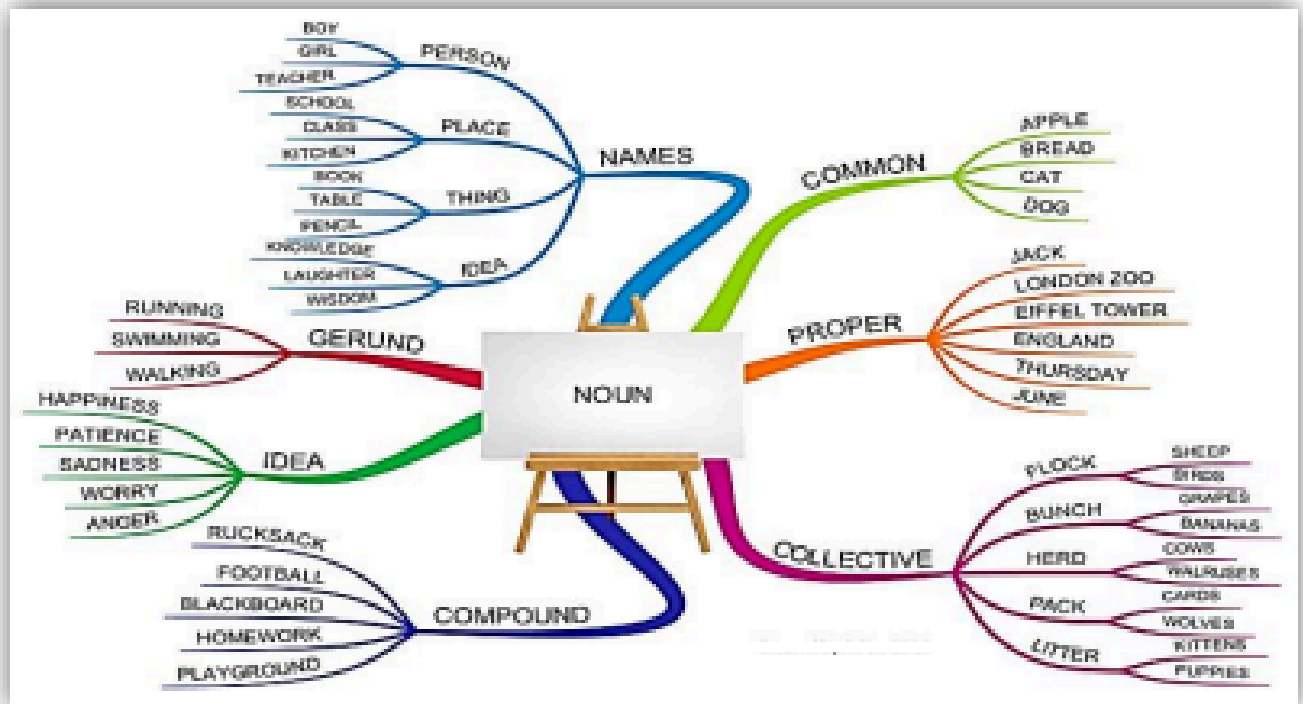
Types of nouns introduced:

- **Common Nouns** – general names (boy, city, river)
- **Proper Nouns** – specific names (Ravi, Delhi, Ganga)
- **Collective Nouns** – names of groups (team, flock, bunch)

- **Material Nouns** – names of substances (gold, cotton, wood)
- **Abstract Nouns** – names of ideas or qualities (honesty, bravery, happiness)

Students will be encouraged to observe nouns in newspapers, books, advertisements, and conversations around them, helping them connect grammar with real-world language.

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K.

Students identify proper nouns related to famous personalities and monuments.

Science

Material nouns such as gold, iron, cotton and water connect with scientific materials.

Sports Related

Names of teams, players and sports equipment used as examples of nouns.

Geography

Examples like countries, rivers, mountains and cities help explain proper nouns.

Maths

Numbers of objects in a group help explain collective nouns.

Performing Arts

Students enact nouns through charades or role play.

Critical Thinking

Students classify words into categories of **different types of nouns**.

Value Education

Abstract nouns such as **honesty, kindness, bravery and respect** are discussed in real-life contexts.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Riddles will be used to help students guess nouns. Students will create **posters showing different types of nouns**. Some students may perform a **short song or rap about nouns** to make learning enjoyable. Visual aids and peer support will ensure that all learners participate actively.

GROUP ACTIVITIES / HANDS ON LEARNING / DEMONSTRATION

Students will be divided into small groups. Each group will receive **flash cards containing words**. They will sort the words into categories: **common, proper, collective, abstract, and material nouns**. Groups will then present their classification and explain their reasoning.

Another quick activity will involve **“Noun Hunt”**, where students identify nouns from a short paragraph displayed on the smartboard.

21ST CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking (**categorising nouns into types**),
Communication (**sharing answers and explanations**),
Collaboration (**working in groups during activities**),
Creativity (**creating sentences and posters using nouns**).

Literacy Skills (IMT)

Focus on language development, vocabulary building and correct grammatical expression.

Life Skills (FLIPS)

Students demonstrate initiative through role play, dramatization and collaborative learning activities.

AFTER CLASS (EXIT TICKET)

Students will write **three sentences using different types of nouns** before leaving the class.

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS

• A basic procedure that entails **preparation through prior knowledge activation, execution through explanation and activities, and experimentation through group work and application tasks**.

CLASS MANAGEMENT

- The class was interactive, participative and engaged throughout the lesson through questioning and activities.

AHA MOMENT

- Students realised that almost every sentence they speak contains several nouns, making nouns an essential part of language.

FOCUSSED AREA

- Identification of different types of nouns in sentences.
- Define nouns and apply them correctly in real-life communication.

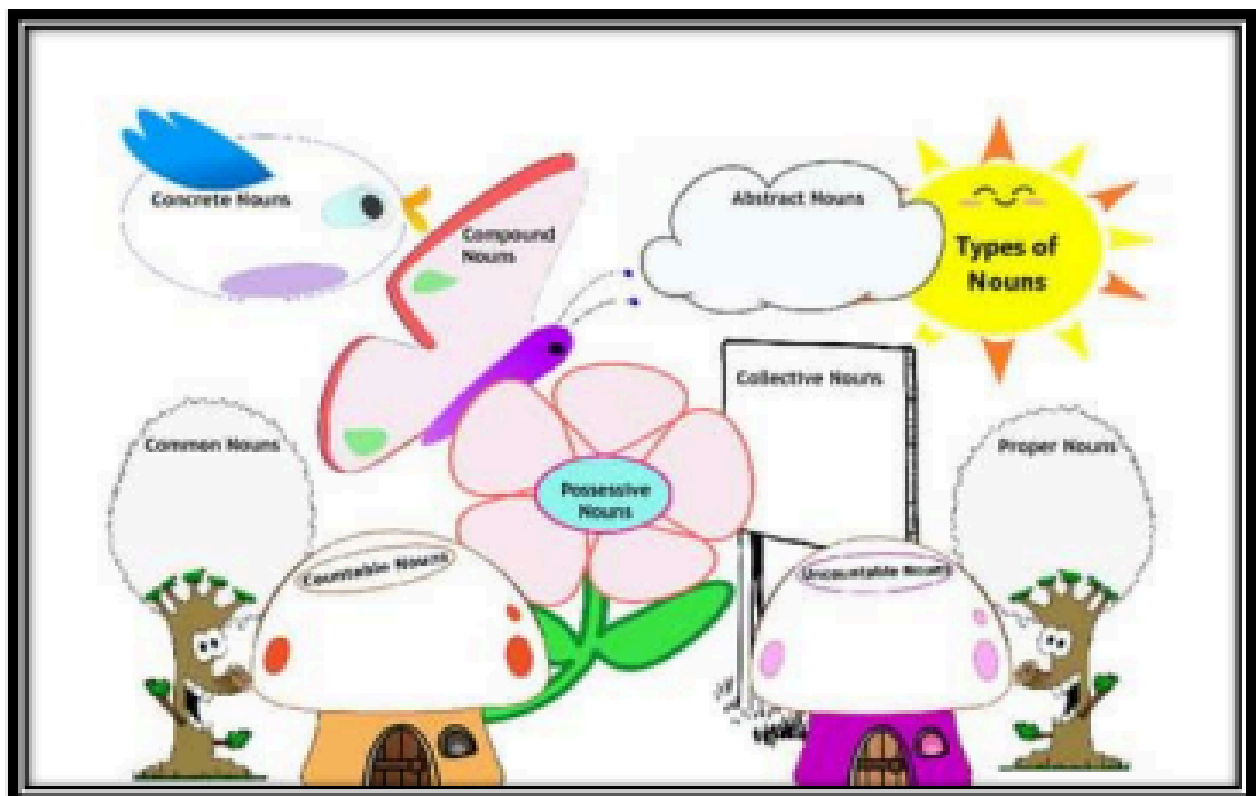
RECAPITULATION / FEEDBACK

The recap of the topic will be done through a quick oral quiz and a short interactive game where students identify nouns from sentences displayed on the board.

Students would be encouraged to use newspaper articles and reports and appreciate the use of noun while comprehending the text.

SELF REFLECTION

- The topic became more engaging when students related nouns to objects and experiences from their daily life.

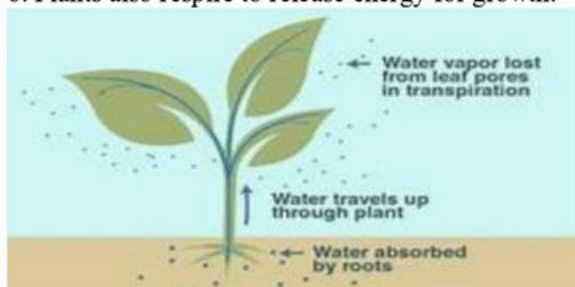


REMEDIAL/ EMPOWERMENT TEACHING PLAN

- To further cement the ideas, additional worksheets, practice exercises and simplified examples will be provided to students who require reinforcement, while advanced learners will be encouraged to create short paragraphs using different types of nouns.

Word equation: Carbon dioxide + Water → Glucose + Oxygen.

3. Leaves are called food factories of plants.
4. Stomata are tiny pores that help in exchange of gases.
5. Water and minerals move through xylem while food moves through phloem.
6. Plants also respire to release energy for growth.



Interdisciplinary and Real Life Linkages

Art: Draw and label a leaf showing stomata.

English: Vocabulary building – photosynthesis, stomata, chlorophyll.

Mathematics: Measuring plant growth in activities.

G.K.: Importance of plants in maintaining oxygen balance.

Value Education: Caring for plants and environment.

Group Activities / Hands-on Learning

- Demonstration of starch test in a leaf.
- Experiment showing transport of water using coloured water.
- Observation of leaf surface for stomata.

21st Century Skills

Critical thinking, creativity, communication and collaboration through group activities and discussions.

AFTER CLASS (Exit Card)

Students answer:

1. Why are leaves called food factories of plants?
2. Name the structures that transport water and food in plants.

Assessment

Oral questioning, worksheet, short quiz and class discussion.

Recapitulation / Feedback

The topic will be revised through oral quiz, worksheets and discussions.

Self Reflection

Interactive discussions and activities helped students understand plant processes better.

Remedial / Empowerment Teaching Plan

Extra worksheets and support classes will be provided to reinforce concepts.



N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi – 110085
G. Science
Class- 7th

Facilitator- Ms. Jasmine

TOPIC:-Life Processes in Plants – Photosynthesis, Transport in Plants and Respiration

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

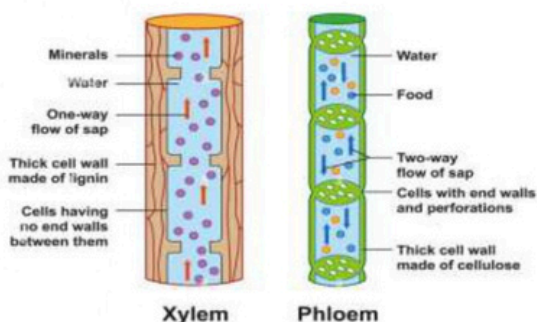
Specific: Students will understand how plants prepare food, transport substances and respire.

Measurable: Students will be able to explain photosynthesis, identify stomata, and describe transport through xylem and phloem.

Relatable: Students will connect plant processes with everyday observations such as plant growth, watering plants and sunlight requirements.

Timebound: By the end of the lesson students will be able to describe the main life processes in plants.

Xylem and Phloem



Teaching Aids

PPT, diagrams, videos, chalkboard, leaf samples, microscope images of stomata, worksheet.

Video link - https://youtu.be/_rCjKTgAxE?si=s4I0orLcpsiD-GRu

Learning Outcomes

Students will be able to:

- Explain the role of sunlight, water, carbon dioxide and chlorophyll in photosynthesis.
- Identify leaves as food factories of plants.

DURING CLASS

Entry Ticket (Previous Knowledge Check)

- What is a fraction?
- Can you give examples of fractions?
- What is repeated addition?

Example: If we add $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$, what do we get?

Opening Questions

- If one chocolate is divided into 4 equal parts, what does each part represent?
- If you eat 3 parts, how can we write it as a fraction?
- What if we take 3 groups of $\frac{1}{4}$?

Teacher Driven Learning

Example 1: $3 \times \frac{1}{4} = \frac{3}{4}$ (Repeated addition: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).

Rule: Whole Number $\times \frac{a}{b} = (\text{Whole Number} \times a) / b$.

Example 2: $4 \times \frac{2}{5} = \frac{8}{5}$.

Example 3: $6 \times \frac{3}{7} = \frac{18}{7}$.

Teacher also explains conversion of improper fractions to mixed fractions when needed.

Core Concepts

- Meaning of multiplication of fractions.
- Multiplication as repeated addition.
- Rule for multiplying a fraction with a whole number.
- Simplification of fractions.
- Conversion to mixed fractions (if improper).

Pedagogical Strategies for an Inclusive Classroom

Questioning technique, visual representation using fraction strips, Think-Pair-Share activity, guided practice, real-life examples, peer learning.

Group Activity / Hands-on Learning

Activity: Fraction Paper Folding – Students shade $\frac{1}{4}$ on a paper strip and then shade three groups to observe that $3 \times \frac{1}{4} = \frac{3}{4}$.

Interdisciplinary and Real-Life Linkages

Science: Measurement of quantities in experiments.

Art: Creating patterns using fractions.

Home Science: Cooking measurements.

Sports: Fractions of distance covered in laps.

Environmental Studies: Dividing resources equally.

21st Century Skills

Learning Skills (4Cs): Critical thinking, Communication, Collaboration, Creativity.

Life Skills: Problem solving, logical thinking, teamwork.

Lesson Plan – Mathematics

Class: VII

Subject: Mathematics

Topic: Multiplication Of a Fraction with a Whole Number

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

Specific: Students will understand how to multiply a fraction with a whole number.

Measurable: Students will be able to solve numerical problems involving multiplication of fractions with whole numbers.

Attainable: Students will learn to apply the rule of multiplying the numerator with the whole number.

Relatable: Students will connect the concept with real-life situations such as sharing food, grouping objects, and measuring quantities.

Time Bound: Students will solve at least 4–5 problems correctly within the class period.

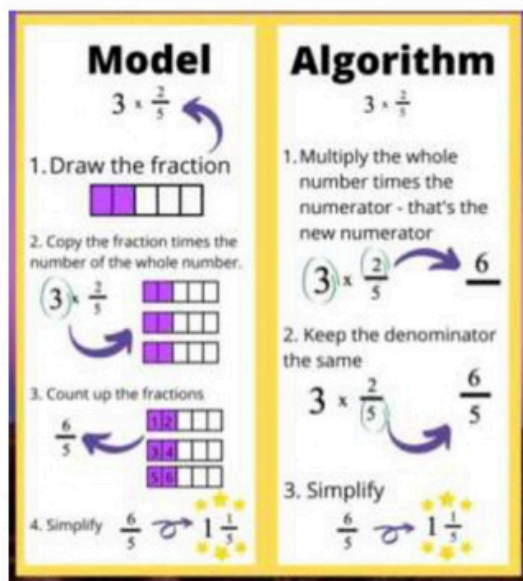
Teaching Aids Selection

Textbook (Ganita Prakash – Class 7), Blackboard / Smartboard, Fraction strips or paper cut-outs, PPT / visual representation, Worksheet.

Learning Outcomes

- Explain the concept of multiplying a fraction by a whole number.
- Represent multiplication using diagrams or repeated addition.
- Solve numerical problems correctly.
- Apply the concept in simple real-life situations.

Mind Map



- Describe stomata and their role in gas exchange.
- Explain transport of water through xylem and food through phloem.
- Understand that plants respire and release energy.

DURING CLASS

Entry Card

1. What do plants need to grow?
2. Do plants make their own food?

Ice Breaking Activity

Show pictures of plants kept in sunlight and darkness. Ask students which plant will grow better and why.

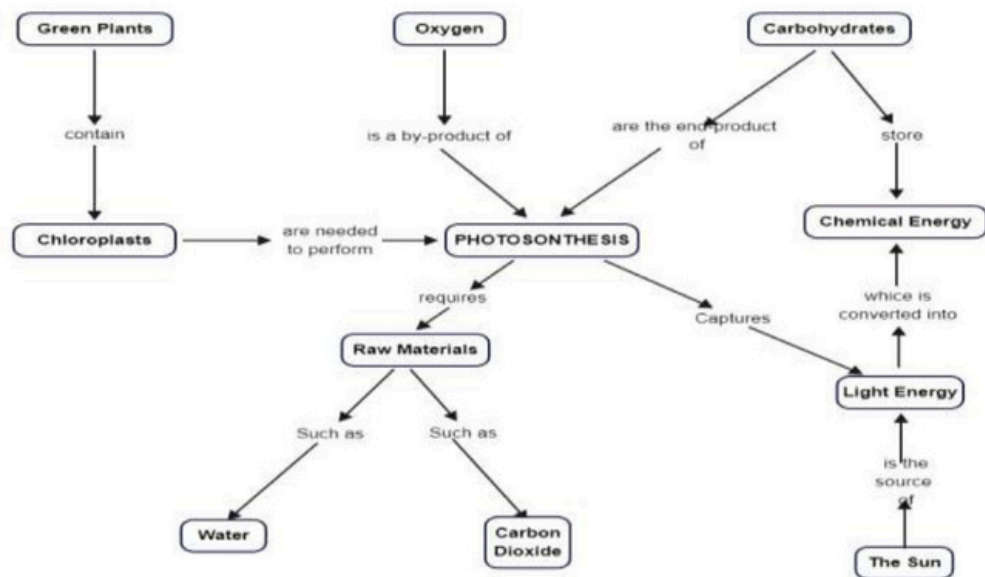
Opening Question

Plants do not eat food like animals. Then how do they get their food?

Teacher Driven Learning

Explain growth in plants, photosynthesis, stomata, transport in plants and respiration using diagrams and PPT.

Concept map



Content Summary

1. Plants require sunlight and water for growth.
2. Photosynthesis: Plants prepare food using carbon dioxide, water, sunlight and chlorophyll.

AFTER CLASS

Exit Ticket

1. $3 \times 2/7$
2. $5 \times 1/6$
3. $4 \times 3/5$

Recapitulation / Feedback

- What happens to the denominator when multiplying a fraction by a whole number?
- Which part gets multiplied?
- Can multiplication be shown as repeated addition?

Self Reflection

Reflect whether students connected the concept with real-life situations and solved problems independently.

Remedial / Enrichment Plan

Remedial: Provide additional practice with simpler fractions and visual examples.

Enrichment: Provide word problems and challenge questions with improper fractions.

Worksheet

1. Multiply the fractions:

- (i) $7/11$ by $3/5$
- (ii) $3/5$ by 25
- (iii) $3^4/15$ by 24

2. Find the product of the fractions:

- (i) $4/7 \times 14/25$
- (ii) $7^1/2 \times 2^4/15$
- (iii) $3^6/7 \times 4^2/3$
- (iv) $6^{11}/14 \times 3^1/2$



N.K. Bagrodia Public School, Rohini

Lesson Plan

Subject: Social Science

Class: VII

Topic: Barter to Money

Subtopic: Limitations of Barter System, Money as Medium of Exchange

Month: May 2026

Facilitator: Ms. Pooja Chopra

LEARNING OBJECTIVES (*From Knowledge to Skill Acquisition*)

Specific:

- Describe the concept of the barter system.
- Recognize the role of money in daily life.

Measurable:

- List various limitations of barter system.
- Compare barter system with money as a medium of exchange.

Attainable:

- Participate in a barter activity simulation.
- Demonstrate how money simplifies trade.

Relatable:

- Connect limitations of barter system in current times.
- Discuss real-life situations where money is necessary.

Time-bound: All class activities to be completed within the class duration.

PRE-REQUISITE KNOWLEDGE

- Basic idea of buying and selling goods.
- Meaning of exchange of goods.
- Familiarity with different forms of money (coins, notes).

TEACHING AIDS SELECTION

- Smartboard / Green board
 - PowerPoint presentation
 - Flashcards showing goods/ services
 - Videos
 - Fake currency notes (play money)
-

LEARNING OUTCOMES

Students will be able to:

- Explain the barter system with examples.
 - Identify major limitations of barter.
 - Analyze why money replaced barter.
 - Describe money as a medium of exchange.
 - Apply the concept to real-life situations.
-

DURING CLASS

ENTRY TICKET – OPENING QUESTIONS

- Have you ever exchanged something with your friend? What was it?
 - Imagine buying vegetables without money. How would you do it?
 - What would happen if money did not exist?
-

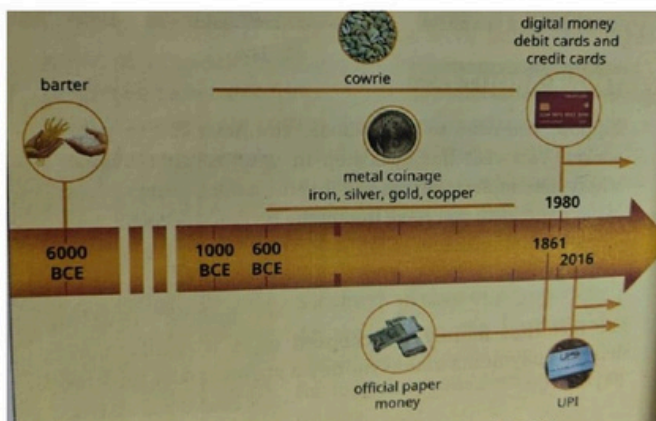
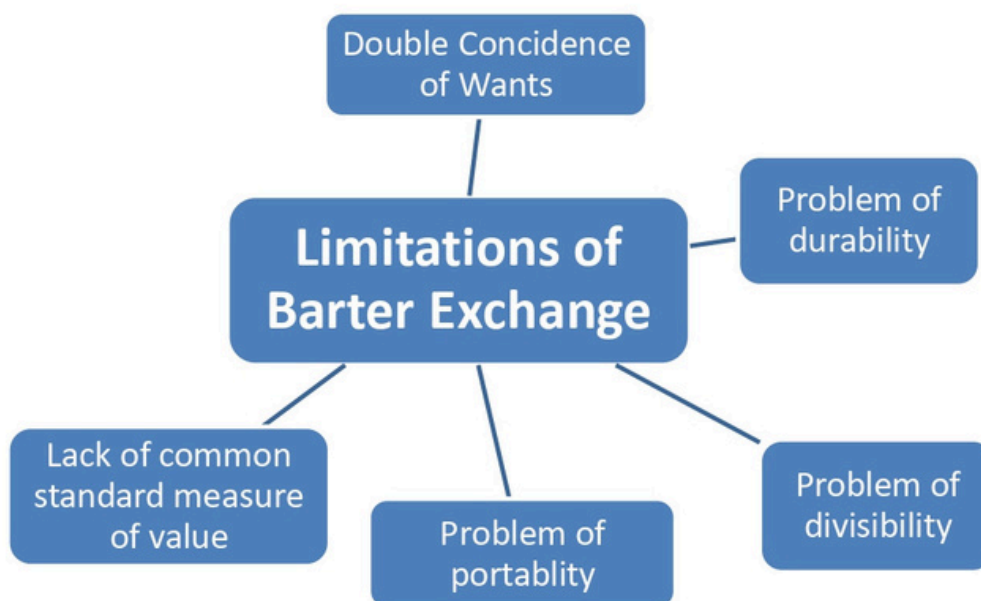
TEACHER-DRIVEN LEARNING

- Explains the barter system using examples.
- Discuss problems of barter (double coincidence of wants etc).
- Visual explanation of how money solved these problems.
- Teacher demonstrates exchange using flashcards and play money.

CORE CONCEPTS

- Barter system - Direct exchange of goods and services without using money.
- Limitations of Barter system - Double coincidence, Problem of divisibility, lack of common measure of value, Portability and problem of durability .
- Money - A common medium of exchange/ payment.

CONCEPT MAP



INTERDISCIPLINARY AND REAL – LIFE LINKAGES

G.K.:

- Knowledge of different currencies of countries.
- Famous historical forms of money (shells, metals).
- Evolution of coins and notes.

Geography: Trade between different regions and Global trade connections.

Maths: Calculating price and change, simple addition and subtraction in transactions and comparing value of goods.

Civics/Value Education: Responsible use of money, fair exchange and ethical behavior.

Performing Arts: Role-play of buyers and seller, Short skit on barter exchange.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use visual aids and pictures for better understanding.
- Encourage peer learning and group discussions.
- Provide simple explanations for slow learners.
- Use interactive activities and demonstrations.
- Give opportunities for all students to participate.

GROUP ACTIVITIES / HANDS-ON LEARNING

Activity:

- Barter Simulation Activity – Students exchange classroom items/different products and discuss the problems faced during barter.
- Create a chart comparing barter and money.
- Role-play of market transaction.

HOMEWORK

- Paste pictures showing different forms of money/exchange.
- Draw a web chart on limitations of barter exchange.



एन० के० बगड़ोदिया पब्लिक स्कूल
सेक्टर - 9, रोहिणी, दिल्ली - 110085

पाठ योजना

शिक्षिका का नाम: कामिनी

दिन व दिनांक :

विषय : हिंदी

कक्षा: सातवीं

समयावधि: 35 मिनट

विषय: वर्ण विचार (व्याकरण)

उद्देश्य:

विशिष्ट-

- विद्यार्थियों को वर्णों की संरचना से अवगत करवाना ।
- विद्यार्थियों को वर्णों के उचित उच्चारण स्थान से अवगत करवाना ।

मापन योग्य-

- विद्यार्थी शब्दों का उचित उच्चारण कर सकेंगे।

बोधात्मक-

- विद्यार्थी वर्ण संयोजन कर शब्द निर्माण सकेंगे।

समयबद्ध-

- विद्यार्थी उचित वर्णों का चयन कर भाषागत अशुद्धियों का शोधन कर सकेंगे ।

शिक्षण सामग्री- पी. पी. टी. , वीडियो, पाठ्य पुस्तक, श्यामपट्ट व चॉक

सीखने के प्रतिफल:

- विद्यार्थी शब्दों का उचित उच्चारण कर सकेंगे।
- विद्यार्थी शब्दों का वर्ण विच्छेद कर सकेंगे।
- सीखी गई नई शब्दावली का प्रयोग अपने दैनिक जीवन में प्रयोग कर सकेंगे।

प्रस्तावना:-

प्रस्तावित प्रश्न

- भाषा की सबसे छोटी इकाई क्या है?
- ध्वनि और वर्ण में क्या अंतर है?
- वर्ण कितने प्रकार के होते हैं?

शिक्षण पद्धति

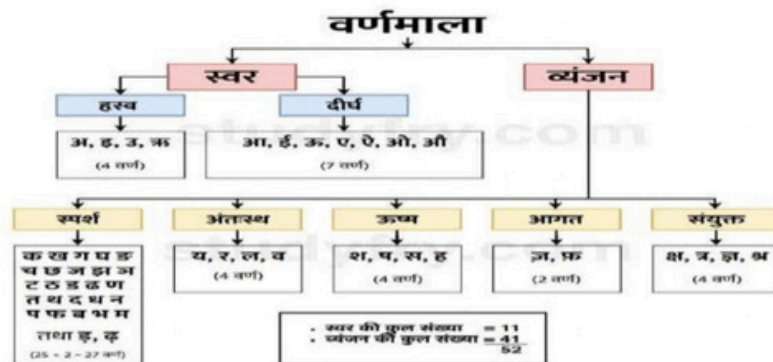
प्रदर्शन विधि, आगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

विषय

कविता - वर्ण विचार

संकल्पना मानचित्र

वर्णों के प्रकार



दैनिक प्रयोग:

विद्यार्थी अपने दैनिक जीवन में प्रयोग होने वाली भाषा का सही उच्चारण के साथ कर सकेंगे ।

समूह गतिविधि- विद्यार्थियों को समूह में बांटकर विभिन्न शब्दों का वर्ण विच्छेद करने के लिए कहा जाएगा।
21वीं सदी के कौशल
सीखने के कौशल(4C's) - आलोचनात्मक सोच- विभिन्न शब्दों का सही उच्चारण करना। रचनात्मकता- प्रस्तुति , संप्रेषण व सहयोग साक्षरता कौशल- अपने विचारों को बोलकर व लिखकर अभिव्यक्त करना। जीवन कौशल- दैनिक जीवन में उचित भाषा का प्रयोग सही उच्चारण के साथ करना ।
कक्षा के बाद
शिक्षण प्रक्रिया पर टिप्पणी
पाठ को सरलता व सहजता से समझने के लिए विभिन्न गतिविधियों व उदाहरणों का प्रयोग किया गया।
कक्षा प्रबंधन विभिन्न गतिविधियों के माध्यम से शिक्षण प्रक्रिया को मनोरंजन व आकर्षक बनाने का प्रयास किया गया ताकि सभी विद्यार्थी इस प्रक्रिया में सक्रिय भागीदार बन सकें।
आकर्षक बिंदु: खेल प्रस्तुति
मुख्य बिंदु: वर्णों के प्रकार व उनकी संरचना को समझना ।
गृहकार्य दिए गए वर्णों का संयोजन कर शब्द बनाना ।



एन० के० बगड़ोदिया पब्लिक स्कूल
सेक्टर-9, रोहिणी, दिल्ली- 110085

पाठ योजना

शिक्षिका का नाम: सोनिया जैन

विषय : हिंदी

कक्षा : सातवीं

समयावधि : 35 मिनट

प्रकरण :- संवाद लेखन (पर्यावरण सुरक्षा पर दो मित्रों के बीच संवाद)

उद्देश्य:

विशिष्ट-

- विद्यार्थियों को संवाद लेखन की प्रक्रिया से अवगत कराना।
- विद्यार्थियों को पर्यावरण सुरक्षा के प्रति जागरूक बनाना।

मापन योग्य-

- विद्यार्थी संवाद के माध्यम से पर्यावरण संरक्षण के विषय में अपने विचार व्यक्त कर सकेंगे।
- विद्यार्थी संवाद लेखन में उचित भाषा का प्रयोग कर सकेंगे।

बोधात्मक-

- विद्यार्थी संवाद लेखन के महत्व और संरचना को समझ सकेंगे।
- विद्यार्थी पर्यावरण सुरक्षा के उपायों को जान सकेंगे।

समयबद्ध-

- विद्यार्थी दिए गए समय में संवाद लेखन कर सकेंगे।

शिक्षण सामग्री- पी. पी. टी. , स्मार्ट बोर्ड, श्यामपट्ट व चॉक

सीखने के प्रतिफल:

- विद्यार्थी संवाद लेखन की विशेषताओं को समझ सकेंगे।
- विद्यार्थी संवाद लेखन में भाषा की शुद्धता पर ध्यान दे सकेंगे।
- विद्यार्थी संवाद में भावनाओं और विचारों को उचित ढंग से प्रस्तुत कर सकेंगे।

प्रस्तावना:-

गतिविधि:

विद्यार्थियों से पर्यावरण सुरक्षा के बारे में चर्चा की जाएगी। उनसे पूछा जाएगा कि वे अपने आसपास पर्यावरण की स्थिति को कैसे देखते हैं।

प्रस्तावित प्रश्न

1. पर्यावरण संरक्षण क्यों आवश्यक है?
2. प्रदूषण से हमें क्या नुकसान हो सकता है?
3. हम अपने पर्यावरण को स्वच्छ रखने के लिए क्या कर सकते हैं?

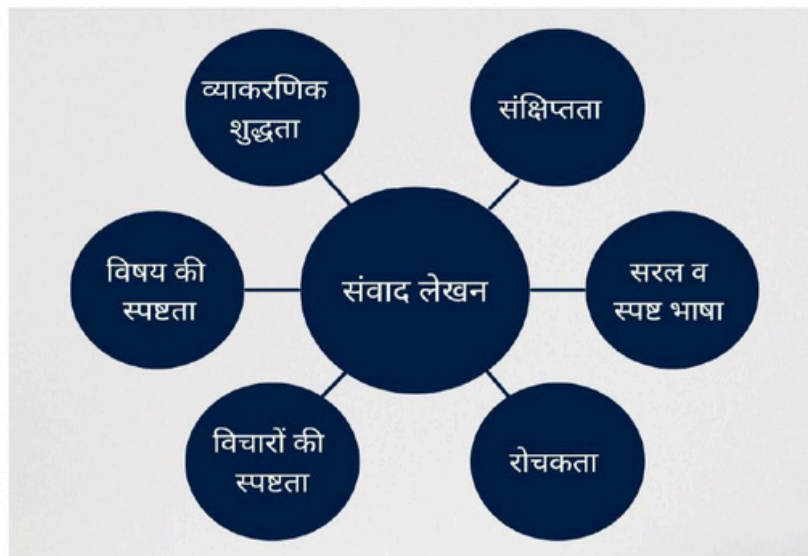
शिक्षण पद्धति:-

प्रदर्शन विधि, आगमन विधि, निगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

प्रकरण :-

संवाद लेखन (पर्यावरण सुरक्षा पर दो मित्रों के बीच संवाद)

संकल्पना मानचित्र



मुख्य शिक्षण

1. संवाद लेखन का परिचय

संवाद लेखन की परिभाषा और महत्व।

संवाद लेखन की विशेषताएँ (संक्षिप्तता, स्पष्टता, रोचकता)।

2. संवाद लेखन का अभ्यास

विद्यार्थियों को "पर्यावरण सुरक्षा पर दो मित्रों के बीच संवाद" प्रस्तुत करने के लिए कहा जाएगा।

समूह गतिविधि-

विद्यार्थियों को जोड़े में बाँट दिया जाएगा।

प्रत्येक जोड़े को एक विषय दिया जाएगा, जैसे -

1. प्रदूषण के बढ़ते स्तर पर दो मित्रों के बीच संवाद।

2. डॉक्टर और मरीज के बीच संवाद।

3. आने वाली परीक्षा की तैयारी को लेकर पिता और पुत्र के बीच संवाद।

विद्यार्थियों को 5 मिनट में संवाद तैयार करने के लिए कहा जाएगा।

प्रत्येक जोड़ा अपने संवाद को कक्षा में प्रस्तुत करेगा।

21वीं सदी के कौशल

सीखने के कौशल (4C's) -

आलोचनात्मक सोच- संवाद में भाषा और प्रवाह की समीक्षा करना।

रचनात्मकता- संवाद लेखन को रोचक और प्रभावी बनाना।

साक्षरता कौशल- अपने विचारों को प्रभावी रूप से लिखना और बोलना।

जीवन कौशल- संवाद कौशल विकसित करना और प्रभावी संचार करना।

आकर्षक बिंदु:

संवाद प्रस्तुति।

मुख्य बिंदु:

- संवाद लेखन की विशेषताएँ और शुद्धता।
- संवाद में रोचकता और भावनात्मक अभिव्यक्ति।

गृहकार्य:- एक दुकानदार और ग्राहक के बीच होने वाली बातचीत को संवाद के रूप में लिखिए।



N.K.Bagrodia Public School

Ahinsa Marg, Sector -9, ROHINI, Delhi – 110085

Curriculum – CBSE

Topic- GEOMETRIC TWINS

Class – 7

Period –

Date -

SUB TOPIC : CONGRUENT FIGURES

1. Learning Objectives

Students will be able to:

1. Understand the meaning of *congruent figures and congruent triangles*.
2. Identify *corresponding parts of congruent triangles*.
3. Apply basic *criteria of congruency* through simple observations.
4. Develop reasoning and observation skills through activities.

2. Learning Outcomes

Students will be able to:

- * Define congruent triangles in their own words.
- * Identify congruent triangles in different figures.
- * Match corresponding sides and angles of congruent triangles.
- * Solve simple problems based on congruency.

3. Teaching Aids

- * Chart showing triangles
- * Cut-out triangles from coloured paper
- * Geometry box
- * Smart board / PPT / short visual

* Worksheet for group activity

4. Opening / Introductory Questions

- * If two objects look exactly the same in *shape and size*, what do we call them?
- * Can you think of examples of identical objects? (coins, notebooks, tiles)
- * If two triangles are exactly the same in shape and size, what might we call them?

5. Teacher Driven Activities

1. Teacher draws two identical triangles on the board.
2. Demonstrates how one triangle *fits exactly over the other*.
3. Explains the concept of *congruence*.
4. Introduces *corresponding sides and corresponding angles*.
5. Shows examples using charts or digital presentation.

6. Pedagogical Strategies

- * Activity based learning
- * Visual learning using models
- * Questioning and discussion
- * Collaborative learning
- * Think–Pair–Share method

7. Group Activity

Activity: Triangle Match

1. Students are divided into small groups.
2. Each group receives *different triangle cut-outs*.
3. Students find pairs of triangles that are *exactly the same*.
4. They match corresponding sides and angles.
5. Groups present their findings to the class.

8. 21st Century Skills

- * Critical thinking
- * Collaboration
- * Communication
- * Problem solving
- * Creativity through hands-on activities

9. Interdisciplinary Linkage

- * Art: * Creating triangle patterns and designs.
- * Architecture: * Use of congruent triangles in bridges and buildings.
- * Computer graphics: * Identical shapes in digital design.

10. Focused Areas

- * Concept clarity of congruency
- * Identification of corresponding parts
- * Logical reasoning

11. Recapitulation

- * What are congruent triangles?
- * What does the symbol $\cong$ represent?
- * What are corresponding parts of triangles?
- * Can you give an example of congruent shapes around you?

12. WOW Moment

Teacher places two triangle cut-outs on top of each other and rotates one triangle to show that *even if orientation changes, they remain congruent* if size and shape are the same.

Students realize that *position does not affect congruency*.

13. Self Reflection (Teacher)

- * Were students able to understand the concept easily?
- * Did the activity help them identify congruent triangles?
- * Which students needed more support?

14. Remedial Measures

- * Provide simpler examples with cut-outs.
- * Use more visual demonstrations.
- * Pair weaker students with stronger peers for practice.

15. Homework

1. Draw two pairs of *congruent triangles* in your notebook.
2. Label corresponding sides and angles.
3. Find *two examples from daily life* where congruent shapes are used.



N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi – 110085
G. Science
Class- 7th

Facilitator- Ms. Jasmine

Class: VII

Topic: Physical and Chemical Changes

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

- **Specific:** Students will understand the meaning of physical and chemical changes.
- **Measurable:** Students will be able to differentiate between physical and chemical changes and give suitable examples.
- **Attainable:** Students will observe demonstrations and classify changes correctly.
- **Relatable:** Students will connect the concept with real-life examples such as melting ice, rusting iron, burning paper, and cooking food.
- **Time-bound:** Students will complete a classification activity on physical and chemical changes during the class.

SIGNS OF CHEMICAL CHANGE

COLOR CHANGE GAS BUBBLES TEMPERATURE CHANGE LIGHT EMISSION PRECIPITATE FORMATION

Examples of Chemical Change

Fireworks Frying eggs Photosynthesis
Burning wood Combustion of propane Digestion

ChemistryLearner.com

Pre-requisite Knowledge

- Students have observed changes in everyday life such as melting ice or boiling water.
- They understand that some changes can be reversed while others cannot.
- Basic observation skills to identify differences in materials.

Teaching Aids Selection

- PowerPoint presentation with examples of changes
- Pictures and short videos
- Chalkboard / Smartboard
- Demonstration materials (ice cube, paper, vinegar and baking soda)
- Worksheet

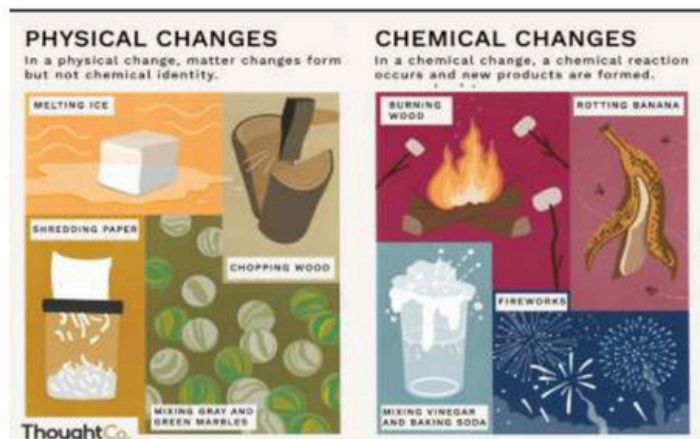
Video links- https://youtu.be/Ly_YmVeADVg?si=j9BC4EvclF6SwRtg

https://youtu.be/Hto3PKIGKP4?si=fZj7Yya7IR_lsP7n

LEARNING OUTCOMES

Students will be able to:

- Define physical and chemical changes.
- Identify the differences between physical and chemical changes.
- Recognize examples of both types of changes in daily life.
- Explain how chemical changes result in the formation of new substances.



DURING CLASS

ENTRY TICKET – OPENING QUESTIONS

1. What do you mean by a change?
2. Can you name some changes that happen around you every day?
3. What happens when ice melts? Can it change back to ice?

4. What happens when paper burns? Can it become paper again?

TEACHER-DRIVEN LEARNING

Methods Used: Demonstration, visual explanation, questioning, discussion, and brainstorming.

Core Concepts

1. Changes Around Us

- Everything around us undergoes change.
- Changes may occur naturally or due to human activities.

2. Physical Changes

- A change in which only the shape, size, or state of a substance changes.
- No new substance is formed.
- Usually reversible.

Examples

- Melting of ice
- Dissolving sugar in water
- Cutting or tearing paper

3. Chemical Changes

- A change in which a new substance is formed.
- Usually irreversible.

Examples

- Rusting of iron
- Burning paper or wood
- Cooking food
- Formation of curd from milk

Concept Map

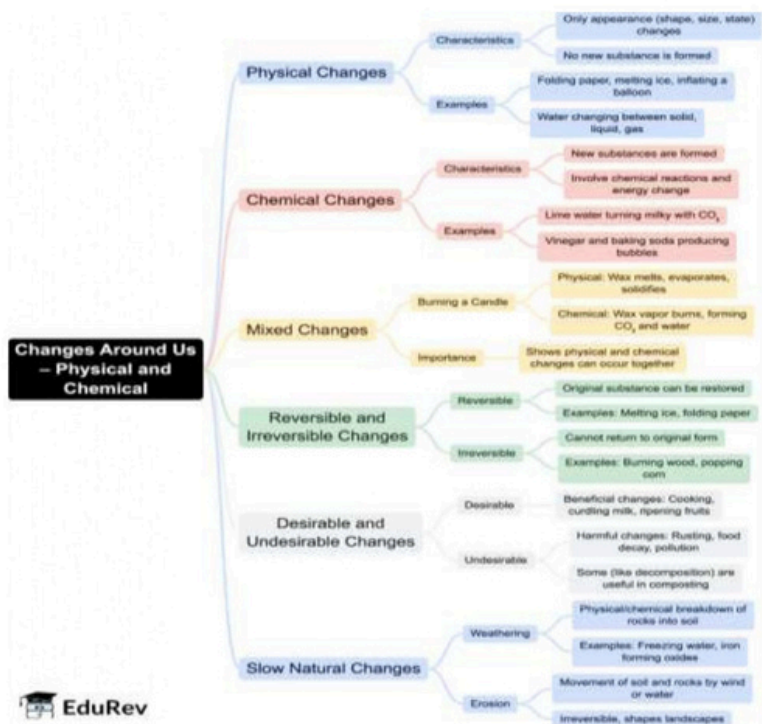
Changes Around Us

→ **Physical Changes**

- Change in shape/state
- No new substance
- Usually reversible

→ **Chemical Changes**

- New substance formed
- Usually irreversible



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

- **Mathematics:** Sorting examples of changes in a table.
- **Environmental Science:** Understanding rusting and burning processes in the environment.
- **English:** Learning scientific vocabulary like reversible, irreversible, and reaction.
- **G.K.:** Observing and identifying changes in daily life.
- **Value Education:** Awareness of environmental protection and responsible use of resources.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use visual aids such as pictures and videos.
- Encourage students to share their observations.
- Provide simple real-life examples.
- Promote collaborative learning through pair or group work.

GROUP ACTIVITIES / HANDS-ON LEARNING

Activity: Classifying Changes

Students will work in small groups.

- Each group will receive cards with examples of different changes.
- Students will classify them into physical changes and chemical changes.
- Groups will present their answers and explain their reasoning.

21ST CENTURY SKILLS

- **Critical Thinking:** Identifying and classifying types of changes.
- **Communication:** Explaining answers during discussions.
- **Collaboration:** Working together in group activities.
- **Creativity:** Thinking of new examples from daily life.
- **Life Skills:** Observation and scientific thinking.

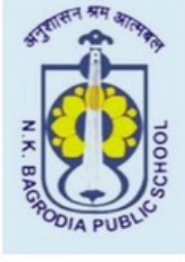
RECAPITULATION

Answer the following questions:

1. What is a physical change?
2. What is a chemical change?
3. Give two examples of physical and chemical changes.

SELF-REFLECTION

Students showed active participation during demonstrations and discussions. Real-life examples and group activities helped students clearly understand the difference between physical and chemical changes.



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पाठयोजना

सूत्रधारिका नाम-ममता, विषय- संस्कृतम्, कक्षा - सप्तमी

अवधि - 35 निमेषाः, शीर्षक - षष्ठः पाठः सः एव महान् चित्रकारः

प्राक् कक्षा :- पूर्वज्ञान परीक्षण
शिक्षण उद्देश्य - - छात्रों में संस्कृत भाषा के प्रति रुचिवर्धन। - व्याकरणिक एवं भाषिक ज्ञानवर्धन
विशिष्ट - संधि, मूलभाव अवबोधन
साध्य - संधि अवबोधन, भाषिक उपयोगिता
संबद्धता - शब्दज्ञान, व्याकरणिक ज्ञान सक्षमता, संधि अवबोधन
मापनीय - समर्थता, क्षमता विकास, भाषिक ज्ञान
समयबद्ध गतिविधि - यथा - एक समय में एक समूह के विद्यार्थियों को संधियुक्तशब्द, दूसरे समूह को सन्धि विच्छेद तथा तीसरे समूह को संधियुक्त शब्द बोलने को कहा जाएगा। जो समूह सबसे अधिक शब्द और सबसे कम समय में बोलेगा वही समूह विजेता होगा ।
शिक्षण सहायक सामग्री - पाठ्यपुस्तक, स्मार्ट बोर्ड, गतिविधि, हरितपट्ट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - संधि ज्ञान , व्याकरण ज्ञान वृद्धि
प्राप्ति - भाषिक ज्ञान में वृद्धि,

व्याख्या - संधि प्रक्रिया अवबोधन , यथा- विद्या + आलय = विद्यालय (दीर्घ संधि), सुर + इन्द्रः = सुरेन्द्रः (गुण संधि), परम + औषधिः = परमौषधिः (वृद्धि संधि), सु + आगतम् = स्वागतम् (यण् संधि)
शीर्षक प्रवेश अधिकार :- पूर्व ज्ञान परीक्षण
क) परिचय - सामान्यशब्दज्ञान
ख) परिभाषा
ग) प्रकार - स्वर , व्यंजन व विसर्ग संधि
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, संबद्धता- गतिविधि
विषय वस्तु- संधि की मुख्य अवधारणा
अवधारणा रेखा चित्र <pre> graph TD A[संधि] --> B[व्यंजन संधि] A --> C[स्वर संधि] A --> D[विसर्ग संधि] C --> E[दीर्घ संधि] C --> F[गुण संधि] C --> G[वृद्धि संधि] C --> H[यण संधि] C --> I[अयादि संधि] </pre>
विविध वैश्विक जीवन संबंधता
सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि- संधिविच्छेद, संधियुक्तशब्द

21वीं शताब्दी संबंध कौशल

अधिगम कौशल आलोचनात्मक चिंतन, संपर्क- संचार संधि ज्ञान,

सहयोग- विविध शब्दज्ञान

रचनात्मक - नवीन शब्दज्ञान

साक्षरता कौशल- वाक्य निर्माण

जीवन कौशल- संस्कृत भाषा वक्तृत्व भाषाजन्य ज्ञान विस्तार

कक्षोपरान्त : - शिक्षण प्रक्रिया पुनरावलोकन

प्रक्रिया संबंधित टिप्पणी : -

मूल प्रक्रिया - अध्यापन योजना एवं व्यवहारिकता ?

कक्षा प्रबंधन - एकाग्रता व रुचिकर ?

अद्भुत क्षण - संस्कृत भाषा में संधिज्ञान, शब्दज्ञान

केंद्र बिंदु - संधि

पुनरावृत्ति - संधिज्ञान, वाक्य ज्ञान,

गृहकार्य - संधि युक्त शब्द निर्माण, संधि विच्छेद, आधारित प्रश्न

21वीं शताब्दी संबंध कौशल
अधिगम कौशल आलोचनात्मक चिंतन, संपर्क- संचार संधि ज्ञान, सहयोग- विविध शब्दज्ञान
रचनात्मक - नवीन शब्दज्ञान
साक्षरता कौशल- वाक्य निर्माण
जीवन कौशल- संस्कृत भाषा वक्तृत्व भाषाजन्य ज्ञान विस्तार
कक्षोपरान्त : - शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया संबंधित टिप्पणी : -
मूल प्रक्रिया - अध्यापन योजना एवं व्यवहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में संधिज्ञान, शब्दज्ञान
केंद्र बिंदु - संधि
पुनरावृत्ति - संधिज्ञान, वाक्य ज्ञान,
गृहकार्य - संधि युक्त शब्द निर्माण, संधि विच्छेद, आधारित प्रश्न



N.K. Bagrodia Public School, Rohini, Delhi

Curriculum – CBSE

Topic – Geographical Diversity of India

Subtopic – Hot Desert and Cold Desert of India

Class – VII

Date – April 2026

Facilitator – Ms. Anshu

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific –Students will be able to identify the hot desert and cold desert regions of India.

Measurable –Students will compare the climate, vegetation, and location of hot and cold deserts.

Attainable –Students will be able to explain at least three differences between the Thar Desert and the Ladakh cold desert.

Relatable –Students will connect desert climates with lifestyle, vegetation, and human activities in those regions.

Time Bound –Students will complete the comparison activity and assessment within one class period.

Teaching Aids Selection

Map of India, NCERT textbook, PowerPoint presentation, short video on deserts, chalkboard

LEARNING OUTCOMES

The students will be able to:

- identify the **Thar Desert** and **Ladakh region** on the map.
- understand the concept of **hot desert and cold desert**.
- compare climatic conditions, vegetation, and human life in both deserts.
- enhance geographical observation and map-reading skills.



DURING CLASS

ENTRY TICKET

Teacher asks students:

- Have you ever seen a desert in pictures or movies?
- What do you think deserts are like? Hot or cold?

OPENING QUESTIONS

- What is a desert?
- Which desert is found in India?
- Can deserts also be cold?
- Why do you think some deserts are extremely hot while others are very cold?

TEACHER DRIVEN LEARNING

- Explanation using **maps and visuals** showing desert regions of India.
- Discussion on **location of the Thar Desert and Ladakh cold desert**.
- Use of **PowerPoint presentation and short video** to explain desert climate.
- Comparison table prepared on the board.
- Brainstorming and discussion.

CONTENT

1. Meaning of Desert

A desert is a region that receives **very little rainfall** and has **sparse vegetation**.



2. Hot Desert of India

- Located in **north-western India**.
- Known as the **Thar Desert**.
- Found mainly in **Rajasthan** and parts of Gujarat, Punjab and Haryana.
- Experiences **extremely high temperatures** during the day.
- Vegetation includes **cactus, thorny bushes and shrubs**.



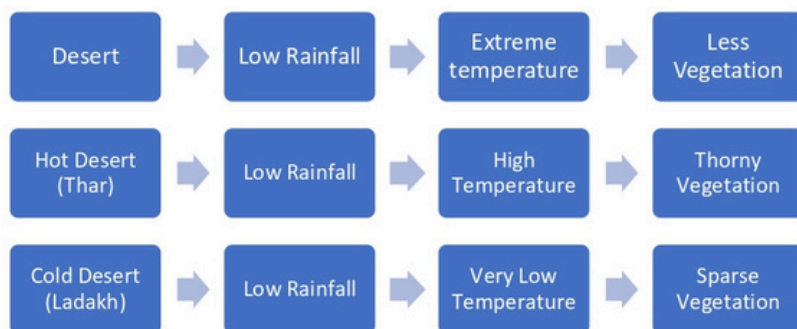
3. Cold Desert of India

- Located in **Ladakh region**.
- Lies in the **rain shadow area of the Himalayas**.
- Experiences **very low temperatures and snowfall**.
- Vegetation is sparse due to extreme cold.

4. Difference Between Hot Desert and Cold Desert

Feature	Hot Desert (Thar)	Cold Desert (Ladakh)
Location	Rajasthan region	Ladakh region
Temperature	Very hot during day	Extremely cold
Rainfall	Very low rainfall	Very little precipitation
Vegetation	Thorny plants, cactus	Sparse vegetation
Climate	Hot and dry	Cold and dry

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. – Famous deserts of the world (Sahara, Gobi).

Science – Temperature and weather conditions in deserts.

Geography – Physical features and climatic regions.

Maths – Reading temperature and rainfall data.

Environmental Studies – Adaptation of plants and animals in deserts.

Value Education – Importance of conserving fragile desert ecosystems.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use of maps and pictures for visual learners.
- Peer discussion and group participation.
- Question-answer method for conceptual clarity.

GROUP ACTIVITIES / HANDS-ON LEARNING

Activity: *Compare the Deserts*

Students will work in groups and complete a **comparison chart** between the **Thar Desert** and **Ladakh Desert**.

They will also **mark both deserts on a map of India**.

21ST CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking – Comparing climatic conditions of two deserts.

Communication – Presenting group findings.

Collaboration – Working together in map activity.

Creativity – Designing comparison charts.

Literacy Skills

Use of correct geographical terms like **desert, rainfall, vegetation, temperature**.

Life Skills

Teamwork, observation skills, and geographical awareness.

AFTER CLASS (EXIT TICKET)

Students answer:

Name one difference between a hot desert and a cold desert of India.

REMARKS ABOUT THE PROCESS

- The lesson was interactive with visual and map-based learning.
- Students showed interest in understanding different desert climates.

CLASS MANAGEMENT

- Group activity encouraged participation and engagement.

AHA MOMENT

- Students realized that **deserts are not always hot; some deserts like Ladakh are extremely cold.**

FOCUSSED AREA

- Location of deserts in India
- Climatic differences between hot and cold deserts

RECAPITULATION / FEEDBACK

Teacher asks:

- Which is the hot desert of India?
- Where is the cold desert located?
- Name two differences between them.

SELF REFLECTION

- Visuals and map work helped students understand the topic better.

REMEDIAL

- Students will be given attention and additional picture and video-based explanation.



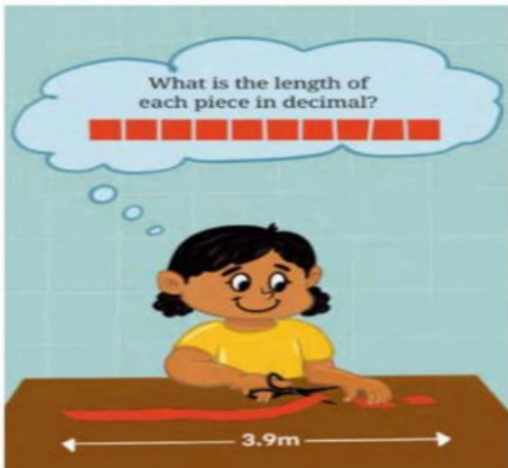
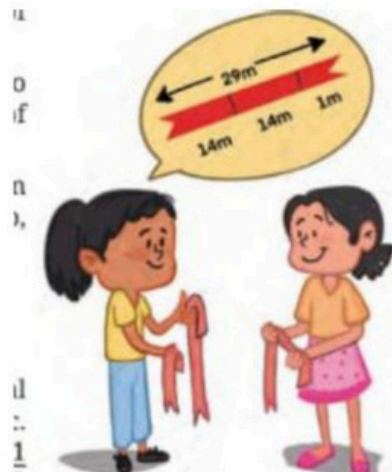
N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Curriculum – Mathematics

Topic – Another Peek Beyond the Point

Class – 7th

Date – April 2026
Facilitator – Lata Tewani

SUBTOPIC: <i>Decimal Division</i>
BEFORE CLASS
<u>LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)</u>
Specific- Students will be able to understand the concept of division involving decimal numbers.
Measurable- Students will be able to divide decimal numbers by whole numbers and decimals correctly.
Attainable- Students will be able to apply step-by-step decimal division using place value understanding.
Relatable- Students will relate decimal division to real-life situations such as money, measurements, and sharing quantities.
 
Time bound- Students will be able to solve decimal division problems independently by the end of the class.
Teaching Aids Selection: - PowerPoint slides - Whiteboard and markers - Decimal place value chart - Worksheets with practice problems - Educational videos or animations explaining decimal division
<u>LEARNING OUTCOMES</u>
The students will be able to - Understand the place value system in decimals. - Divide decimals by whole numbers. - Divide decimals by decimals. - Convert division problems into simpler forms by shifting the decimal point. - Apply decimal division in real-life calculations such as money and measurement problems.

<u>DURING CLASS</u>
<u>ENTRY TICKET</u>
A quick warm-up activity where students: - Recall place values in decimal numbers. - Solve simple whole number division questions. - Convert fractions into decimals. Example questions: - What is the place value of 5 in 3.54? - Solve 24 ÷ 6. - Write $\frac{1}{2}$ as a decimal.
<u>OPENING QUESTIONS</u>
- What is a decimal number? - How is division different from multiplication? - What happens to place value when dividing decimals? - Can we divide decimals in the same way as whole numbers?
<u>TEACHER DRIVEN LEARNING</u>
- Introduction to decimal division using simple examples. - Explanation of dividing decimals by whole numbers. Example: $15.6 \div 3$ Step 1: Ignore the decimal and divide normally $156 \div 3 = 52$ Step 2: Place the decimal in the quotient Answer = 5.2
<u>CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)</u>
Decimal Division Concepts - Dividing decimals by whole numbers - Dividing decimals by decimals - Shifting decimal points - Estimation and checking answers Applications: - Money calculations - Measurements in science - Unit conversions
<u>CONCEPT MAP</u>
Decimals ↓ Place Value ↓ Division of Whole Numbers ↓ Decimal Division ↓ Dividing by Whole Numbers / Dividing by Decimals ↓ Real Life Applications
<u>INTERDISCIPLINARY AND REAL-LIFE LINKAGES</u>
G.K. - Use of decimals in currency systems.
Science – Measurement of length, mass, and volume.

Sports Related – Calculating average scores and timings.	
Maths – Used in percentages, ratios, and unit conversions.	
Daily Life – Splitting money, calculating costs and discounts.	
GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION	
• Activity Information:	
	
21ST CENTURY SKILLS	
Learning Skills (4C's) Critical Thinking • Solving decimal division problems. Communication • Explaining steps of decimal division. Collaboration • Working in groups during activities. Creativity • Creating problem-solving strategies. Literacy Skills (IMT) • Understanding mathematical vocabulary such as decimal point, quotient, dividend, and divisor. Life Skills (FLIPS) • Initiative in solving problems. • Logical thinking and reasoning. • Problem-solving skills.	
AFTER CLASS (EXIT TICKET)	
REVIEW OF PROCESS	
REMARKS ABOUT THE PROCESS: • Students discuss the steps of decimal division and reflect on how shifting the decimal simplifies calculations.	
Conclusion Decimal division involves dividing numbers with decimal points by applying place value concepts. By converting decimals into whole number division through shifting decimal points, calculations become easier and more accurate.	
FOCUSSED AREA: • Understanding place value in decimals • Correct placement of decimal point in quotient • Dividing decimals accurately	
RECAPITULATION/ FEEDBACK	
The recap will be done through a quick quiz or class discussion where students explain the steps of decimal division.	
SELF REFLECTION	
• Students showed improvement in solving decimal division problems and actively participated in activities.	
REMEDIAL/EMPOWERMENT TEACHING PLAN	
• Additional worksheets for students who need more practice.	



N.K.Bagrodia Public School, Rohini

Subject- English

Class-VII

Session: 2026-27

Lesson Plan

Topic: Adverbs

Learning Objectives:

The students will be able to:

- Identify adverbs in sentences.
- Classify adverbs into types (manner, place, time, frequency, degree).
- Use adverbs appropriately in sentences.

Measurable: Analyze how adverbs modify verbs, adjectives or other adverbs.

Attainable: Apply adverbs while describing real-life actions.

Relatable: Big Ideas and Key Understandings: How to connect ideas to make sentences flow naturally and clearly.

Synopsis:

Adverbs modify other words to answer:

How ?	When ?	Where ?	How often ?	To what extent ?
Angrily Hungrily Beautifully	Yesterday Tomorrow Next week	Here There Nowhere	Almost so very	Always Never Often

Teaching Aids:

- Flashcards
- PPT presentation
- Short video clips
- Adverb dice
- Newspaper articles
- Worksheet

Learning Outcomes:

By the end of the lesson, students will be able to:

- Recognize adverbs in a sentence.
- Categorize adverbs based on their type.
- Construct meaningful sentences using adverbs.
- Demonstrate understanding through activities.

Entry Ticket

Testing prior knowledge by asking students: What are parts of speech?

- What is a verb?
- What is an adjective?
- How do we describe an action?

Introduction of the topic

Step 1 – Teacher asks questions like: How does a baby sleep? Where do you play? How often do you brush your teeth?

Step 2 – Student Involvement: Students notice how these words add meaning to actions

Step 3 – Reveal the Concept: The teacher introduces Adverbs

Teacher's Driven Learning

- Offline mode
- Use of PowerPoint Presentation
- Adverbs game activity
- Experiential learning
- Use of Art integration
- Use of voice modulation

Concept Map:



Types of Adverbs

- Adverb of Manner – answers 'How?' (quickly, slowly)
- Adverb of Place – answers 'Where?' (here, outside)
- Adverb of Time – answers 'When?' (yesterday, today)
- Adverb of Frequency – answers 'How often?' (always, often)
- Adverb of Degree – answers 'To what extent?' (very, almost)

Interdisciplinary Approach:

- **G.K:** Connects grammar to personality traits and global awareness.
- **Science:** Reinforces observational and descriptive skills used in science labs.
- **Sports:** Connects movement and language; enhances sports reporting skills.
- **Social Studies:** Encourages empathy and understanding of social actions and movements.
- **Maths:** Supports the use of mathematical vocabulary in context.
- **Performing Arts:** Encourages physical expression and strengthens non-verbal communication through hands-on activities.
- **Critical Thinking:** Builds inference, interpretation, and subtle language understanding.
- **Value Education:** Reinforces values and real-life application of languages

Interactive Activities

- Adverb Charades – Students act a verb with an adverb and classmates guess.
- Roll-an-Adverb Game – Students roll a dice and make a sentence.
- Adverb Detectives – Students identify adverbs in newspaper lines.
- Self-Reflection – Students complete sentences about their routine.

Assessment (Exit Ticket)

- Identify the adverb: She spoke softly.
- Write one sentence using an adverb of frequency.
- Choose the correct adverb: He finished the work (quickly / yesterday).

Pedagogical Strategies:

- Multisensory Teaching- Visual : Use colorful poster and videos, Auditory: Include song, Kinesthetic : Action based game ● Differentiated Instruction- Bilingual support ● Positive Reinforcement ● Reflective Activities
- Digital Aids
- Experiential learning
- Art integration with other subjects

21st Century Skills:

- Critical thinking (Case Study)
- Collaboration (Integration of various subjects in the lesson)
- Creativity (Converting words into sentences)
- Literary Skills (Vocabulary enrichment)

Recapitulation:

- What is an adverb?
- Name two types of adverbs.
- How do adverbs change sentence meaning?

HomeTask:

Students write a short paragraph using at least 10 adverbs.

Remedial Plan:

- Provide visual charts and simple practice sentences.

Remarks for the lesson:

- **Class Management:**
- **Wow moment:**
- **Concept Coverage:**
- **Usage of teaching aids:**



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सेक्टर-9, रोहिणी, दिल्ली- 110085

पाठ योजना

शिक्षिका का नाम: सोनिया जैन

विषय : हिंदी

कक्षा : आठवीं

समयावधि: 35 मिनट

प्रकरण :- उपसर्ग

उद्देश्य:

विशिष्ट-

- विद्यार्थियों को उपसर्ग का परिचय देना।
- उपसर्ग द्वारा शब्द निर्माण की प्रक्रिया को स्पष्ट करना।

मापन योग्य-

- विद्यार्थी उपसर्ग को पहचान सकेंगे।
- विद्यार्थी उपसर्ग से नए शब्द बना सकेंगे।

बोधात्मक-

- विद्यार्थी उपसर्ग से जुड़े शब्दों का सही प्रयोग कर सकेंगे।
- विद्यार्थी भाषा में उपसर्ग की भूमिका को समझ सकेंगे।

समयबद्ध-

- निर्धारित समय में उपसर्ग से संबंधित गतिविधियाँ पूर्ण करवाई जाएँगी।

शिक्षण सामग्री- पी. पी. टी., श्यामपट्ट व चॉक, फ्लैश कार्ड

सीखने के प्रतिफल:

- विद्यार्थी उपसर्ग को परिभाषित कर सकेंगे।
- विद्यार्थी नए शब्द बनाने में उपसर्ग का प्रयोग कर सकेंगे।

प्रस्तावना:-

शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे-

प्रस्तुत प्रश्न

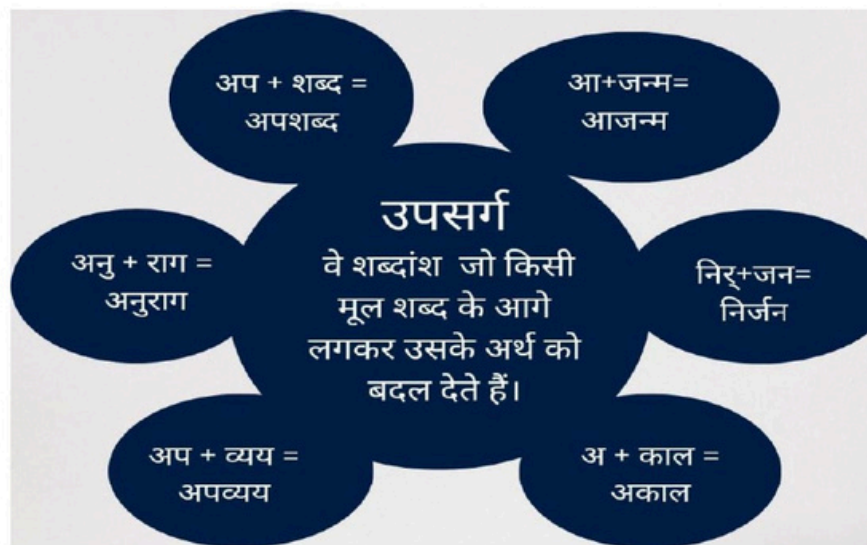
1. किसी शब्द की शुरुआत में यदि कोई छोटा भाग जुड़ जाए, तो क्या शब्द का अर्थ बदल सकता है?
2. क्या आपको ऐसे शब्द पता हैं जिनके प्रारंभ में कोई अतिरिक्त भाग जुड़कर अर्थ बदल देता हो?

शिक्षण पद्धति:-

प्रदर्शन विधि, आगमन विधि, निगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

प्रकरण :- उपसर्ग

संकल्पना मानचित्र



मुख्य शिक्षण

1. उपसर्ग की परिभाषा व उदाहरण।
2. उपसर्ग व मूल शब्द में अंतर।
3. उपसर्ग व प्रत्यय में अंतर।

4. उपसर्ग व मूल शब्द अलग करना।
5. विभिन्न उपसर्गों से बनने वाले शब्द।

समूह गतिविधि-

विद्यार्थियों को अलग-अलग उपसर्ग दिए जाएँगे और उनसे नए शब्द बनाने को कहा जाएगा।

21वीं सदी के कौशल

सीखने के कौशल (4C's) –

आलोचनात्मक सोच- उपसर्ग से शब्द निर्माण की प्रक्रिया को समझना।

रचनात्मकता- दिए गए उपसर्गों का उपयोग कर नए शब्द बनाना।

साक्षरता कौशल- उपसर्ग के सही प्रयोग को सीखना।

जीवन कौशल- भाषा में उपसर्ग का सही प्रयोग कर अपने विचारों को स्पष्ट रूप से प्रस्तुत करना।

आकर्षक बिंदु:

शब्द निर्माण (खेल विधि)।

मुख्य बिंदु:

उपसर्ग की पहचान, उपसर्ग व मूल शब्द में अंतर, उपसर्ग के प्रयोग द्वारा शब्द निर्माण

पुनरावृत्ति:

शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे-

1. उपसर्ग किसे कहते हैं?
2. उपसर्ग व प्रत्यय में क्या अंतर है?
3. अपूर्व, प्रतिकूल और दुर्जन शब्दों में उपसर्ग व मूल शब्द अलग कीजिए।
4. 'नि' उपसर्ग से तीन शब्द बनाइए।

गृहकार्य :-

1. निम्नलिखित शब्दों में उपसर्ग की पहचान करें - निर्मल, अनुशासन, अधर्म, पुनर्जन्म।
2. "अन-", "अ-", "अधि-" उपसर्गों का प्रयोग कर पाँच नए शब्द लिखिए।

LESSON PLAN – A Square and a Cube

Class: 08

Subject: Mathematics

Topic: Square Roots & Cube Roots

Teaching Goals

- Develop conceptual understanding of square numbers and cube numbers.
- Enable students to determine square roots and cube roots using mathematical reasoning.
- Encourage recognition of patterns in numbers.
- Build problem-solving ability using prime factorisation and estimation techniques.
- Develop logical thinking and mathematical reasoning skills.

Topics Covered

- Perfect Squares
- Patterns of Square Numbers
- Square Roots
- Methods to find Square Roots (Repeated subtraction, Prime factorisation, Estimation)
- Perfect Cubes
- Cube Roots
- Prime factorisation method for cube roots
- Real-life applications

Learning Objectives

- Define square numbers and cube numbers.
- Identify perfect squares and perfect cubes.
- Find square roots and cube roots of numbers.
- Apply prime factorisation method to find roots.
- Recognize patterns in number systems.
- Solve real-life mathematical problems involving squares and cubes.

Learning Outcomes

- Identify perfect squares and cubes up to three digits.
- Find square roots and cube roots using factorisation.
- Explain why some numbers are not perfect squares or cubes.
- Apply mathematical reasoning in solving contextual problems.
- Demonstrate analytical thinking and collaboration.

Entry Ticket

- What is 5×5 ?
- Write two numbers whose square is 16.
- What is $2 \times 2 \times 2$?
- Which is bigger: 3^2 or 3^3 ?

Opening Questions

- Why do some numbers have an odd number of factors?
- Which lockers remain open in the 100 locker puzzle?
- What is the relationship between multiplication and squares?

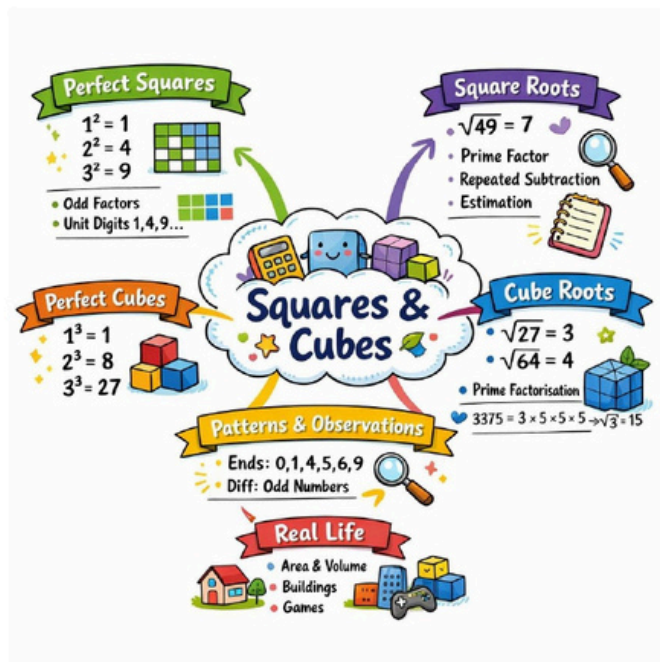
Teacher Driven Learning

- Explain square numbers as numbers multiplied by themselves.
- Introduce square roots as the inverse operation of squaring.
- Demonstrate methods such as prime factorisation and repeated subtraction.
- Introduce cube numbers and cube roots using examples.

Group Activities

- Students list squares of numbers from 1–20 and observe patterns.
- Use blocks or cubes to build cubes of side 1, 2 and 3 units and count cubes.
- Discuss patterns in differences between consecutive squares.

Mind Map



Interdisciplinary Linkages

- Physics: Volume calculations
- Art: Designing square grids
- Computer Science: Algorithmic thinking
- Architecture: Area and volume in design

Pedagogical Strategies

- Inquiry-based learning
- Think-Pair-Share
- Visual representation
- Collaborative learning
- Problem solving approach

21st Century Skills

- Critical thinking
- Logical reasoning
- Pattern recognition
- Collaboration
- Mathematical communication

Review Questions

- What is a perfect square?
- How do we find square roots using factorisation?
- What is the difference between square and cube numbers?

Formative Assessment

- Identify perfect squares: 144, 130, 169
- Find $\sqrt{625}$
- Find $\sqrt[3]{512}$
- Is 500 a perfect cube?

Self Reflection

- One new concept I learned today.
- One question I still have.
- One real-life application of squares or cubes.

Remedial Teaching

- Use number charts and visual models.
- Revise multiplication tables.
- Use manipulatives such as unit cubes.
- Provide simplified worksheets.

Homework (Fun Puzzle Worksheet)

Puzzle 1: Square Number Maze

Find the correct path from START to FINISH by stepping only on perfect squares.

Numbers: 4, 6, 9, 15, 16, 7, 25, 10, 36

Puzzle 2: Mystery Number 🔍

I am a number:

- My square root is a **single digit**.
- My cube root is **not a whole number**.
- I am between **60 and 70**.

Who am I?

Puzzle 3: Complete the Magic Square ✨

Fill the boxes with **perfect squares** so that the sum of each row is **50**.

16	—	—
—	25	—
—	—	9

Puzzle 4: Cube Tower Challenge 🏰

A tower is built using **small cubes**.

Level 1 → 1 cube

Level 2 → 8 cubes

Level 3 → 27 cubes

1. Which mathematical pattern do you observe?
2. How many cubes will be required for **Level 4**?

Puzzle 5: Crack the Code

Each letter represents a **square root**.

Number	Code
$\sqrt{49}$	A
$\sqrt{64}$	B
$\sqrt{81}$	C
$\sqrt{100}$	D

Decode the number message:

49 – 64 – 81 – 100

Word: _____

Puzzle 6: Spot the Odd One Out

Circle the number that **does not belong** in each group. Give the reason.

- a) 1, 4, 9, 12, 16
- b) 8, 27, 64, 81, 125
- c) 16, 25, 36, 49, 50

Puzzle 7: Square Root Riddle

I am a number:

- My square root is **one digit**.
- My unit digit is **6**.
- I am greater than **30**.

Who am I?

Puzzle 8: Build the Cube Pattern

Complete the table.

Number	Square	Cube
2	—	—
3	—	—
4	—	—
5	—	—

What pattern do you observe?

Puzzle 9: Sudoku with Squares

Fill the grid with **perfect squares from 1^2 to 9^2** so that no number repeats in a row or column.

1	4	—
—	9	16
25	—	—

Puzzle 10: Bonus Brain Teaser

Which number is both a **perfect square** and a **perfect cube** between **1** and **200**?

Hint: Think of a number that can be written as a square **and** a cube.



एन० के० बगड़ोदिया पब्लिक स्कूल
सेक्टर - 9, रोहिणी, दिल्ली - 110085

पाठ योजना

शिक्षिका का नाम: कामिनी

विषय : हिंदी

समयावधि: 35 मिनट

दिन व दिनांक :

कक्षा: आठवीं

विषय: विज्ञापन लेखन (रचनात्मक लेखन)

उद्देश्य:

विशिष्ट-

- विद्यार्थियों को विज्ञापन लेखन की प्रक्रिया से अवगत करवाना
- विद्यार्थियों को विज्ञापन के प्रभाव से अवगत करवाना।

मापन योग्य-

- विद्यार्थी अपनी अभिव्यक्ति क्षमता का विकास कर सकेंगे।

बोधात्मक-

- विद्यार्थी विज्ञापन में उचित भाषा का प्रयोग कर सकेंगे।
- विद्यार्थी विज्ञापन के सकारात्मक व नकारात्मक प्रभावों से अवगत हो सकेंगे।

समयबद्ध-

- विद्यार्थी दिए गए समय में विज्ञापन तैयार कर सकेंगे।

शिक्षण सामग्री- पी. पी. टी. , वीडियो, पाठ्य पुस्तक, श्यामपट्ट व चॉक

सीखने के प्रतिफल:

- विद्यार्थी अपने भावों तथा विचारों को प्रस्तुत कर सकेंगे।
- अपने अनुभवों को साझा कर सकेंगे।
- सीखी गई नई शब्दावली का प्रयोग अपने दैनिक जीवन में प्रयोग कर सकेंगे।

प्रस्तावना:-

गतिविधि- विद्यार्थी दैनिक जीवन में प्रयोग होने वाली वस्तुओं का विज्ञापन करने के लिए उचित नारा व वस्तु की विशेषताएँ कक्षा में प्रस्तुत करेंगे।

प्रस्तावित प्रश्न

- हम अपनी आवश्यकता कैसे का सामान कहाँ से खरीदते हैं?
- बाजार आने वाली नई-नई वस्तुओं की जानकारी हमें कैसे मिलती है?
- विज्ञापन के विषय में आप क्या जानते हैं?

शिक्षण पद्धति

प्रदर्शन विधि, आगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

विषय

विज्ञापन लेखन

अवधारणा मानचित्र

विज्ञापनों के प्रकार

1. वस्तुओं की बिक्री हेतु विज्ञापन

सेल

सुनहरा मौका/अवसर

सेल

हिंदी से जुड़े और साहित्य के शौकीन पाठकों के लिए जल्द ही मिल रहा है सुनहरा मौका। आप ही के शहर नई दिल्ली में हिंदी पुस्तकों का प्रदर्शनी का आयोजन हो रहा है, जिसमें हिंदी की महत्त्वपूर्ण पुस्तकें आधे मूल्य पर उपलब्ध होगी।

जल्दी कीजिए!
ऐसा अवसर फिर नहीं मिलेगा।

स्थान -
प्रगति मैदान, नई दिल्ली।

2. सामाजिक विज्ञापन



पानी की महिमा अपरम्पार
जल बचाने का सपना करें साकार
पानी नहीं अगर बचाओगे
तो दोस्तों प्यासे ही रह जाओगे!

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विषय एकीकरण व दैनिक प्रयोग:
वाणिज्य - विद्यार्थी व्यापार में विज्ञापन की आवश्यकता को समझ सकेंगे। राजनीतिक विज्ञान - विद्यार्थी सरकार द्वारा जनहित में जारी की गई योजनाओं के विषय में जानकारी प्राप्त कर सकेंगे। कला - विद्यार्थी सुंदर व आकर्षक विज्ञापन बनाएंगे।
समूह गतिविधि- विज्ञापन प्रस्तुति- विद्यार्थियों का प्रत्येक समूह किसी एक वस्तु की बिक्री हेतु या सरकारी जानकारी को जनहित में जारी करने हेतु विज्ञापन प्रस्तुत करेंगे।
21वीं सदी के कौशल
सीखने के कौशल(4C's) - आलोचनात्मक सोच- स्वयं के विचारों को प्रस्तुत करना रचनात्मकता- नाट्य प्रस्तुति, संप्रेषण व सहयोग साक्षरता कौशल- अपने विचारों को बोलकर व लिखकर अभिव्यक्त करना। जीवन कौशल- विद्यार्थी विज्ञापन के सकारात्मक व नकारात्मक प्रभावों के प्रति जागरूक होंगे।
आकर्षक बिंदु: नाट्य प्रस्तुति
मुख्य बिंदु: विद्यार्थी उचित व परिष्कृत भाषा का प्रयोग कर आकर्षक विज्ञापन बना सकेंगे।
गृहकार्य:- 'अ,ब,स' कंपनी के दूधपेस्ट की बिक्री हेतु एक आकर्षक विज्ञापन बनाना।



N.K. Bagrodia Public School, Rohini

Lesson Plan

Subject: Social Science

Class: VIII

Topic: The Rise of Marathas

Subtopic: Who were Marathas?, Foundation of Maratha Power and the Rise of Shivaji.

Month: May 2026

Facilitator: Ms. Pooja Chopra

LEARNING OBJECTIVES (*From Knowledge to Skill Acquisition*)

Specific: Describe who the Marathas were.

- Explain the rise of Shivaji.

Measurable: Identify major events like Afzal Khan episode and Treaty of Purandar.

Attainable: Compare Guerrilla tactics with modern strategies.

Relatable: Connect leadership qualities with daily life.

Time-bound: All class activities to be completed within the class duration.

PRE-REQUISITE KNOWLEDGE

- List famous Maratha rulers.
- Familiarity with Guerrilla warfare and surgical strike.
- Location of Maratha land on the Political map of India.

TEACHING AIDS SELECTION

- Political map of India
- Smartboard/ Green board
- Power point presentation
- Videos
- Time line chart

LEARNING OUTCOMES

Students will be able to:

- Explain the factors responsible for the rise of Marathas.
- Describe the early life and qualities of Shivaji.
- Understand the importance of Guerrilla warfare.
- Identify important Maratha rulers.
- Elucidate significant events like Treaty of Purandar, Afzal Khan episode.

DURING CLASS

ENTRY TICKET – OPENING QUESTIONS

- From which region did the Marathas belong?
- Do you know the name of Shivaji's mother?
- Name the famous Mughal ruler during the time Shivaji?

TEACHER-DRIVEN LEARNING

Explanation: Use of PPT/Videos covering different episodes.

Story narration: Journey of Shivaji from his first military campaign to his coronation, Challenges faced from Mughals.

Interactive questioning: Pause after each concept to ask 1-2 probing questions to the class.

CORE CONCEPTS

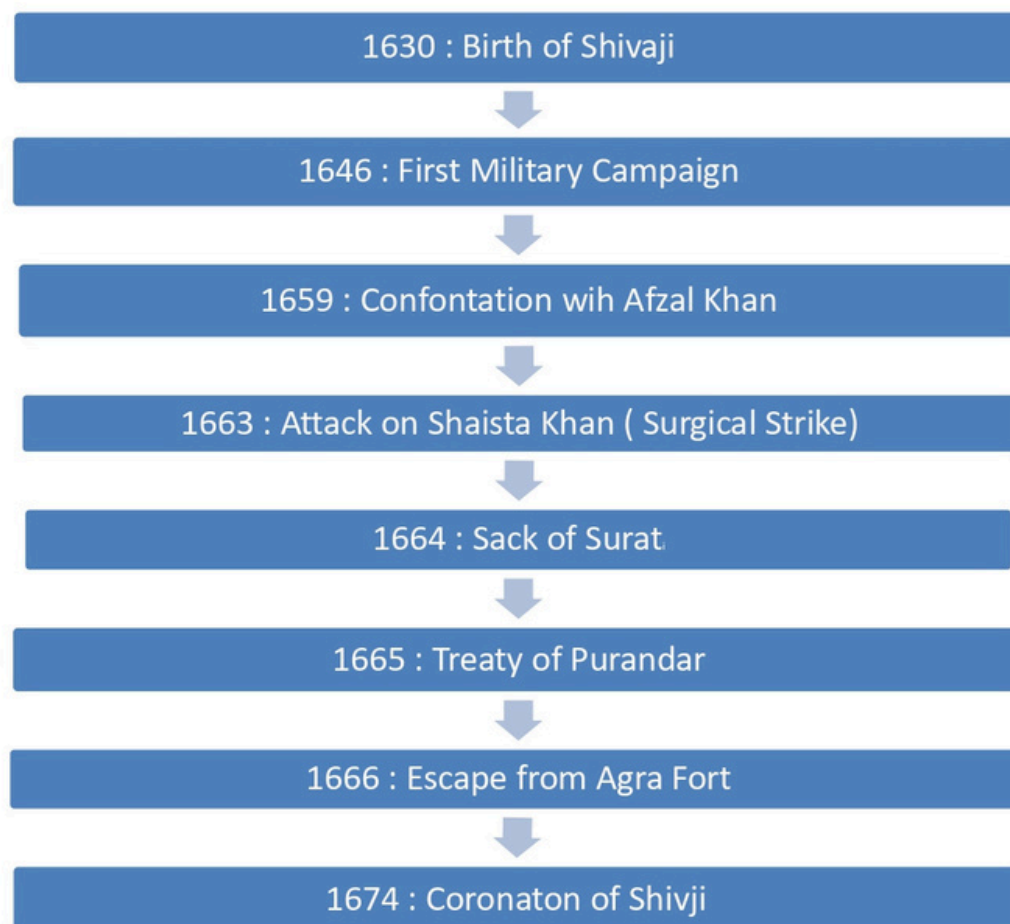
Rise of the Marathas - A warrior community from the Deccan region of western India.

Foundation of Maratha Power- Strong Fort system, Guerrilla warfare and Strong Navy.

Challenges before Shivaji - Episode of Afzal Khan, Shaista Khan, Treaty of Purandar

CONCEPT MAP

TIMELINE CHART





INTERDISCIPLINARY AND REAL – LIFE LINKAGES

G.K.: List important Maratha rulers.

Geography: Locate Western Ghats, Maharashtra region on the political map of India

Maths: Timeline of events.

Civics/Value Education: Develop the qualities like leadership, courage, patriotism.

Performing Arts: Role play and historical skits.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use simple language
- Encourage participation
- Provide extra help to weak learners
- Use peer support
- Ask interactive questions.

GROUP ACTIVITIES / HANDS-ON LEARNING

Activity:

- **Group of 5** students will prepare timeline of important events in the life of Shivaji Maharaj.
- Locate Maratha kingdom on Political map of India.
- Dumb-Siraz on different episodes of Shivaji's life.

21ST CENTURY SKILLS

- **Critical Thinking:** Understand the significance of various strategies in the expansion of the Kingdom.
- **Communication:** Expressing ideas during discussion and activities.
- **Collaboration:** Work in groups during class activity and respecting different viewpoints.
- **Creativity:** Preparing Timeline chart in creative way.
- **Life Skills:** Learn the importance of courage, determination and strategic thinking.

RECAPITULATION

Answer the following questions:

- Name the founder of the Maratha Kingdom.
- Which Mughal ruler ruled during the time of Shivaji?
- In which year was Shivaji coronated?

SELF-REFLECTION

The chapter became relatable through hands-on activity.

REMEDIAL / EMPOWERMENT PLAN

For students who struggle: Use short, story -telling and simple terms.

For advanced learners: Challenge them to arrange all the important events in sequence.

Peer teaching: Students will present simulation activity in group.

HOMEWORK

Students will draw Time line chart based on important events in their notebooks.

Lesson Plan – Mathematics

Class: VIII

Subject: Mathematics

Chapter: A Square and A cube

Topic: Pythagoras Theorem

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

Specific: Students will understand the relationship between the sides of a right-angled triangle using Pythagoras Theorem.

Measurable: Students will verify the theorem through an activity and solve at least 3–4 numerical problems correctly.

Attainable: Students will learn the theorem through hands-on square-area activity and geometric reasoning.

Relatable: Students will connect the concept to real-life situations like ladders against walls, distance problems, and construction measurements.

Time Bound: Students will demonstrate understanding by completing activity and exit questions within the class period.

Teaching Aids / TLM

Chart paper with right-angled triangle, square cut-outs, grid paper, ruler, scissors, colored paper squares, smartboard/blackboard, worksheet.

Learning Outcomes

- Identify a right-angled triangle.
- Recognize hypotenuse and perpendicular sides.
- Verify the Pythagoras relationship using area of squares.
- Apply the theorem to calculate unknown sides.
- Solve simple real-life problems involving distance.

Core Concept

In a right-angled triangle: $a^2 + b^2 = c^2$

Where c = hypotenuse (longest side) and a , b are the other two sides.

Statement: The square of the hypotenuse is equal to the sum of the squares of the other two sides of a right-angled triangle.

DURING CLASS

Entry Ticket (Previous Knowledge Check)

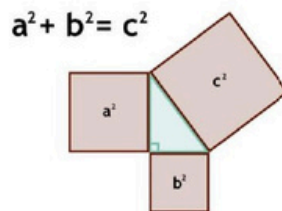
- What is a triangle?
- What is a right angle?
- Can you identify a right angle around you (corner of book, board)?

Opening Situation

Teacher shows a ladder leaning against a wall and asks if we can find the ladder length if the wall height and base distance are known. This leads to the introduction of Pythagoras Theorem.

Activity Based Learning – Square Area Verification

1. Students draw a right-angled triangle on grid paper.
2. Construct squares on all three sides.
3. Count the number of small squares in each square.
4. Observe that the area of the two smaller squares equals the area of the largest square.



Teacher Driven Learning Examples

Example 1: If the sides are 3 cm and 4 cm, hypotenuse = 5 cm.

Example 2: Hypotenuse = 13 cm, one side = 5 cm. Find the other side.

Guided Practice

5. A triangle has sides 6 cm and 8 cm. Find the hypotenuse.
6. Hypotenuse = 10 cm, one side = 6 cm. Find the other side.
7. A ladder reaches 12 m up a wall and stands 5 m from the wall. Find the ladder length.

Group Activity / Hands-on Learning

Students receive four identical right triangles and arrange them inside a square in two different ways to visually verify the Pythagoras Theorem.

Interdisciplinary and Real-Life Linkages

- Science: Distance measurement in experiments.
- Architecture: Designing buildings and ramps.
- Sports: Calculating diagonal distance on a field.
- Daily Life: Measuring ladder height or shortest path.

Pedagogical Strategies for Inclusive Classroom

- Visual demonstration using grids
- Hands-on activity
- Peer learning

- Think–Pair–Share

21st Century Skills

- Critical Thinking
- Communication
- Collaboration
- Creativity
- Logical reasoning
- Problem solving

AFTER CLASS

Exit Ticket

8. If sides of a triangle are 5 cm and 12 cm, find the hypotenuse.
9. Hypotenuse = 17 cm, one side = 8 cm. Find the other side.

Recapitulation Questions

- What is the hypotenuse?
- When can we apply Pythagoras Theorem?
- What relationship exists between the three sides?

Remedial Plan

Use grid paper drawings and practice with simple triangles like 3-4-5 to strengthen understanding.

Enrichment Activity

Students measure the length and width of the classroom and calculate the diagonal distance using Pythagoras Theorem.

N.K. Bagrodia Public School
Ahinsa Marg, Sector - 9, Rohini, Delhi - 110085
Curriculum: Social Science (History)
Topic: Reshaping India's political map
Class: VIII
Date: APRIL
Facilitator: MS. NISHI

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Students will be able to:

- * **Specific:** Identify the major dynasties of the Delhi Sultanate and the Mughal Empire, along with the regional kingdoms that resisted them.
- * **Measurable:** Create a comparative chart of administrative policies and key battles.
- * **Attainable:** To be able to define, identify, create, and distinguish between central imperial rule and regional resistance movements.
- * **Relatable:** Relate the architectural heritage of Delhi to the rulers studied in the chapter.
- * **Time bound:** To be able to complete a combined timeline of these three historical phases.

Teaching Aids Selection: Concrete objects (replicas of Mughal miniature paintings), YouTube videos using smartboard, Animation of battle formations, PowerPoint Slides, and Chalk Board.

LEARNING OUTCOMES

The students will be able to:

- * Enhance their understanding of political transitions in Medieval India.
- * Acquire knowledge of the Mansabdari and Iqta systems.
- * Describe the role of figures like Maharana Pratap and Shivaji Maharaj in resisting imperial expansion.

DURING CLASS

ENTRY TICKET

OPENING QUESTIONS (Information about previous knowledge testing):

- * How many famous monuments in Delhi can you name?

- * What are the differences between a King and an Emperor?
- * Where did the Mughals originally come from?
- * What is resistance, and why would a smaller kingdom fight a large empire?

TEACHER DRIVEN LEARNING

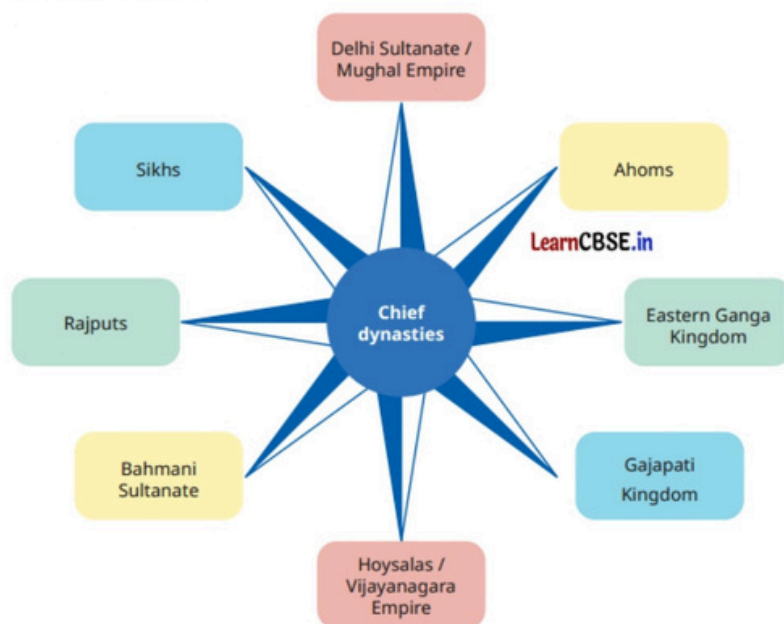
Demonstration, explanation, story narration, and brainstorming:

- * Story Narration: The heroic accounts of the Battles of Haldighati and Panipat to illustrate military tactics.
- * Integrating Art: Studying the evolution of Indo-Islamic architecture from the Sultanate to the Mughal period.

CONTENT (CORE CONCEPTS/LEARNING BEYOND CLASS ROOM)

- * The Delhi Sultanate: From the Mamluks to the Lodhis; the introduction of the Iqta system.
- * The Mughal Empire: Expansion under Akbar and the Zenith under Aurangzeb; the Zabt system.
- * Regional Resistance: The rise of the Marathas, Rajputs, and Sikhs as a challenge to central authority.

CONCEPT MAP



This graphic sums up the chief dynasties involved in this chapter, with a rough indication of their geographical locations.

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

- * Science: Innovations in metallurgy for cannons and weaponry during the Mughal era.
- * Sports Related: Traditional wrestling (Pehlwani) and archery practiced in medieval camps.
- * Maths: Calculating the revenue shares and percentages under the Todar Mal system.
- * Performing Arts: Exploring the influence of Persian music and Kathak in the Mughal courts.
- * Critical Thinking: Comparing the religious policies of various rulers and their impact on social harmony.
- * Value Education: Understanding the importance of courage and sovereignty through stories of resistance leaders.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING

- * Activity Information: "The Great Debate" — One group defends the administrative efficiency of empires, while the other argues for the cultural preservation of regional kingdoms.

21ST CENTURY SKILLS

- * Learning Skills (4C's): Critical thinking (Policy analysis), Creativity (Designing a royal seal), Communication (Debating), Collaboration (Group research).
- * Literacy Skills (IMT): Focus on language used in Persian chronicles vs. regional accounts.
- * Life Skills (FLIPS): Initiative in dramatization and social skills through collaborative activities.

AFTER CLASS (EXIT TICKET)

REMARKS ABOUT THE PROCESS:

REVIEW OF PROCESS

CLASS MANAGEMENT:

AHA MOMENT : _____

RECAPITULATION/FEEDBACK

* The recap of the topic will be done through a digital "Map Pointing" exercise on the smartboard.

SELF REFLECTION _____

REMEDIAL/EMPOWERMENT TEACHING PLAN

- Extra support for students struggling with concepts through simplified explanations and more examples.

Topic – The Invisible Living World: Beyond Our Naked Eyes

Class – VIII

Facilitator – Ms. NEERU KUMAR

TOPIC

Microorganisms – What are microorganisms? Microorganisms and food, Amazing microalgae, Tiny helpers in water

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific

Students will be able to explain what microorganisms are and identify their different types such as bacteria, fungi, protozoa and algae.

Measurable

To enhance their understanding of the role of microorganisms in food production and water ecosystems.

Attainable

To be able to define, identify and create examples of useful microorganisms.

Relatable

To be able to distinguish between useful and harmful microorganisms

.

Time bound

To be able to complete activities and diagrams related to microorganisms within the class period.

Teaching Aids

PowerPoint slides, microscope images, YouTube animation, flash cards of microorganisms, pictures of curd/yeast/algae, smart board, chalk board.

Video link - https://youtu.be/A25vVa5ZjXw?si=VZR1h_cBleb73KNh

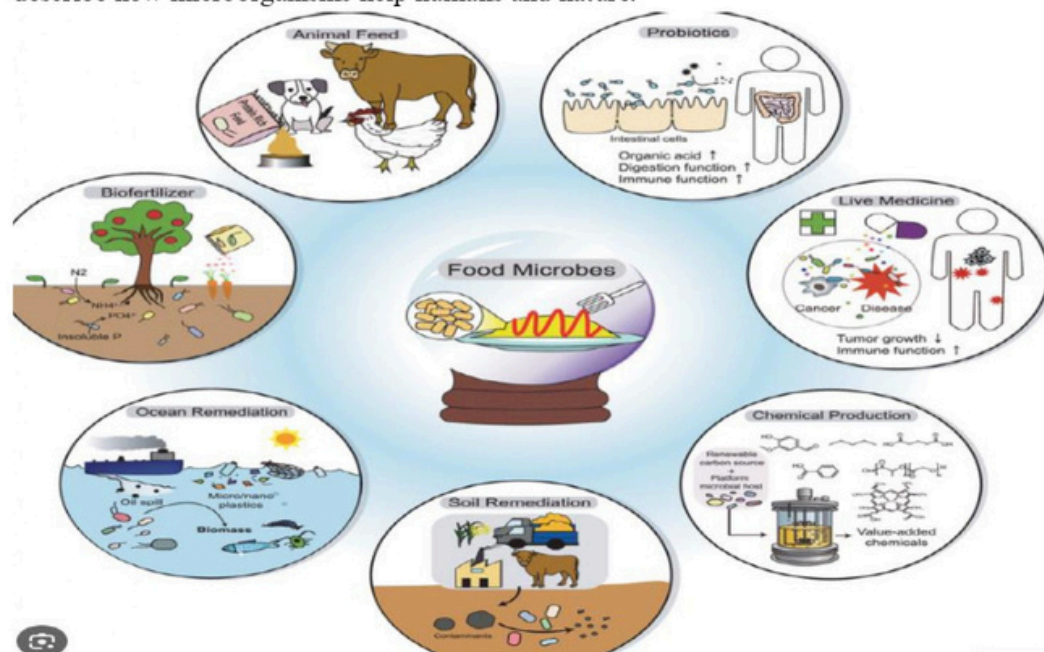
<https://youtu.be/MzOQplxHc1k?si=F3uH7geIMZLVL8ET>



LEARNING OUTCOMES

The students will be able to

- enhance their knowledge about microorganisms present around us.
- acquire understanding about the role of microbes in food and water.
- describe how microorganisms help humans and nature.



DURING CLASS ENTRY TICKET

Information about previous knowledge testing:

Teacher will ask students where they have seen curd formation, bread rising or algae in ponds.

OPENING QUESTIONS

- 1.How many organisms are too small to be seen with naked eyes?
- 2.What are microorganisms?
- 3.Where can microorganisms be found?
- 4.What is the role of microorganisms in food?

TEACHER DRIVEN LEARNING

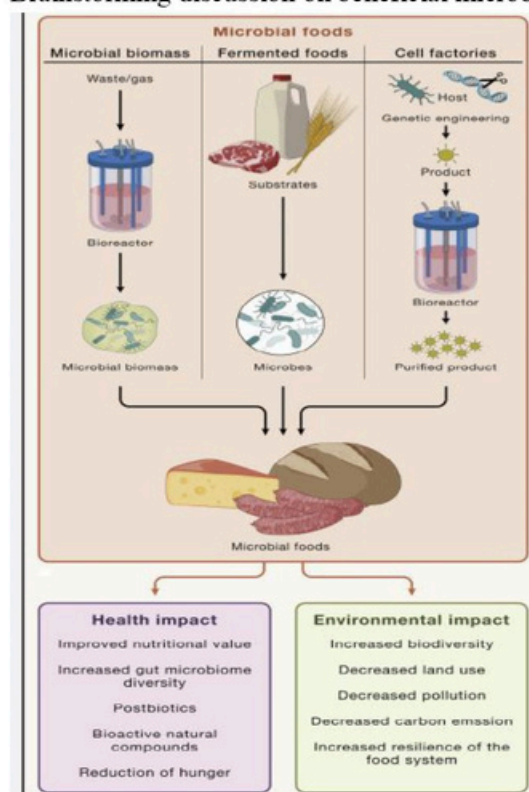
Explanation of microorganisms and their types

Demonstration using pictures and microscope images

Story narration on how curd forms from milk

Showing video animation of microorganisms

Brainstorming discussion on beneficial microbes



CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

□What are Microorganisms?

Very tiny living organisms that cannot be seen with naked eyes.

Types include

Bacteria

Fungi

Protozoa

Algae

Microorganisms under microscope

☐ Microorganisms and Food

Microorganisms help in making many foods such as

Curd (Lactobacillus bacteria)

Bread (Yeast fermentation)

Cheese

Idli and dosa batter fermentation

Microorganisms in food preparation

☐ Amazing Microalgae

Microalgae are tiny plants found in water that

Produce oxygen

Form the base of aquatic food chains

Provide nutrients for aquatic animals

Microalgae in water

☐ Tiny Helpers in Water

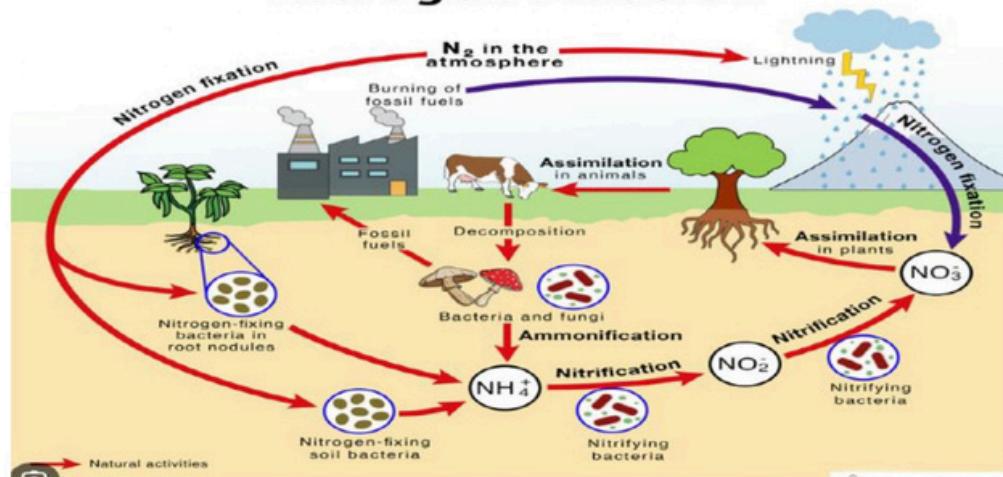
Microorganisms in water

Break down waste materials

Help in nutrient recycling

Maintain balance in aquatic ecosystems

Nitrogen Fixation



CONCEPT MAP

Microorganisms → Types → Bacteria / Fungi / Algae / Protozoa

↓

Uses → Food production → Environmental balance → Aquatic ecosystems

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K.

Discovery of microbes by Antonie van Leeuwenhoek.

Science

Microbiology and food fermentation.

Sports Related

Importance of healthy diet with fermented foods.

Geography

Microorganisms in ponds, rivers and oceans.

Maths

Estimating size of microorganisms in micrometers.

Performing Arts

Role play of microorganisms helping humans.

Critical Thinking

What will happen if microorganisms disappear from Earth?

Value Education

Understanding importance of clean water and hygiene.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Riddle: “I am alive but too tiny to see. I help make curd. Who am I?”

Poster making: Draw useful microorganisms.

GROUP ACTIVITIES / HANDS ON LEARNING / DEMONSTRATION

Activity:

Students observe bread yeast fermentation or curd formation example and discuss the role of microorganisms.

21ST CENTURY SKILLS

Learning Skills (4C's)

Critical thinking (predicting uses of microbes)

Communication (explaining diagrams)

Collaboration (group poster activity)

Creativity (designing microorganism charts)

Literacy Skills

Focus on scientific vocabulary like microbes, algae, bacteria, fermentation.

Life Skills

Students develop teamwork, observation skills and environmental awareness.

AFTER CLASS (EXIT TICKET)

Students will write one example of useful microorganism and its role

REVIEW OF PROCESS

Remarks about the process:

A basic procedure that entails explanation, demonstration and activity-based learning.

CLASS MANAGEMENT

The class was interactive and engaging with visual aids and activities.

AHA MOMENT

Students realized that many useful organisms around us are invisible to the naked eye.

FOCUSSED AREA

Identification of types of microorganisms.

Define microorganism and its uses.

RECAPITULATION / FEEDBACK

The recap of the topic will be done through quick oral questions and diagram drawing.

SELF REFLECTION

The topic became interesting and easy to understand with visuals and examples.

REMEDIAL / EMPOWERMENT TEACHING PLAN

To further cement the ideas students will observe examples of fermented food at home and discuss in class.



N.K.Bagrodia Public School, Rohini

Subject- Mathematics

Class-IX

Session: 2026-27

Lesson Plan

Day: _____

Date: ____ April 2026

Topic: Coordinate Geometry

Subtopics:

- Concept building
- Knowledge of terms related to Cartesian Plane
- Quadrant system
- Plotting of points on the Cartesian Plane

Learning Objectives: The students will be able to

Specific: 1. define Coordinate Geometry.

2. demonstrate understanding of various terms.

Measurable: differentiate between terms **Abscissa** and **Ordinate**.

Attainable: plot various points on the Cartesian Plane.

Relatable: relate the location of places on the maps.

Time bound: 1. observe the coordinates of various cities of India.

2. apply the concepts taught in day to day life.

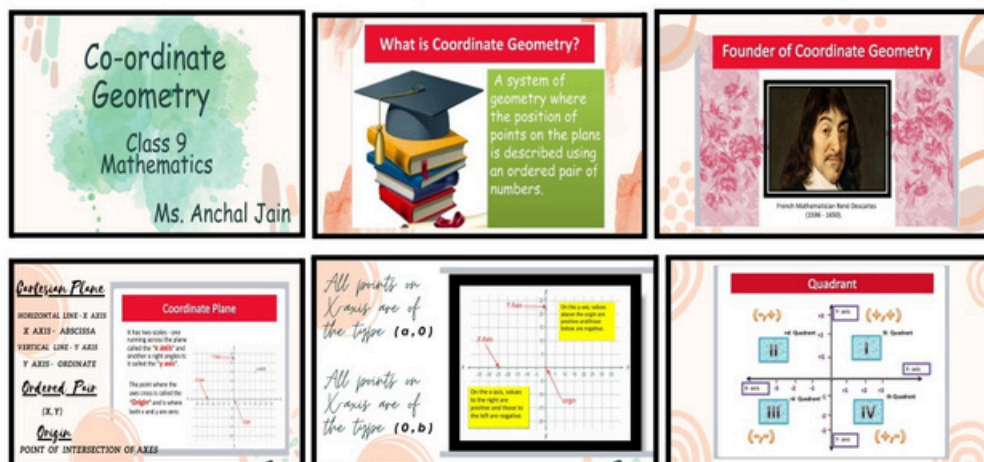
Teaching Aids:

- PowerPoint presentation
- Political Map of India
- Chalk and board

Learning Outcomes: The learner

- develops strategies to locate points in the Cartesian plane.
- observes the differences between location of points due to the signs.
- brings out an interdisciplinary approach of Mathematics and other subjects through art integration.
- appreciates the usage of coordinate geometry in day to day life.

PowerPoint Presentation:



Teacher's Driven Learning

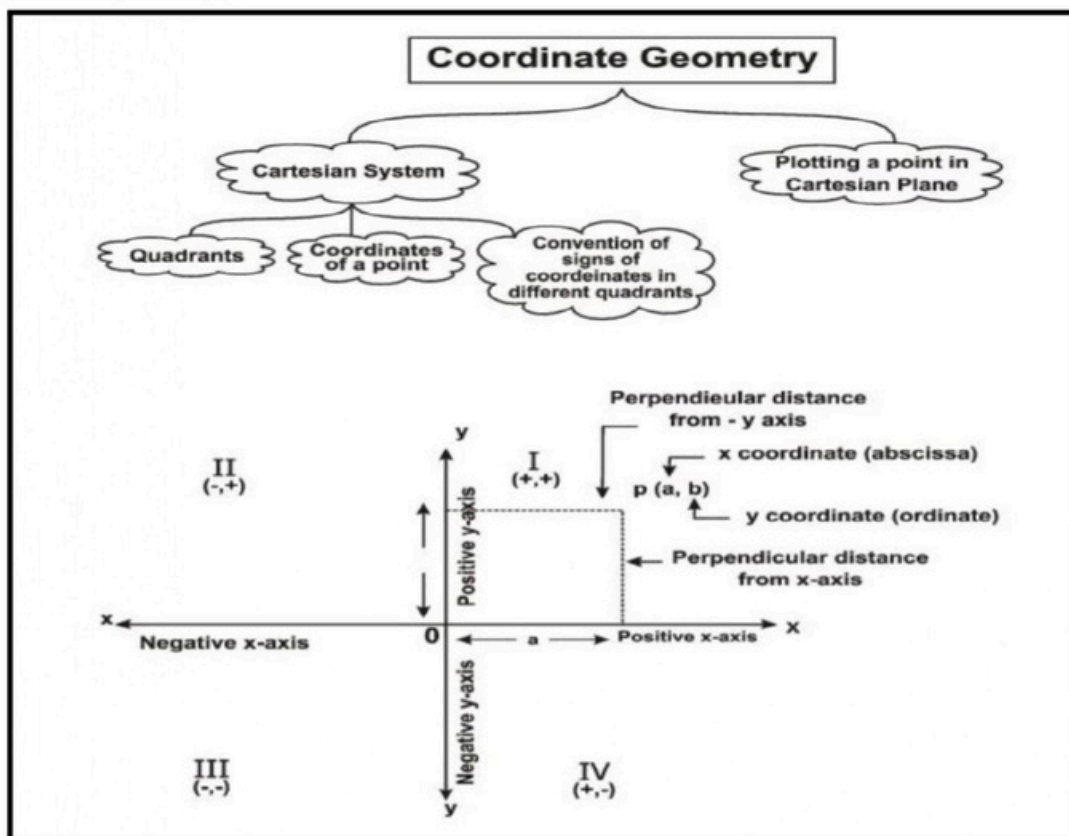
- Offline mode
- Use of PowerPoint Presentation
- Paper folding Activity
- Experiential learning
- Use of Art integration
- Use of voice modulation
- Case Study

Paper folding Activity:

The teacher will ask students

- to fold the political map of India into two equal halves both horizontally and vertically and obtain creases.
- to draw lines on creases using ruler and pencil to represent axes.
- to mark the point of intersection as ORIGIN.
- to mark points on both lines using Scale (1 box = 1 unit).
- to plot various points on the map according to understanding of principles of Coordinate Geometry.
- to ask the state of India in which the points lie.

Concept Map:



Interdisciplinary Approach:

- Mathematics and Geography (States and cities of India)
- Mathematics and Art/Craft (Paper folding activity, Plotting of points on the graph)
- Mathematics and Science (Save Nature)
- Mathematics and History (Origin of Coordinate Geometry)

Pedagogical Strategies:

- Use of PowerPoint Presentation
- Paper folding Activity
- Experiential learning
- Attaining skill of plotting points on the graph
- Art integration with other subjects
- Case Study

21st Century Skills:

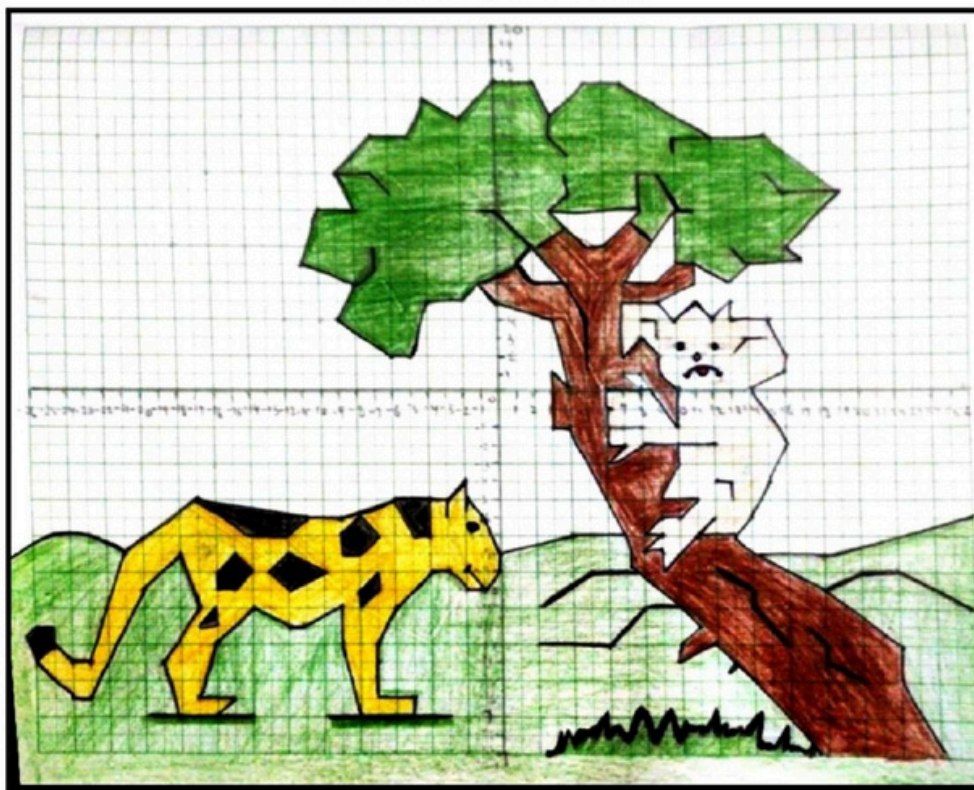
- Critical thinking (Case Study)
- Collaboration (Integration of various subjects in the lesson)
- Creativity (Converting map into graph)
- Literary Skills (Vocabulary enrichment)

Recapitulation:

The lesson would be revised by asking some oral questions.

HomeTask: The teacher will share a **case study** of a jungle scene based on coordinate geometry (self made). The teacher will ask students to do the case study at home by applying concepts taught in the class. The teacher will also motivate students to apply creative and critical thinking to make more case studies of such kind.

The Jungle Scene



Q1. The monkey is sad as he lies in two quadrants. He is not able to guess in which quadrant does his ear lie. Help him by giving the coordinates which lie in the same quadrant as of his ear.

- A. $(-2,2)$
- B. $(2,2)$
- C. $(2,-2)$
- D. $(-2,-2)$

Q2. The Tiger is happy as he lies in a single quadrant. Which is his quadrant ?

- A. First
- B. Second
- C. Third
- D. Fourth

Q3. The Tiger is hungry. He wants to eat the monkey. If the tiger is at $(0,-7)$ and the monkey is at $(10,-7)$. How far does he need to travel to eat his feast?

- A. 10 units
- B. 7 units
- C. 15 units
- D. None of the above

Q4. If the following letters stand for the given corresponding quadrant:

- W. First**
- X. Second**
- Y. Third**

Z. Fourth

Then the tree lies in which three quadrants ?

- A. WXY
- B. WXZ
- C. XYZ
- D. WYZ

Q5. The coordinates of monkey's nose is

- A. (11,2)
- B. (2,11)
- C. (0,7)
- D. None of these

Remedial Plan:

- Extra Worksheets and support material will be given.
- Support Classes will be arranged to reinforce the concepts.

Remarks for the lesson:

- **Class Management:**

- **Wow moment:**

- **Concept Coverage:**

- **Usage of teaching aids:**



N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi

LESSON PLAN

Curriculum – CBSE
Topic – Democracy
Class – IX
Date – _____
Facilitator – _____

BEFORE CLASS

LEARNING OBJECTIVES

Specific- Students will be able to explain the meaning of democracy and identify its key features.

Measurable- To enhance their understanding of democratic principles and systems across the world.

Attainable- To be able to define democracy, identify its features and compare democratic systems in different countries.

Relatable- To be able to distinguish between democratic and non-democratic forms of government.

Time Bound- Students will be able to complete the activity and concept map within the class period.

TEACHING AIDS

PowerPoint slides, world political map, short YouTube video on democracy, flash cards, chart paper, markers, smart board, worksheets.

LEARNING OUTCOMES

The students will be able to:

- enhance their knowledge of democratic governance.
- acquire skills of critical thinking and comparison of political systems.
- describe the meaning, features and global presence of democracy.

DURING CLASS

ENTRY TICKET

The teacher will ask students to write one word that comes to their mind when they hear the word “democracy.”

Examples: voting, freedom, people, elections. This helps assess students' prior knowledge.

OPENING QUESTIONS

- How do citizens participate in government decisions?
- What are elections?
- What is meant by “rule of the people”?

TEACHER DRIVEN LEARNING

- The teacher explains the concept using PowerPoint and a world map.
- Short video clip on democracy.
- Brainstorming activity: Students share examples of democratic practices in school (prefect elections, class monitor selection).
- Story narration: Example of democratic decision-making in a village.
- Integration of ICT through slides and visual maps.

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

Meaning of Democracy

Democracy is a form of government in which the rulers are elected by the people. It is often called “government of the people, by the people and for the people.”

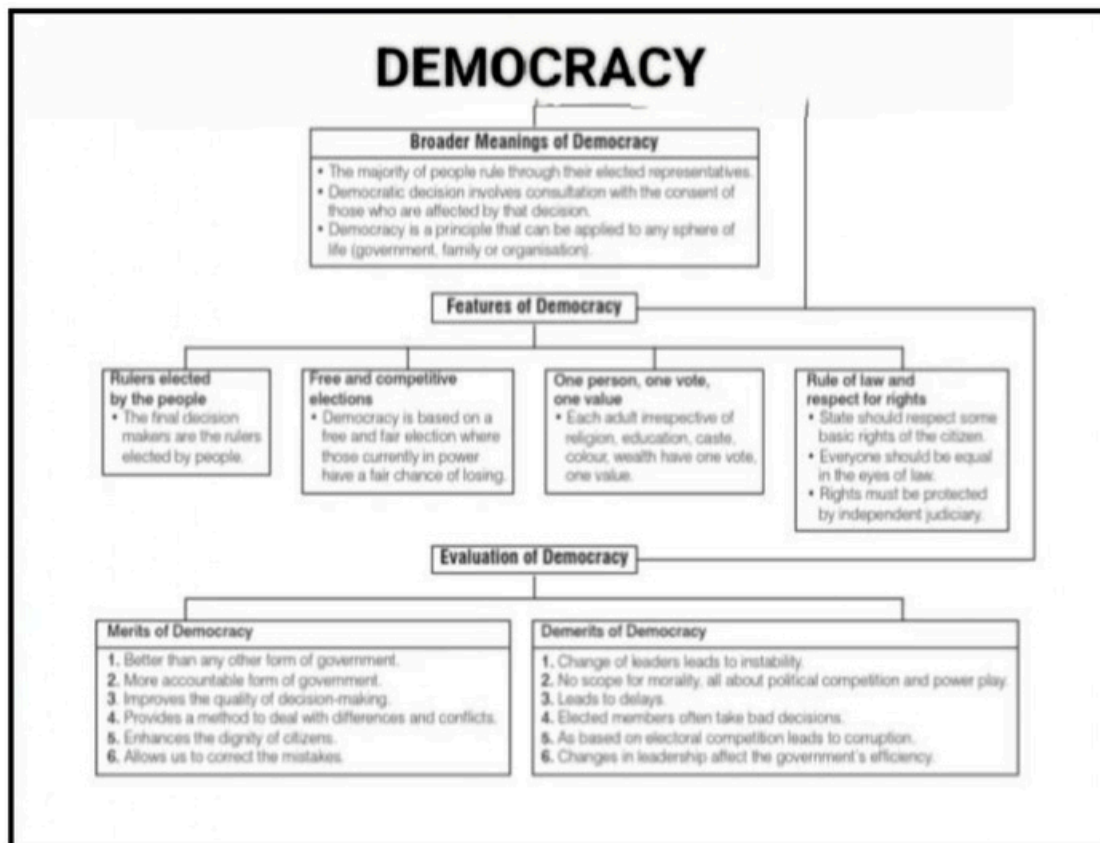
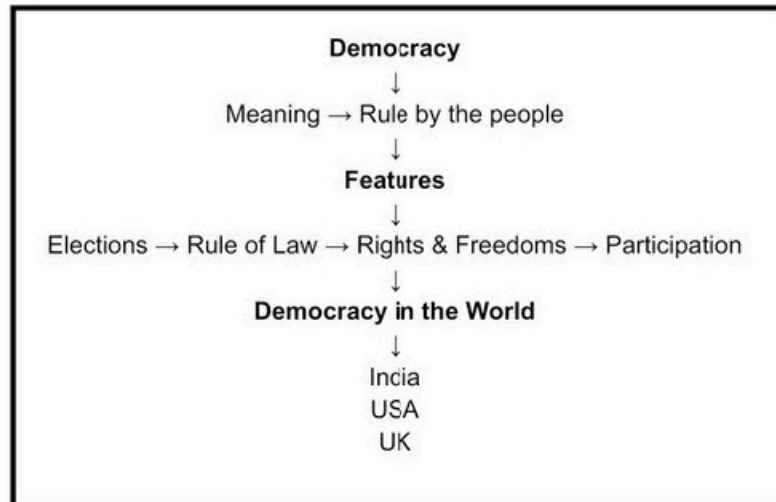
Features of Democracy

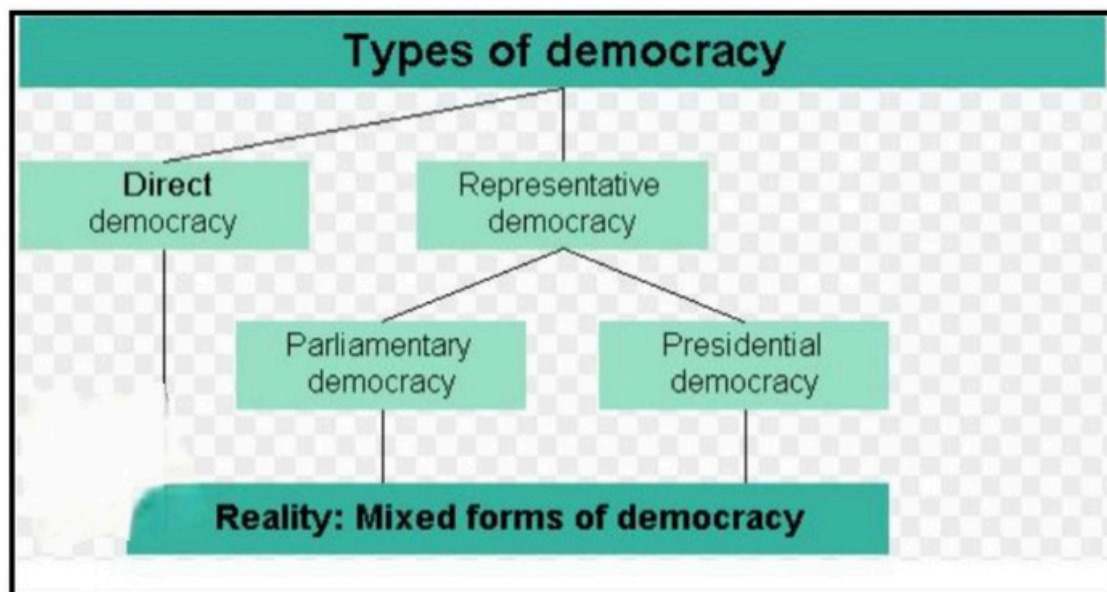
- Leaders are elected by citizens through free and fair elections.
- Universal adult franchise – every adult citizen has the right to vote.
- The government works according to the Constitution and rule of law.
- Fundamental rights and freedoms are protected.
- Decisions are taken for the welfare of the people.

Democratic Systems in the World

- Many countries today follow democratic systems.
- Examples: India, USA, United Kingdom, Japan, Australia, Germany.
- Some democracies are parliamentary, while others are presidential.
- Democracy has expanded globally over the past century.

CONCEPT MAP





INTERDISCIPLINARY AND REAL- LIFE LINKAGES

Integration with various disciplines

G.K. – Identify democratic countries on the world map.

Sports Related – Captain selection in sports teams through voting.

Geography – Locate democratic countries on the world map.

Mathematics – Understanding percentage of voter turnout in elections.

Performing Arts – Students perform a short role play on the election process.

Critical Thinking – Why is democracy considered better than dictatorship?

Value Education – Respect for equality, freedom and participation.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Riddle: "I allow people to choose their leaders. What am I?"

- Poster making: "Benefits of Democracy".

- Role play: Students enact an election process in class.

GROUP ACTIVITIES / HANDS-ON LEARNING

Activity: Mock Election

Activity Information

- Divide the class into groups.
- Students nominate candidates for Class Representative.
- Prepare ballot papers.
- Students cast their votes.
- Votes are counted and results declared.

Learning Outcome:

Students experience how democratic elections take place.

21ST CENTURY SKILLS

Learning Skills (4C's)

- Critical Thinking – analysing benefits of democracy.
- Communication – expressing opinions in discussion.
- Collaboration – working in groups during activities.
- Creativity – poster making and role play.

Literacy Skills

- Focus on language, expression and interpretation of political concepts.

Life Skills

- Initiative, leadership, cooperation and social awareness through class election activity.

AFTER CLASS (EXIT TICKET)

Students answer the following questions before leaving:

“Write one feature of democracy and one country that follows democracy.”

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS

CLASS MANAGEMENT

AHA MOMENT

FOCUSSED AREA

RECAPITULATION / FEEDBACK

The recap of the topic will be done through a quick quiz and student responses about the mock election activity.

SELF REFLECTION

The topic became easy and engaging through experiential learning and group activities.

REMEDIAL / EMPOWERMENT TEACHING PLAN

Students who need support will be given simplified notes, additional examples and short worksheets to reinforce the concept.



N.K.Bagrodia Public School

Ahinsa Marg, Sector -9, ROHINI, Delhi – 110085

Curriculum – CBSE

Topic- Polynomials

Class –

Period –

Date -

Sub Topic – BASIC TERMS ,TYPES AND OPERATIONS ON POLYNOMIALS

Learning Objectives (From knowledge to skill acquisition)

Specific :

By the end of the lesson, students should be able to:

- Define and classify polynomials based on degree and terms.
- Identify coefficients, constants, variables and terms in a polynomial.

Measurable :

To enhance their ability to distinguish between variables and constants.

Attainable :

- Perform addition, subtraction, multiplication and division of polynomials.

Relatable :

- Solve real-life problems involving polynomials.

Time – bound :

Students will be able to perform the operations on polynomials within stipulated time.

Learning Outcomes

Students will:

- Identify different types of polynomials (monomial, binomial, trinomial).
- Apply algebraic operations on polynomials.
- Factorize polynomials using different methods.
- Use polynomials in solving mathematical and real-world problems.

Teaching Aids :

Power point slides, you tube videos using smart board, chalk, board etc.

Development Goals for Integrated and Holistic Development

- **Cognitive Development:** Logical reasoning and problem-solving.
- **Social Development:** Collaborative learning through group tasks.
- **Emotional Development:** Building confidence in algebraic manipulations.
- **Ethical Development :** Understanding structure and order in problem-solving.

Teacher-Driven Learning

- **Introduction:** Start with a real-life example (e.g., area and perimeter of their rectangular classroom with variable length and constant breadth).
- **Direct Instruction:** Explain polynomials, their types, and operations using examples.
- **Demonstration:** Solve a polynomial problem on the board, guiding step-by-step.

Opening Questions

- What is a variable?
- Can a mathematical expression have more than one variable?

- What do you understand by the term "degree of a polynomial"?
- Can you think of any real-life situations where algebraic expressions are used?

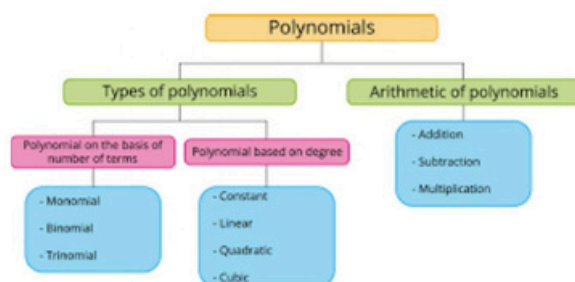
Core Conceptual Learning

- Definition of polynomials and classification based on terms and degree.
- Identifying coefficients, terms, and variables.
- Algebraic operations on polynomials (addition, subtraction, multiplication, division)
- Factorization of polynomials using common methods.

Beyond Classroom Learning

- Research how polynomials are used in physics and engineering.
- Observe polynomial expressions in business and economics (e.g., profit/loss equations).

Concept Map



Interdisciplinary and Real-Life Linkages

- **Physics:** Motion equations involving polynomials.
- **Economics:** Revenue and cost functions.
- **Biology:** Growth patterns modeled by polynomials.
- **Engineering:** Structural designs using polynomial equations.

Pedagogical Strategies for an Inclusive Classroom

- Visual Learners: Charts and diagrams explaining polynomials.
- Auditory Learners: Engaging discussions on applications.

Group Activities

- Think-Pair-Share: Discuss the importance of polynomials in daily life.
- Polynomial Puzzle: Arrange expressions in order of their degree.

21st Century Skills

- Critical Thinking: Solving complex algebraic expressions.
- Collaboration: Group activities and problem-solving.
- Communication: Explaining polynomial concepts to peers.
- Numeracy: Developing strong algebraic skills for practical applications.

Focused Area

- Discussion on how polynomials are used in predicting business profits and scientific experiments.

Recapitulation / Feedback

- Quick quiz on polynomial types and operations.
- Exit ticket: "Write a polynomial equation based on a real-life scenario."
- Peer questioning: Students discussed polynomial-related questions.
- Class Management: The class was enthusiastic to convert the real life situations into a polynomials.

AHA Moment: The whole class was engage in converting real life situations into an algebraic expression.

Self-Reflection :

- Which part of the lesson was most challenging for me?
- How can I apply polynomials outside the classroom?

Remedial or Empowerment Teaching Plan

- Remedial:

- Extra practice with simpler polynomials.
- One-on-one mentoring for struggling students.

- Empowerment:

- Advanced factorization techniques for high-achieving students.
- Real-world project on polynomials in science and business.

Lesson Plan
The Brook by Alfred Lord Tennyson

N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Curriculum – English Literature

Topic – The Brook

Class – 9

Date – _____

Facilitator – _____

BEFORE CLASS Learning Objectives (From Knowledge to Skill Acquisition)

Specific:

Students will be able to understand the poem's central idea and literary devices.
Students will be able to explain the symbolic meaning of The Brook.

Measurable:

To enhance their poetic appreciation, comprehension, and interpretation skills.

Attainable:

To be able to identify personification, alliteration, and imagery in the poem.

Relatable:

To compare the journey of the brook with human life.

Time-bound:

To be able to complete the reading, discussion, and writing activity within the class.

Teaching Aids Selection

Textbook

YouTube videos on poetic imagery

Flashcards with literary devices

PowerPoint slides with poem highlights

Chalkboard for discussion

Learning Outcomes

Students will be able to:

Understand the theme of continuity and persistence in nature and life.
Identify and analyze poetic devices used in the poem.
Relate the brook's journey to human experiences.

DURING CLASS

ENTRY TICKET

A quick discussion question:

Have you ever observed a river or stream?

How does it move, and what do you notice about it?

OPENING QUESTIONS

What does the brook symbolize in the poem?

How does the poet compare the brook to human life?

What poetic devices can you find in the poem?

TEACHER-DRIVEN LEARNING

Explanation & Reading

The teacher reads the poem aloud with expressions and pauses. Explanation of difficult words and phrases.

Discussion on the symbolism of the brook as life itself.

Audio/Visual Support

Show a video of a flowing brook to illustrate movement and sound. Discuss how nature is a metaphor for life's journey.

CONTENT

(CORE CONCEPTS/LEARNING BEYOND CLASSROOM)

The brook's movement and how it represents the cycle of life.

Literary devices:

Personification: "I chatter over stony ways"

Alliteration: "Sudden sally" Imagery: "I steal by lawns and grassy plots"

Moral lesson: The brook is eternal, while human life is short.

CONCEPT MAP

Theme → Life, Nature's Continuity Literary Devices → Personification, Imagery, Alliteration
Symbolism → The Brook = Life's Journey

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. – Importance of rivers in civilization.
Science – Water cycle and river formations.
Geography – Major rivers and their impact on human life.
Value Education – Learning perseverance from nature.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Flashcards for poetic devices.

Group discussion on the message of the poem.
Listening to recorded poetry readings for better understanding.

GROUP ACTIVITIES/HANDS-ON LEARNING

Activity:
Poetic Reflection – Students write a short poem comparing their life to a natural element.
Illustration Activity:
Draw a scene inspired by the poem and explain its significance.

21st CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking – Understanding deeper meanings of the poem. Communication – Expressing poetic interpretations.
Collaboration – Group discussions and creative projects.
Creativity – Writing and artistic representation of themes.

Literacy Skills (IMT)

Focus on expressions, imagery, and metaphorical interpretations.

Life Skills (FLIPS)

Encouraging personal connections to poetry.
Environmental awareness through nature's role in literature.

AFTER CLASS (EXIT TICKET) REVIEW OF PROCESS

Remarks: Students actively engaged in poem analysis and discussion.

CLASS MANAGEMENT

The class was interactive and participative.

AHA MOMENT

When students realized how a simple brook reflects life's lessons.

FOCUSED AREA

Identification of poetic devices and deeper meaning. Understanding how nature and life are interconnected.

RECAPITULATION/FEEDBACK

A quick Q&A session and students summarizing their key takeaways.

SELF-REFLECTION

The topic became engaging and thought-provoking.

REMEDIAL/EMPOWERMENT TEACHING PLAN

Encourage students to explore other nature-inspired poems.

Organize a nature walk to observe elements related to the poem.

Lesson plan
Tenses

N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Curriculum – English Grammar

Topic – Tenses

Class – 9

Date – _____

Facilitator – _____

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

Specific:

- Students will be able to understand and use different tenses correctly.
- Students will be able to identify the correct tense form in sentences.

Measurable:

To enhance their grammar, sentence construction, and communication skills.

Attainable:

To be able to define, identify, and create sentences using past, present, and future tenses.

Relatable:

To be able to distinguish between simple, continuous, perfect, and perfect continuous tenses.

Time-bound:

To be able to complete the tense exercises and group activities by the end of the lesson.

Teaching Aids Selection

- Textbook & Worksheets
- YouTube videos on tenses
- Flashcards with sentence structures
- PowerPoint slides explaining tense rules

- Chalkboard & Interactive Activities Learning Outcomes

Students will be able to:

- Enhance sentence formation and verbal communication.
- Acquire confidence in using tenses accurately.
- Describe the differences between various tense forms.

DURING CLASS

ENTRY TICKET

A quick discussion question:

What do you mean by "tense" in grammar?

Students will be asked to give a sentence in past, present, and future tense.

OPENING QUESTIONS

What are the three main types of tenses?

How does the verb change in different tenses?

Why is it important to use tenses correctly?

TEACHER-DRIVEN LEARNING

Explanation & Demonstration

- The teacher introduces tenses and their importance.
- Explain Present, Past, and Future tenses with examples.
- Discuss Simple, Continuous, Perfect, and Perfect Continuous forms.

Audio/Visual Support

Show a video explaining tense usage in daily conversation.

Use a timeline chart to visualize how tenses work.

CONTENT (CORE CONCEPTS/LEARNING BEYOND CLASSROOM)

Tenses Classification

Present Tense (Simple, Continuous, Perfect, Perfect Continuous)

Past Tense (Simple, Continuous, Perfect, Perfect Continuous)

Future Tense (Simple, Continuous, Perfect, Perfect Continuous)

Common Errors in Tenses

- Mixing tenses incorrectly.
- Misuse of helping verbs.

- Wrong verb forms.

CONCEPT MAP

Tenses → Past, Present, Future Subcategories → Simple, Continuous, Perfect, Perfect Continuous Application → Writing, Speaking, Communication

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. – News reporting requires proper tenses.

Science – Using tenses to describe experiments and results.

Maths – Understanding time-based word problems.

Performing Arts – Storytelling requires correct tense usage.

Value Education – Communicating ideas effectively through correct grammar.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Flashcards for tense structures.

Group discussion on common tense mistakes.

Listening and writing exercises for sentence correction.

GROUP ACTIVITIES/HANDS-ON LEARNING

Activity:

- Tense Transformation – Convert sentences from one tense to another.
- Role Play: Create a short skit where students use different tenses in dialogue.
- Story Writing: Write a short story using at least three different tenses.

21st CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking – Identifying tense errors in writing.

Communication – Speaking and writing in proper tenses.

Collaboration – Group activities and peer review exercises.

Creativity – Using tenses in storytelling and conversations.

Literacy Skills (IMT)

Focus on sentence construction and verb usage.

Life Skills (FLIPS)

Encouraging confidence in writing and speaking. Grammar in everyday life – writing emails, essays, and messages.

AFTER CLASS (EXIT TICKET) REVIEW OF PROCESS

Remarks: Students understood tense structures and real-life usage.

CLASS MANAGEMENT

The class was interactive and participatory.

AHA MOMENT

When students realized how tense mistakes change the meaning of a sentence.

FOCUSED AREA

Identification of tense errors in sentences. Understanding when to use different tenses.

RECAPITULATION/FEEDBACK

A tense quiz and a summary discussion by students.

SELF-REFLECTION

The topic became clear and useful for daily communication.

REMEDIAL/EMPOWERMENT TEACHING PLAN

Provide extra worksheets for students struggling with tense usage. Encourage students to write a diary entry using different tenses.

N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Curriculum – English Literature

Topic – How I Taught My Grandmother to Read

Class – 9

Date – _____

Facilitator – _____

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

Specific:

Students will be able to understand the theme of literacy and self-empowerment.

Students will be able to describe the emotions and challenges faced by the grandmother.

Measurable:

To enhance their reading, comprehension, and critical thinking skills.

Attainable:

To be able to define literacy, identify challenges in learning at an older age, and create awareness about education for all.

Relatable:

To be able to distinguish between formal and self-learning methods.

Time-bound:

To be able to complete a discussion and writing task on the theme of literacy by the end of the session.

Teaching Aids Selection

- Textbook
- YouTube videos on literacy movements
- Flashcards for new vocabulary
- PowerPoint slides with key points
- Chalkboard for discussion Learning Outcomes

Students will be able to:

- Enhance comprehension and analytical thinking.
- Acquire knowledge about literacy challenges.
- Describe the significance of determination and education.

DURING CLASS

ENTRY TICKET

A quick discussion: Have you ever taught someone older than you? What was the experience like?

OPENING QUESTIONS

- How does education empower people?
- What challenges do elderly people face when learning something new?
- Where do you think self-learning is most effective?

TEACHER-DRIVEN LEARNING

Story Narration & Explanation:

- Read key sections of the chapter.
- Explain the grandmother's regret about not learning to read.
- Discuss the granddaughter's role as a teacher.
- Highlight the grandmother's determination.

Audio/Visual Support:

- Show a video on literacy campaigns in India.
- Discuss real-life examples of elderly people learning new skills.

CONTENT (CORE CONCEPTS/LEARNING BEYOND CLASSROOM)

Importance of literacy at all ages. Gender roles and access to education.
Real-world examples of self-empowerment through learning.

CONCEPT MAP

Theme → Literacy, Self-Learning, Determination

Character Analysis → Grandmother (Protagonist), Granddaughter (Narrator)

Message → Age is not a barrier to learning

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

- G.K. – Literacy rates in India, government initiatives.
- Science – The brain's ability to learn at any age.
- Maths – Data on literacy rates over the years.
- Value Education – Importance of perseverance and respect for elders.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Flashcards for difficult words.
- Group discussions for diverse perspectives.
- Storytelling to enhance engagement.

GROUP ACTIVITIES/HANDS-ON LEARNING

Activity:

Letter Writing – Students write a letter to an elderly family member, encouraging them to learn something new.

Role Play: Enact a scene where a young person teaches an elderly relative.

21st CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking – Analyzing the theme of literacy.

Communication – Discussing real-life scenarios.

Collaboration – Group activities. Creativity – Writing letters and role-playing.

Literacy Skills (IMT)

Focus on expressions, tone, and vocabulary in writing.

Life Skills (FLIPS)

Initiative in social awareness activities. Encouraging students to take action in their communities.

AFTER CLASS

(EXIT TICKET)

REVIEW OF PROCESS

Remarks: The session was engaging, with students participating actively.

CLASS MANAGEMENT

The class was interactive and discussion-based.

AHA MOMENT

Students realizing that education has no age limit and can be learned at any stage of life.

FOCUSED AREA

Identification of key themes and character motivation. Defining literacy and empowerment.

RECAPITULATION/FEEDBACK

The recap will be done through a quick Q&A session and a student summary of key points.

SELF-REFLECTION

The topic became relatable and inspiring to students.

REMEDIAL/EMPOWERMENT TEACHING PLAN

Further discussions on literacy movements.

Encouraging students to teach something new to an elderly person and share their experience.

Lesson Plan

N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi – 110085

Curriculum – General Science

Topic – Motion

Class – IX

Date – 7.03.2026

Facilitator –

TOPIC: Motion

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

Students will be able to understand the concept of motion and different types of motion.

Measurable-

To enhance their ability to calculate speed, velocity and acceleration using appropriate formulas.

Attainable-

To be able to define, identify and apply the concepts of motion in numerical problems and real-life situations.

Relatable-

To be able to relate motion with day-to-day activities such as moving vehicles, running athletes and falling objects.

Time bound-

To be able to complete conceptual understanding and numericals within the allotted class period.

Teaching Aids Selection: Textbook, PPT, smartboard, YouTube videos, animations, real-life examples, chalk board, toy car, stopwatch, worksheets.

LEARNING OUTCOMES

The students will be able to

- enhance conceptual understanding of motion.
- differentiate between distance and displacement.
- understand speed, velocity and acceleration.
- interpret distance–time and velocity–time graphs.
- apply formulas to solve numerical problems.

DURING CLASS

ENTRY TICKET

Oral questions to assess previous knowledge related to force and motion.

OPENING QUESTIONS

- What is motion according to science?
- Is a person sitting in a moving bus at rest or in motion?
- What is the difference between speed and velocity?
- Why do vehicles need brakes?

TEACHER DRIVEN LEARNING

- Demonstration and explanation using real-life examples, audio-video clips, PPT presentation, brainstorming and interactive questioning.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

- Motion and rest

- Distance and displacement
- Uniform and non-uniform motion
- Speed and average speed
- Velocity and acceleration
- Equations of motion
- Distance–time graph
- Velocity–time graph
- Applications of motion in daily life

CONCEPT MAP

Motion → Distance & Displacement → Speed → Velocity → Acceleration → Equations of Motion → Graphs of Motion

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines (subjects)

Maths – Calculations, formulas and graphs

Sports Related – Motion of athletes while running or jumping

Geography – Motion of earth and planets

Science – Motion of vehicles and machines

Performing Arts – Motion involved in dance

Value Education – Importance of road safety

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Brainstorming, Think–Pair–Share, Poster Making, Visual learning through videos

GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION

- Activity Information – Students observe motion of a toy car and measure distance covered in equal intervals of time to understand uniform motion.

21ST CENTURY SKILLS

Learning Skills (4C's) – Critical thinking (solving numericals)

- Communication (class discussion)
- Collaboration (group activity)
- Creativity (preparing motion graphs)

Literacy Skills (IMT) – Focus on scientific terminology and correct expressions.

Life Skills (FLIPS) – Initiative, teamwork, analytical and problem-solving skills through activities.

AFTER CLASS (EXIT TICKET)

Students answer:

1. What is motion?
2. Define speed and velocity.
3. Give one example of uniform motion.

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

- A systematic procedure involving explanation, demonstration and practice was followed.

CLASS MANAGEMENT:

- The class was interactive, disciplined and participative.

AHA MOMENT:

- Students realized that motion is always relative to a reference point.

FOCUSSED AREA:

- Understanding difference between distance and displacement
- Correct application of formulas
- Interpretation of motion graphs

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through oral questioning and homework discussion.

SELF REFLECTION

- The topic became engaging and students showed interest in real-life applications.

REMEDIAL/EMPOWERMENT TEACHING PLAN

- Extra numericals, doubt-clearing sessions and revision worksheets will be provided.

N.K. Bagrodia Public School, Ahinsa Marg, Sector-9 Rohini

Session: 2026-27

Lesson Plan

Subject : Social Science

Class : 9

Date : April 2026

Topic : Relevance of Social Science

Sub -Topic : Role of Social Science in Society, Environment, Economy and Governance

Facilitator : Ms. Rakhi Yadav

Learning Objectives:

The students will be able to

- **Specific:** Students will understand the relevance of Social Science in daily life through the study of society, environment, economy, and governance.
- **Measurable:** Students will be able to explain how Social Science helps people understand diversity, environmental responsibility, economic decisions, and governance.
- **Attainable:** Students will analyze real-life examples such as migration, environmental changes, and government decision-making.
- **Relatable:** Students will connect classroom learning with everyday experiences in their community and society.
- **Time-bound:** Students will complete a group discussion activity and concept map within the class duration.

Learning Outcomes:

- Explain why Social Science is important for understanding everyday life.
- Identify the connection between society, environment, economy, and governance.
- Recognize the importance of inclusivity, sustainability, equity, and participation.
- Apply their understanding to analyze real-life issues such as floods, migration, or pollution.

Teaching Methodology

Discussion with the help of real life situations

Teaching Aids:

PowerPoint Presentation, videos and blackboard

Previous knowledge

- Basic understanding of society and community.

- Familiarity with environmental resources like forests, rivers, and land.
- Awareness of basic economic activities such as earning, spending, and saving.
- General idea of government and public services.

Opening Questions

- Why do people in India follow different languages, religions, and customs but still live together?
- How does cutting forests affect people and nature?
- Why do people move from villages to cities for work?
- How do government decisions affect our daily life?

Teacher Driven Learning

Core Concepts

1. Social Science and Society

Helps us understand diversity in language, religion, and culture.

Encourages inclusivity and respect for differences. Helps identify social challenges such as discrimination and exclusion.

2. Social Science and Environment

Humans depend on natural resources like forests, water, and land. Human activities can affect the environment through pollution or deforestation. Promotes sustainability for long-term well-being.

3. Social Science and Economy

Families make economic decisions related to earning, spending, and saving. Migration to cities for jobs can lead to growth but also challenges.

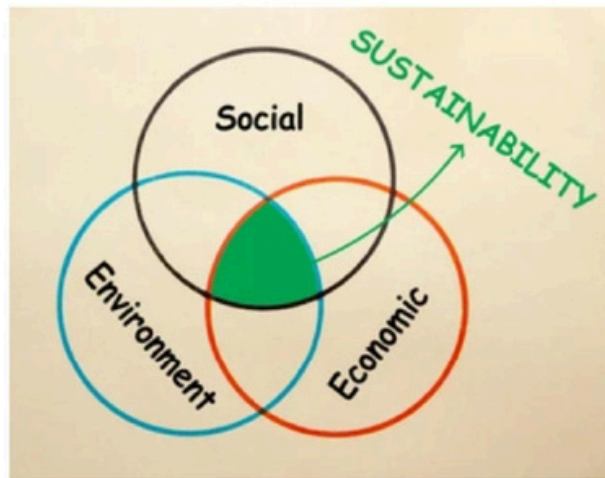
Development should include education, health, and dignity.

4. Social Science and Governance

Government decisions affect public services such as schools, roads, and hospitals. Democracy involves participation, awareness, and accountability. Laws should ensure equality and justice for all.

Concept Map





Pedagogical Strategies:

- Use of pictures, data
- Real life situations and analysis

Interdisciplinary Approach:

Geography: Relationship between human activities and environment.

- Economics: Impact of job opportunities, migration, and development.
- Political Science: Role of government and democratic participation.
- History: Development of cities and settlements over time.
- Value Education: Respect for diversity, equality, and sustainability.

21st Century Skills:

Critical Thinking: Understanding links between social, environmental, and economic issues.

- Communication: Sharing ideas during discussions and presentations.
- Collaboration: Working in groups during activities.
- Creativity: Designing charts and concept maps.
- Life Skills: Responsible citizenship and environmental awareness.

Recapitulation:

Answer the following questions:

Why is Social Science important in our daily life?

How do human activities affect the environment?

Why should development benefit everyone and not only a few people?

Self Reflection:

Students showed interest when discussing real-life examples such as migration, pollution, and government services. The group activity helped students understand how society, environment, economy, and governance are interconnected.

Lesson Plan

N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi – 110085

Curriculum – CBSE

Topic – Is Matter Around Us Pure

Class – IX

Date – 7.03.2026

Facilitator –

TOPIC: Is Matter Around Us Pure

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific: Students will understand the concept of pure substances, mixtures and types of mixtures.

Measurable: Students will be able to differentiate between homogeneous and heterogeneous mixtures.

Attainable: Students will classify substances as elements, compounds or mixtures and apply separation techniques.

Relatable: Students will connect the concepts with daily life examples such as air, milk, salt solution and muddy water.

Time Bound: Students will complete conceptual understanding within the allotted class period.

Teaching Aids Selection: Textbook, PPT, Smartboard, YouTube animations, chalkboard, real-life samples (salt water, sand, sugar solution), worksheets.

LEARNING OUTCOMES

Students will be able to:

- Explain the concept of pure substances and mixtures.
- Distinguish between homogeneous and heterogeneous mixtures.
- Understand solutions, colloids and suspensions.
- Describe methods of separation of mixtures.
- Apply the concepts in real-life situations.

DURING CLASS

ENTRY TICKET

Oral questions to assess prior knowledge:

- What is matter?
- Can different substances mix with each other?
- Give examples of mixtures in daily life.

OPENING QUESTIONS

- Is milk a pure substance?
- Why is air considered a mixture?
- Can we separate salt from salt water?

TEACHER DRIVEN LEARNING

Explanation through demonstrations, PPT presentations, videos and real-life examples.

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

- Pure substances
- Elements and compounds
- Mixtures and types of mixtures
- Homogeneous mixtures (solutions)
- Heterogeneous mixtures
- Suspension and colloids

- Properties of colloids and suspensions

- Methods of separation: filtration, evaporation, distillation, chromatography, centrifugation

CONCEPT MAP

Matter → Pure Substances → Elements / Compounds → Mixtures → Homogeneous / Heterogeneous → Separation Methods

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Science: Water purification

Maths: Concentration calculations

Geography: Salt obtained from sea water

Home Science: Food mixtures

Value Education: Importance of clean drinking water

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Think–Pair–Share, visual learning, group discussion, concept mapping and questioning.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING

Activity: Separate sand and salt mixture using filtration and evaporation.

Learning Outcome: Students understand practical separation techniques.

21st CENTURY SKILLS

Critical Thinking – Identifying types of mixtures

Communication – Classroom discussions

Collaboration – Group activities

Creativity – Concept map preparation

AFTER CLASS (EXIT TICKET)

1. What is a mixture?
2. Give one example of a homogeneous mixture.

3. Name one method used to separate mixtures.

REVIEW OF PROCESS

Students actively participated and demonstrated understanding through examples.

CLASS MANAGEMENT

The class remained interactive, disciplined and participative during demonstrations and activities.

AHA MOMENT

Students realized that substances like milk and air are actually mixtures.

FOCUSSED AREA

- Identifying types of mixtures
- Understanding separation techniques
- Applying concepts to daily life

RECAPITULATION / FEEDBACK

Recap through oral questioning, worksheet discussion and homework review.

SELF REFLECTION

Students showed interest during demonstrations and group activities.

REMEDIAL / EMPOWERMENT TEACHING PLAN

Additional worksheets, doubt-clearing sessions and revision activities will be provided.

Lesson Plan

N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi – 110085

Curriculum – CBSE

Topic – Is Matter Around Us Pure

Class – IX

Date – 7.03.2026

Facilitator –

TOPIC: Is Matter Around Us Pure

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Specific: Students will understand the concept of pure substances, mixtures and types of mixtures.

Measurable: Students will be able to differentiate between homogeneous and heterogeneous mixtures.

Attainable: Students will classify substances as elements, compounds or mixtures and apply separation techniques.

Relatable: Students will connect the concepts with daily life examples such as air, milk, salt solution and muddy water.

Time Bound: Students will complete conceptual understanding within the allotted class period.

Teaching Aids Selection: Textbook, PPT, Smartboard, YouTube animations, chalkboard, real-life samples (salt water, sand, sugar solution), worksheets.

LEARNING OUTCOMES

Students will be able to:

- Explain the concept of pure substances and mixtures.
- Distinguish between homogeneous and heterogeneous mixtures.
- Understand solutions, colloids and suspensions.
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- Apply the concepts in real-life situations.

DURING CLASS

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Oral questions to assess prior knowledge:

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- Can different substances mix with each other?
- Give examples of mixtures in daily life.

OPENING QUESTIONS

- Is milk a pure substance?
- Why is air considered a mixture?
- Can we separate salt from salt water?

TEACHER DRIVEN LEARNING

Explanation through demonstrations, PPT presentations, videos and real-life examples.

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

- Pure substances
- Elements and compounds
- Mixtures and types of mixtures
- Homogeneous mixtures (solutions)
- Heterogeneous mixtures
- Suspension and colloids

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Critical Thinking – Identifying types of mixtures

Communication – Classroom discussions

Collaboration – Group activities

Creativity – Concept map preparation

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CLASS MANAGEMENT

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AHA MOMENT

Students realized that substances like milk and air are actually mixtures.

FOCUSSED AREA

- Identifying types of mixtures
- Understanding separation techniques
- Applying concepts to daily life

RECAPITULATION / FEEDBACK

Recap through oral questioning, worksheet discussion and homework review.

SELF REFLECTION

Students showed interest during demonstrations and group activities.

REMEDIAL / EMPOWERMENT TEACHING PLAN

Additional worksheets, doubt-clearing sessions and revision activities will be provided.

LESSON PLAN – Coordinate Geometry (CLASS 9)

Class: 09

Subject: Mathematics

Topic: Distance Formula

1. Teaching Goals (TG)

- Develop conceptual understanding of **distance between two points on a coordinate plane**.
 - Connect algebra with geometry through the coordinate system.
 - Apply the concept to **solve real-life and geometric problems**.
 - Encourage logical reasoning and problem-solving skills.
-

2. Learning Objectives

By the end of the lesson, students will be able to:

1. Understand the relationship between the **Pythagorean Theorem and coordinate geometry**.
 2. Derive the **distance formula**.
 3. Calculate the distance between two points in a coordinate plane.
 4. Apply the formula to solve mathematical and real-life problems.
-

3. Learning Outcomes

Students will:

- Identify coordinates of points on a plane.
 - Derive and explain the formula independently.
 - Solve competency-based problems involving distance between points.
 - Demonstrate analytical thinking and collaborative learning skills.
-

4. Entry Ticket (5 minutes)

Students respond to a quick starter question:

Question:

If a right triangle has sides 3 cm and 4 cm, what will be the hypotenuse?

Purpose:

Activate prior knowledge of the **Pythagorean Theorem**.

5. Opening Questions

Teacher asks:

- What is a **coordinate plane**?
- How do we represent a point using ordered pairs?
- How can we find the distance between two points drawn on graph paper?

This encourages students to **think about measuring distance using geometry**.

6. Teacher-Driven Learning (Concept Introduction)

Teacher draws two points on the coordinate plane: $A(x_1, y_1)$, $B(x_2, y_2)$

By constructing a right triangle using horizontal and vertical lines, students observe that:

- Horizontal side = $x_2 - x_1$
- Vertical side = $y_2 - y_1$

Using the **Pythagorean theorem**, the distance AB is derived.

Teacher Explanation

Distance between points $A(x_1, y_1)$ and $B(x_2, y_2)$ equals the square root of the sum of the squares of horizontal and vertical differences.

7. Content Development

Example 1

Find the distance between points $A(2,3)$ and $B(6,7)$.

Steps:

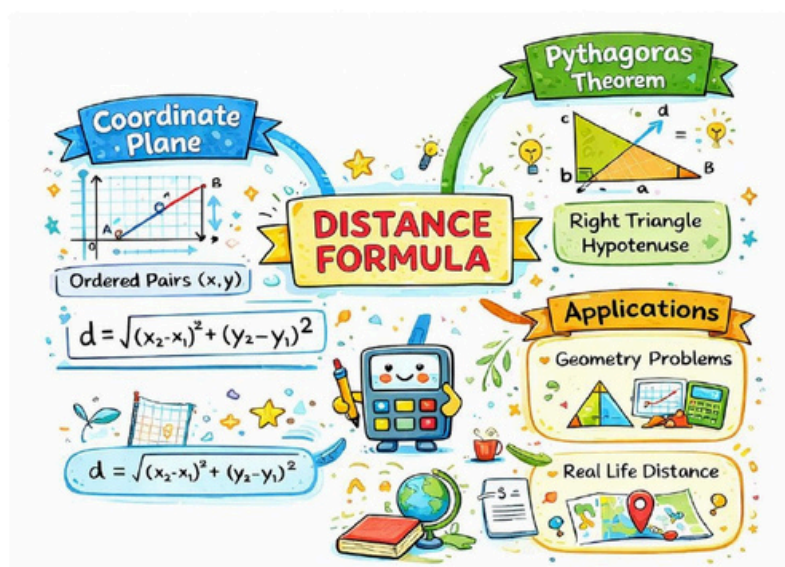
1. Identify coordinates
2. Apply the distance formula
3. Substitute values
4. Simplify

$$\text{Distance} = \sqrt{((6-2)^2 + (7-3)^2)}$$

$$\text{Distance} = \sqrt{(16 + 16)}$$

$$\text{Distance} = \sqrt{32}$$

8. Mind Map (Concept Summary)



9. Interdisciplinary Linkages

Subject	Connection
Physics	Measuring displacement between two positions
Geography	Distance between two locations on a grid map
Computer Science	Used in graphics and game development
Engineering	Coordinate-based design calculations

10. Pedagogical Strategies

- Inquiry-based learning
 - Visual learning through coordinate graphs
 - Think–Pair–Share strategy
 - Competency-based questioning
 - Collaborative problem solving
-

11. Group Activity (Collaborative Learning)

Activity: Coordinate Treasure Hunt

Students in groups of 4:

1. Teacher gives coordinates of hidden points.
2. Students plot points on graph paper.
3. They calculate distances between points.
4. The group with correct answers identifies the **shortest path**.

Skills Developed

- Collaboration
 - Logical reasoning
 - Mathematical communication
-

12. Integration of 21st Century Skills

Skill	How it is Developed
Critical Thinking	Deriving formula
Collaboration	Group activities
Communication	Explaining solutions
Creativity	Visualizing coordinate geometry

13. Review of Learning Process

Teacher asks:

- How did we derive the distance formula?
- What mathematical concept helped us derive it?
- Where can we apply this formula?

Students summarize learning.

14. Feedback

Quick Exit Slip

Students solve:

Find the distance between
A(1,2) and B(4,6).

Teacher checks understanding immediately.

15. Self-Reflection (Student Reflection)

Students write briefly:

- What new concept did I learn today?
 - Which step of the distance formula was most challenging?
 - How confident am I in solving problems using it?
-

16. Remedial Strategies

For students needing support:

- Use **graph paper visualization**.
- Revise **Pythagorean theorem**.
- Provide step-by-step guided practice.

- Pair them with peer mentors.
-

17. Homework (Competency-Based Worksheet)

Section A: Conceptual Understanding

1. Fill in the blanks

The distance between two points $A(x_1, y_1)$ and $B(x_2, y_2)$ on a coordinate plane is calculated using the formula: _____

2. Identify the horizontal and vertical distances

For points $A(3, 4)$ and $B(7, 9)$

Section B: Application Skills

3. Find the distance between the following points:

$A(1, 2)$ and $B(5, 6)$

4. Find the distance between points:

$P(-2, 3)$ and $Q(4, -3)$

5. The coordinates of two cities on a grid map are $A(2, 1)$ and $B(8, 5)$.

Find the distance between the cities using the distance formula.

Section C: Analytical Thinking

6. Determine whether the triangle formed by the points

A(1,2), B(4,6), C(7,2)
is an **isosceles triangle**.

7. The points A(2,3), B(6,7), and C(10,3) form a triangle.

Use the distance formula to determine whether the triangle is a **right-angled triangle**.

Section D: Competency / Real Life Problems

8. A drone moves from point A(0,0) to point B(6,8) on a coordinate grid.

Find the **shortest distance** travelled by the drone.

9. A park has two fountains located at coordinates

$F_1(3,4)$ and $F_2(9,12)$.

Find the distance between the fountains.

10. A student plots two points on graph paper:

A(4,1) and B(10,9)

a) Calculate the distance between the points.

b) If 1 unit represents **10 meters**, what is the actual distance in meters?



N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

LESSON PLAN

Topic – Power sharing

Class – X

Date –

Facilitator –

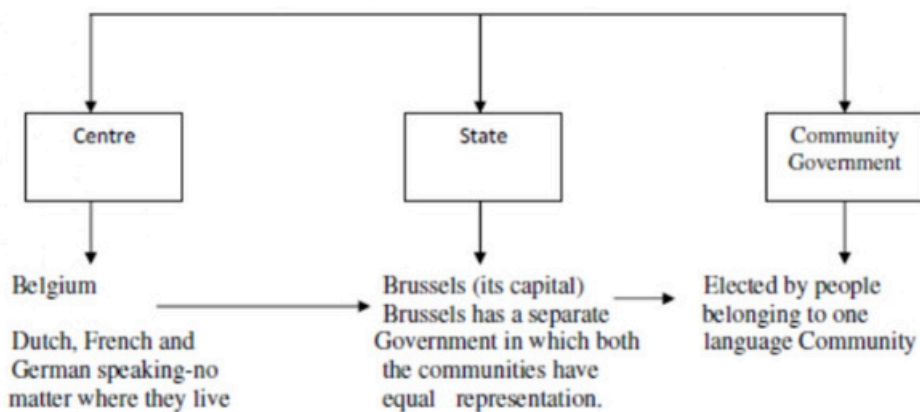
Topic- Power sharing
BEFORE CLASS
LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)
Specific- • Students will be able to understand the significance of sharing power in a democracy. They will be able to understand the essence of working of different tiers of democracy.
Measurable- • After the lesson, students will complete a short quiz or participate in a group discussion where they correctly identify and explain the different types of power sharing.
Attainable- • Students will write a brief explanation in a class activity or on a worksheet, demonstrating an understanding of the role of power sharing in ensuring stability and peace.
Relatable- Students will participate in a group activity, offering solutions to a fictional scenario where power is unequally distributed. Their ability to propose realistic power-sharing solutions will be assessed.

Time bound-
• Students will accurately explain the concept of power sharing in their own words during class discussions.
Teaching Aids Selection: YouTube videos using smartboard, PowerPoint Slides, Games, Riddles, Flash Cards, Chalk Board, worksheets etc.
LEARNING OUTCOMES
The students will be able to:
• Enhance their knowledge about power sharing.
• Acquire the importance of sharing power in a democracy.
• Describe various instances (Belgium and Sri Lanka) and discuss the importance of power sharing.
DURING CLASS ENTRY TICKET
Knowledge about different organs and levels of the government.
OPENING QUESTIONS
• What are the different levels of government?
• What are the different organs of government?
• Why is there a need for governments to share power?
TEACHER DRIVEN LEARNING
• Demonstration, explanation, story narration, experiential learning, audio/video, brainstorming
CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)
Accommodation in Belgium, Majoritarianism in Sri Lanka – The problem prevalent in Belgium and Sri Lanka and the routes taken by the nation to solve the problem. Forms of Power sharing: - Among different organs of the government- legislature, executive and judiciary. - Among different levels of the government – Union and state government. - Between different social groups. - Between political parties, pressure groups and movements. https://www.youtube.com/watch?v=jlnlP_2dW5M

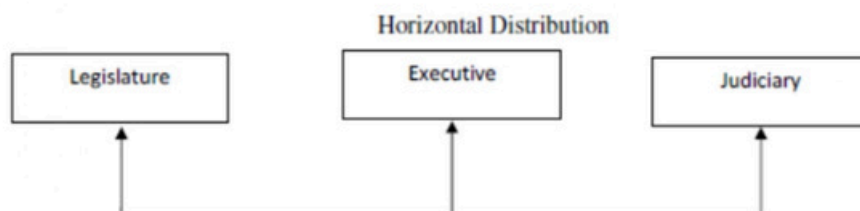
CONCEPT MAP

BELGIUM

Accommodation – Three kind of Government



Balance of Power with checks and balances



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines (subjects)

G.K. – Knowledge about the capital and currency of Belgium and Sri Lanka.
Knowledge of different organs and levels of the government.

Value Education – Accepting cultural diversity creates harmony and peace.

Critical thinking – Understanding the case studies and real-life applications

Geography – Understanding location of Belgium and Sri Lanka

Maths – Cultural and linguistic diversity

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- **Lecture-based Explanation:** Clear and concise explanations using real-life examples.
- **Interactive Discussion:** Encouraging student participation to generate understanding through examples and questioning.

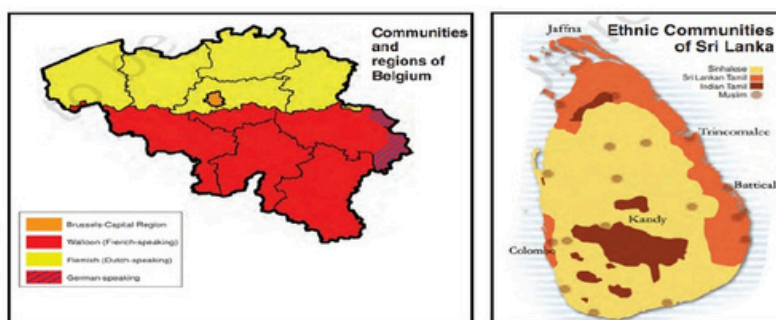
- **Case Study Analysis:** Understanding power sharing through global and national case studies (Belgium and India).
- **Group Activity:** Engage students in a critical thinking task to enhance collaboration and reasoning skills.

GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION

- **Activity Information:** Different groups representing different linguistic and regional diversity and presenting the problem and solutions.

Divide the class into small groups and ask them to discuss the following:

- How do power-sharing arrangements help avoid conflicts between different communities?
- Why do you think different countries adopt different forms of power sharing?
- What could happen if power were not shared in a diverse society like India?
- After 5 minutes, have each group present their points to the class.



21ST CENTURY SKILLS

Learning Skills(4c's)

Critical thinking – Studying the power sharing arrangement of different countries.

communication – Discussion about power sharing arrangements of Belgium and Sri Lanka.

collaboration – Group activity to discuss accommodation and majoritarianism and its impact.

Creativity – Case study evaluation.

Literacy Skills (IMT) – Application of concepts on case studies

Life Skills (FLIPS) – Importance of realising the need for accommodating diversity.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS
REMARKS ABOUT THE PROCESS: • Students participated in discussions and group discussions.
CLASS MANAGEMENT: • The class was engaged and interactive.
AHA MOMENT: • The routes taken by Sri Lanka and Belgium.
FOCUSSED AREA: • Different routes taken by Belgium and Sri Lanka. • Types of power sharing
RECAPITULATION/ FEEDBACK
• Summarize Key Points: ✓ Power sharing helps in promoting peace, harmony, and unity in a diverse society. ✓ It can take different forms: horizontal, vertical, and between communities. ✓ Power sharing mechanisms, like those in Belgium and India, demonstrate how democracy can be safeguarded by balancing power and ensuring the representation of all groups. • Wrap-Up: Ask students to reflect on how power sharing could be applied to their own local or national contexts. Encourage them to think about how power-sharing ensures democracy works smoothly in a diverse society.
SELF REFLECTION
• Evaluate the Impact of Power Sharing on Conflict Prevention.
REMEDIAL/EMPOWERMENT TEACHING PLAN
• Classwork: Ask students to answer the following questions: 1. What is the significance of power sharing in a democracy? 2. How does power sharing between the central and state governments work in India? 3. Explain the power-sharing mechanism in Belgium and its importance. • Homework: • Write a short essay (150-200 words) on the advantages and challenges of power sharing in diverse societies. • Include examples from India or any other country that uses power-sharing strategies.

Lesson Plan: Similar Triangles (Class 10)

Day: _____

Date: _____ 2025

Topic: Similar Triangles

Subtopic:

- Concept of congruent figures.
- Concept of similar polygons.
- Concept of similar triangles
- Properties of similar triangles.

Learning Objectives

Specific: The students will be able to understand the concept of similar figures.

Measurable: To enhance their knowledge of similarity criterion.

Attainable: Identify similar triangles in given diagrams.

Relatable: Differentiate between the congruent and similar triangles.

Time Bound: To be able to complete a given task in the allotted time using similarity criterion.

Teaching Aids:

- Power point presentation
- Chalk and Board.

Learning Outcomes:

The students will:

- Identify similar triangles in given diagrams.
- Apply similarity criteria to prove triangles are similar.
- Use proportionality concepts and criteria for similarity (AA, SSS, SAS) to solve mathematical and real-world problems.
- Develop logical reasoning and problem-solving skills.
- Prove theorems related to similar triangles.

During Class

Entry Ticket

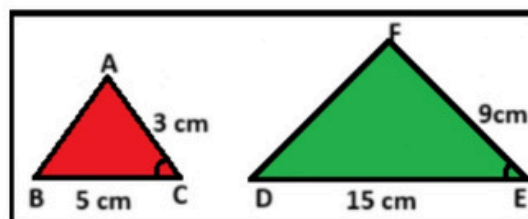
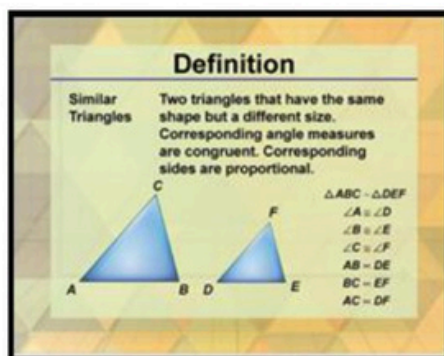
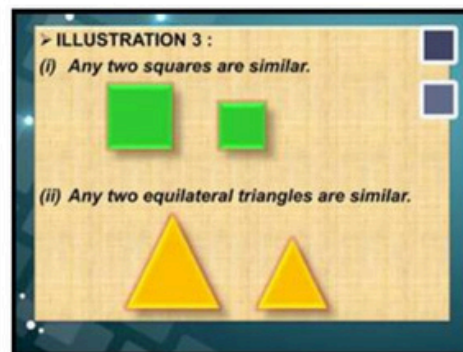
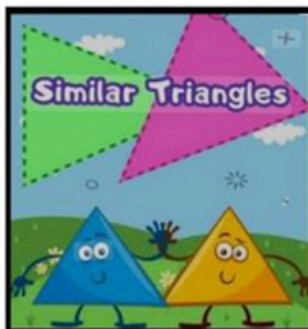
Real-life scenario: "You see the shadow of a tree and a pole. How can you determine the height of the tree without actually measuring it?"

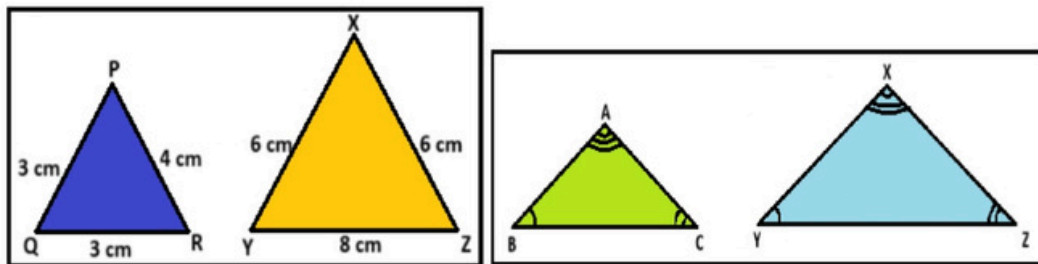
Opening Questions

- What does it mean when two triangles are "similar"?
- How is similarity different from congruency?
- If two triangles have the same angles, are they necessarily similar? Why?
- Where do we see similar triangles in real life?

Teacher-Driven Learning

- Power Point Presentation





- Content & Core Concept Exploration through examples.
- Paper folding activity.
- Experimental learning.
- Real life situation conditions.

Experimental Learning

The teacher will ask the students to

- Take a rectangular origami sheet of any size.
- Fold one corner to the opposite edge to get a right triangle.
- Fold this triangle parallel to its hypotenuse to get two similar right angled triangles.
- Mention the similarity criterion applicable here.

Interdisciplinary & Real-Life Linkages

Physics: Refraction use the concept of similar triangles.

Geography: Triangulation methods for measuring distances.

Architecture & Engineering: Structural designs rely on proportionality principles.

Art & Photography: Perspective drawing uses similar triangles.

Pedagogical Strategies for an Inclusive Classroom

- Use of power point presentation.
- Use of geometric diagrams and dynamic geometry software.
- Explain theorems using real-life examples.

Group Activities

(21st-Century Skills)

Critical thinking: Students use a stick and its shadow to estimate the height of a building using similarity principles.

Communication: Students discuss why similarity is useful in certain situations but not congruency.

Collaboration: Groups solve puzzles where they must identify and prove triangle similarity.

Creativity: Groups are given real-life images (bridges, pyramids, tree shadows) to locate and prove similar triangles.

Exit Ticket

What are two key differences between congruent and similar triangles?

Recapitulation

The teacher will recap similarity criteria and proportionality by asking some questions related to the topic taught.

Home Task

Provide extra practice on identifying similar triangles.

N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Subject – English Communicative
Topic – Two Gentlemen of Verona
Class – Secondary Stage

BEFORE CLASS

(From Knowledge to Skill Acquisition)

Specific:

Students will be able to understand the central theme and characters of Two Gentlemen of Verona.

Identify the values of sacrifice, hard work, and responsibility depicted in the story.

Measurable:

To enhance their comprehension and analytical skills by discussing the story's themes.

Attainable:

To define, identify, and analyze literary elements such as theme, character, and setting.

Relatable:

To distinguish between material success and true human values.

Time-bound:

To be able to complete textual and creative writing tasks within the session.

Teaching Aids Selection

PowerPoint slides on the background of the story

YouTube video summary

Story narration with dramatization

Flashcards with important words/phrases

Chalkboard for brainstorming

DURING CLASS

ENTRY TICKET

Quick recap of the author A.J. Cronin and his writing style.

Discussion on the meaning of the term "gentleman" and its modern interpretation.

OPENING QUESTIONS

Who are the two gentlemen in the story?

What makes them different from others?

What hardships did they face?

What values do they reflect?

TEACHER-DRIVEN LEARNING

Story narration with expression and dramatic elements.

Explanation of key themes: responsibility, sacrifice, and hope.
Use of audio-visual aids (video clips, real-life examples).
Discussion on how war affects human lives and the qualities of true gentlemen.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASSROOM)

The historical context of war-torn Italy.
The significance of selflessness and perseverance.
The meaning of true nobility beyond social status.

CONCEPT MAP

Characters: Nicola, Jacopo, the Narrator, the Nurse, Lucia
Setting: Post-war Verona, Italy
Themes: Love, Sacrifice, Resilience, Hard Work, Family Values
Moral Values: Kindness, Responsibility, Dignity in Labor

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. – Facts about post-war Italy
Science – Health issues like tuberculosis (Lucia's illness)
Geography – Verona's location and significance
Maths – Managing money and budgeting (boys' earnings)
Performing Arts – Role-play of key scenes
Critical Thinking – Debate: "Who is a true gentleman in today's world?"
Value Education – Discussion on selflessness and hard work

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Storytelling with visuals for better engagement.
Group discussions for peer learning.
Role-play and dramatization.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING

Activity: Students write a diary entry from Nicola's or Jacopo's perspective.
Poster Making: Illustrate "True Gentleman" with modern examples.

21ST-CENTURY SKILLS

Learning Skills (4Cs)

Critical Thinking – Analyzing the characters' choices.
Communication – Group discussions on values.
Collaboration – Working together for dramatization.
Creativity – Illustrating key moments in the story.
Literacy Skills (IMT) – Enhancing comprehension through storytelling and videos.

Life Skills (FLIPS) – Empathy, resilience, and ethical decision-making.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

Class discussion on students' understanding of the moral lessons.

CLASS MANAGEMENT

The class was interactive and engaging, with active participation.

AHA MOMENT

When students realize the depth of sacrifice Nicola and Jacopo make for their sister.

FOCUSSED AREA

Identification of themes of sacrifice and responsibility.

Define what makes a true gentleman.

RECAPITULATION / FEEDBACK

Quick quiz on key events and characters.

Peer discussions on personal experiences of responsibility.

SELF-REFLECTION

The topic became relatable as students connected it to real-life values.

REMEDIAL / EMPOWERMENT TEACHING PLAN

Additional reading on war survivors and their resilience.

Motivational videos on hard work and sacrifice.

N.K. Bagrodia Public School

Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Curriculum – CBSE

Topic – Types of Chemical Reactions

Class – X

Date – _____

Facilitator – _____

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to identify and classify different types of chemical reactions such as combination, decomposition, displacement and double displacement reactions.

Measurable-

- To enhance their understanding of reaction patterns and their ability to balance and categorize chemical equations.

Attainable-

- To be able to define, identify and differentiate between the different types of chemical reactions with examples.

Relatable-

- To be able to distinguish chemical reactions occurring in everyday life such as rusting, digestion and combustion.

Time bound-

- To be able to complete classification of given chemical equations within the given classroom time.
-

Teaching Aids Selection

Concrete objects, laboratory chemicals, YouTube videos using smartboard, animation of reactions, PowerPoint slides, flash cards showing reaction types, chalk board, worksheets, short experiment demonstrations.

LEARNING OUTCOMES

The students will be able to:

- enhance conceptual understanding of chemical reactions.
 - acquire the skill of identifying reaction types from chemical equations.
 - describe the characteristics of combination, decomposition, displacement and double displacement reactions.
-

DURING CLASS

ENTRY TICKET

Information about previous knowledge testing:

Students will be asked simple questions about what is a chemical reaction, how chemical equations are written, and examples of reactions they observe in daily life.

OPENING QUESTIONS

- How many types of chemical reactions are commonly studied in chemistry?
 - What are chemical reactions?
 - Where do we observe chemical reactions in daily life?
 - What is the difference between a physical change and a chemical change?
-

TEACHER DRIVEN LEARNING

- Demonstration of decomposition reaction using heating of ferrous sulphate crystals (concept explanation).
 - Explanation through PowerPoint presentation and board work.
 - Brainstorming session on daily life reactions like rusting and burning of fuels.
 - Use of audio/video animation to show molecular level changes in reactions.
 - Interactive questioning to encourage student participation.
-

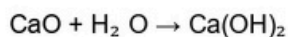
CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

Types of Chemical Reactions:

1. Combination Reaction

Two or more substances combine to form a single product.

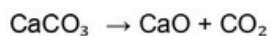
Example:



2. Decomposition Reaction

A single compound breaks into simpler substances by heat, light or electricity.

Example:



3. Displacement Reaction

A more reactive element displaces a less reactive element from its compound.

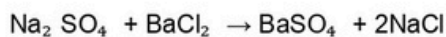
Example:



4. Double Displacement Reaction

Exchange of ions between two compounds.

Example:



5. Precipitation Reaction

Formation of an insoluble solid from solution.

CONCEPT MAP

Chemical Reactions

↓

Types of Reactions

- Combination
- Decomposition
- Displacement
- Double Displacement



Examples + Real Life Applications

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines:

G.K. – Industrial processes such as manufacture of cement involve decomposition reactions.

Science – Understanding corrosion, digestion and respiration as chemical reactions.

Sports Related – Energy release in muscles during physical activity involves chemical reactions.

Geography – Weathering of rocks involves chemical decomposition reactions.

Maths – Balancing chemical equations using mathematical logic.

Performing Arts – Students create a short role play representing different reaction types.

Critical thinking – Predict the type of reaction from given chemical equations.

Value Education – Awareness about environmental effects of chemical reactions such as pollution.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Riddles related to reactions.
- Poster making on “Types of Chemical Reactions”.
- Visual charts and reaction flow diagrams for visual learners.
- Peer learning and group discussion.

GROUP ACTIVITIES / EXPERIMENTS / HANDS ON LEARNING / DEMONSTRATION

Activity Information:

Students will be divided into groups and given different chemical equations.

Each group will:

1. Identify the type of reaction.
2. Write the balanced equation.
3. Present their explanation to the class.

Optional Demonstration:

Reaction of iron nail with copper sulphate solution to show displacement reaction.

21ST CENTURY SKILLS

Learning Skills (4C's)

- Critical thinking – Identifying reaction types from equations.
- Communication – Presenting group findings.
- Collaboration – Working in groups during activities.
- Creativity – Creating posters or concept maps.

Literacy Skills (IMT)

- Students clearly understood reaction types when real-life examples and demonstrations were shown.
-

FOCUSSED AREA

- Identification of different types of chemical reactions.
 - Define and explain each reaction with examples.
-

RECAPITULATION / FEEDBACK

The recap of the topic will be done through:

- Oral questioning
 - Quick quiz
 - Identification of reaction type from given equations.
-

SELF REFLECTION

- The topic became interesting and understandable through experiments and real-life examples.
-

REMEDIAL / EMPOWERMENT TEACHING PLAN

- Additional worksheets for students who need reinforcement.
- Extra practice for balancing equations and identifying reaction types.
- Peer tutoring for slow learners

N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085

Subject: English Communicative
Topic: Reported Speech
Class: Secondary (as per CBSE guidelines)

BEFORE CLASS

Learning Objectives

Specific:

Students will be able to convert direct speech into reported speech.
Students will identify changes in tenses, pronouns, and time expressions.

Measurable:

To enhance their understanding of grammar and sentence structure.

Attainable:

To be able to define, identify, and create reported speech sentences.

Relatable:

To be able to distinguish between direct and reported speech in real-life conversations.

Time-bound:

To be able to complete transformation exercises in a given time.

Teaching Aids Selection

- Smartboard/YouTube video on Reported Speech
- Flashcards with sentences for conversion
- PowerPoint slides with examples
- Chalkboard for stepwise explanation

Learning Outcomes

Students will be able to:

Enhance their ability to communicate indirect speech.

Acquire skills to modify sentence structure.

Describe reported speech rules with examples.

DURING CLASS

Entry Ticket (Prior Knowledge Testing)

A short discussion on how we narrate what someone said in daily life.

Example: She said, "I am happy." How would you say it in a different way?

Opening Questions

What is direct speech?

What is reported speech?

Where do we use reported speech?

Teacher-Driven Learning

Explanation:

Define reported speech with examples.

Show changes in tenses, pronouns, modals, and time expressions using a table.

Demonstration:

Show a conversation and convert it into reported speech.

Story Narration:

Read a short dialogue and ask students to convert it.

ICT Integration:

Play a short video explaining reported speech rules.

Core Content

Basic Rules:

No quotation marks in reported speech.

Change in pronouns, tenses, and time expressions.

Types of Sentences in Reported Speech:

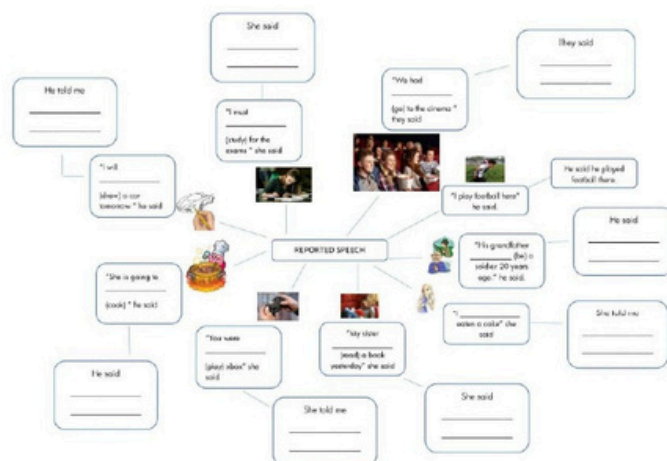
Statements

Questions

Imperatives

Exclamations

Concept Map



Direct Speech → Reported Speech

Tense Changes (Simple Present → Simple Past, etc.)

Pronoun Changes (I → He/She, My → His/Her)

Time Expressions (Today → That day, Tomorrow → The next day)

Interdisciplinary and Real-Life Linkages

G.K. – News reporting

Science – Documenting observations in reported speech

Maths – Understanding patterns in sentence structures

Performing Arts – Role-playing interviews

Critical Thinking – Evaluating correct transformations

Pedagogical Strategies for an Inclusive Classroom

Riddles: "Guess the changed sentence!"

Poster Making: Common rules for reported speech

Song Performance: Turning lyrics into reported speech

Group Activities & Hands-on Learning

Activity 1: Dialogue Conversion

Pairs of students will receive dialogues to convert into reported speech.

Activity 2: Newsroom Reporting

One student gives a news update, and another reports it in indirect speech.

AFTER CLASS (EXIT TICKET)

Review of Process

Students summarize key changes in reported speech.

Class Management

The class was engaged through interactive discussions.

Aha Moment

When students realized that "will" changes to "would" in reported speech.

Focused Areas

Identification of verb tense changes.

Defining key transformation rules.

Recapitulation/Feedback

Quick quiz with sentence transformations.

Self-Reflection

The topic became interesting when real-life examples were included.

Remedial/Empowerment Teaching Plan

More practice exercises for students needing extra support.



N.K.Bagrodia Public School, Ahinsa Marg, Sector-9 Rohini

Session: 2026-27

Lesson Plan

Subject : Social Science

Class : 10

Date : May 2026

Topic : Sectors of the economy

Sub -Topic : Interdependence of primary, secondary and tertiary sector

Facilitator : Ms. Rakhi Yadav

Learning Objectives

Specific: Students will understand the roles of primary, secondary and tertiary sectors in the economy.

- **Measurable:** Students will identify examples of activities in each sector and explain how they depend on each other.
- **Attainable:** Students will analyse simple examples showing interaction between sectors.
- **Relatable:** Students will connect these sectors with real-life economic activities around them.
- **Time-bound:** Students will complete a short activity identifying sector linkages within the class period.

Learning outcomes

Students will be able to

- Identify the three sectors of the Indian economy.
- Explain activities belonging to primary, secondary and tertiary sectors.
- Understand how the three sectors are interdependent.
- Analyse real-life examples showing economic linkages.

Teaching Aids and Methodology

Discussion with the help of PowerPoint slides and real life situations.

Prior Knowledge

Students are aware about the meaning of products, various goods and services that we buy and produce with the help of raw materials.

Opening Questions

1. What work do farmers do?
2. Where do crops go after they are harvested?

3. Who helps transport goods from farms to markets?

4. Can industries function without raw materials from farms?

Teacher Driven Learning

Methods Used: Explanation, real-life examples, questioning, discussion and visual presentation.

1. Primary Sector

- Involves activities that directly use natural resources.
- Examples: Agriculture, fishing, mining, forestry.

2. Secondary Sector

- Involves processing of raw materials into finished goods.
- Examples: Manufacturing of sugar from sugarcane, textiles from cotton, steel production.

3. Tertiary Sector

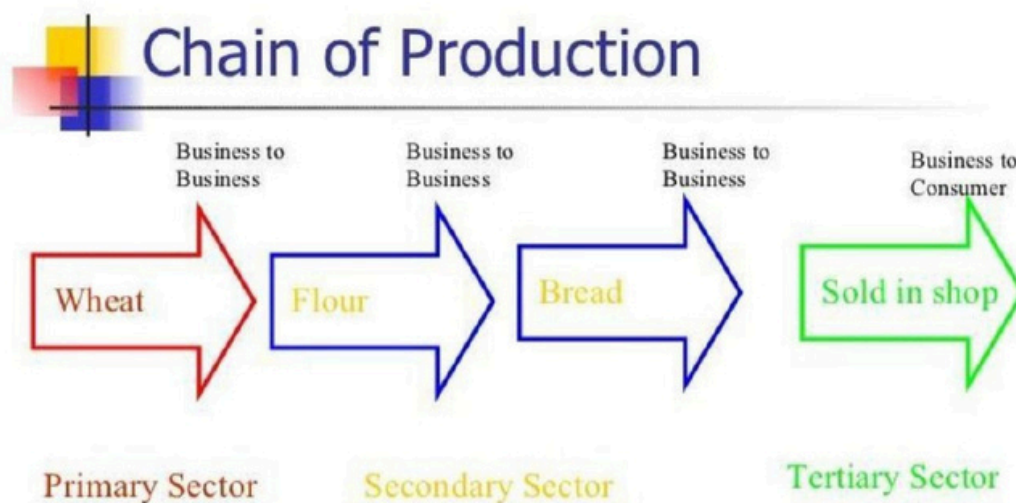
- Provides services that support production and distribution.
- Examples: Transport, banking, education, healthcare, communication.

4. Interdependence of Sectors

- Farmers (primary sector) produce raw materials such as cotton.
- Industries (secondary sector) use cotton to produce cloth.
- Services (tertiary sector) like transport, banking and trade help distribute and sell the goods.
- Thus, all sectors depend on one another for economic growth.

Concept Map

Primary	Secondary	Tertiary
 Agriculture	Manufacturing Industries   	Service Sector   
 Fishing		
 Dairy		
 Forestry		



Pedagogical Strategies

- Use of pictures
- Use of real life examples

Interdisciplinary Approach

- Geography: Natural resources and agriculture.
- Mathematics: Data interpretation and graphs related to sectors.
- Business Studies: Production and distribution of goods.
- Daily Life: Food production, manufacturing of goods and service activities.

21st Century Skills

Critical Thinking: Understanding economic relationships.

Communication: Presenting sector linkages.

Collaboration: Working in groups during activity.

Creativity: Designing a sector flow diagram.

Life Skills: Understanding how economic systems function.

Recapitulation

1. What are the three sectors of the Indian economy?
2. Give two examples of activities in each sector.

Class Task

Activity: Sector Linkage Chain

- Students will work in groups.

- Each group will receive a product such as bread, cotton shirt, or milk.
- Students will identify the role of the primary, secondary and tertiary sectors in producing and delivering the product.
- Groups will present their sector chain to the class.

Self Reflection

Students actively participated in identifying economic activities and linking them with different sectors. The activity helped them understand how different sectors work together in the economy.



N.K.Bagrodia Public School, Rohini

Subject- Mathematics

Class-X

Session: 2026-27

Lesson Plan

Day: _____

Date: ____ April 2026

Facilitator: _____

Topic: Introduction to Trigonometry

Subtopics:

- Concept building
- Knowledge of terms related to a right angled triangle.
- Concept of Pythagoras Theorem and fractions.

Learning Objectives: The students will be able to

Specific: 1. define the term “**Trigonometry**”.

2. demonstrate understanding of need of Trigonometry.

3. acknowledge the contribution of Indian mathematicians in the field of Trigonometry.

Measurable: differentiate between various trigonometric ratios.

Attainable: learn the formule of all trigonometric ratios.

Relatable: 1. relate the concept of Trigonometry from day to day life situations.

2. observe the usage of different trigonometric ratios at different places.

Time bound: apply the concepts taught in solving problems.

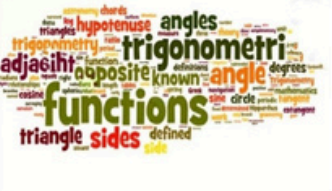
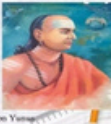
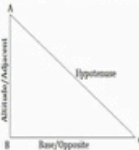
Teaching Aids:

- Video “Billu ki billi” that emphasizes the need of Trigonometry in every day’s life.
https://www.instagram.com/share/reel/BAC_kdF_RA
- PowerPoint presentation.
- Chalk and board.

Learning Outcomes: The learner

- develops interest in learning a new branch of Mathematics i.e. “Trigonometry”.
- relates the position of acute angle with sides of the right angled triangle.
- observes the differences between various trigonometric ratios.
- brings out an interdisciplinary approach of Mathematics and other subjects like History and Geography.
- appreciates the usage of trigonometry in day to day life.

PowerPoint Presentation:

	Trigonometry • Trigonometry is derived from Greek words trigonon(three angles) and metron(measure). • Trigonometry is the branch of mathematics which deals with triangles, particularly triangles in a plane where one angle of the triangle is 90° • Trigonometry specifically deals with relationships between the sides and the angles of a triangle, i.e. on the trigonometric functions, and with calculations based on these functions.	History • The origins of trigonometry can be traced to the civilizations of ancient Egypt, Mesopotamia and the Indus Valley, more than 6000 years ago. • Some experts believe that trigonometry was originally invented to calculate sundials. • The first recorded use of trigonometry came from the Hellenistic mathematician Circa in 150 BC. • Many mathematicians like Aryabhata, Ibn Yunus and Al-Khwarizmi also contributed significantly. 																		
Some Applications of Trigonometry • Main use is in Construction or else this field of math can be applied in astronomy, navigation, acoustics, medical imaging, civil engineering, seismology, electrical engineering, phonetics, chemistry, number theory and many more. 	Real life Applications of Trigonometry  THE PYRAMIDS OF GIZA	 JANTAR MANTAR OBSERVATORY																		
Right Triangle • A triangle in which one angle is equal to 90° is called a right angled triangle. • The side opposite to the right angle is known as hypotenuse. <i>AC is the hypotenuse.</i> • The other two sides are known as legs or base and altitude. <i>AB and BC are base and altitude respectively.</i> 	Trigonometric Ratios <table border="0"><tr><td>• Sine (sin)</td><td>Opposite side / Hypotenuse</td></tr><tr><td>• Cosine (cos)</td><td>Adjacent side / Hypotenuse</td></tr><tr><td>• Tangent (tan)</td><td>Opposite side / Adjacent side</td></tr><tr><td>• Cosecant (cosec)</td><td>Hypotenuse / Opposite side</td></tr><tr><td>• Secant (sec)</td><td>Hypotenuse / Adjacent side</td></tr><tr><td>• Cotangent (cot)</td><td>Adjacent side / Opposite side</td></tr></table>	• Sine (sin)	Opposite side / Hypotenuse	• Cosine (cos)	Adjacent side / Hypotenuse	• Tangent (tan)	Opposite side / Adjacent side	• Cosecant (cosec)	Hypotenuse / Opposite side	• Secant (sec)	Hypotenuse / Adjacent side	• Cotangent (cot)	Adjacent side / Opposite side	Value for Trigonometric Functions for Angles <table border="0"><tr><td>• Sinθ = AB/AC</td></tr><tr><td>• Cosθ = BC/AC</td></tr><tr><td>• Tanθ = AB/BC</td></tr><tr><td>• Cosecθ = AC/AB</td></tr><tr><td>• Secθ = AC/BC</td></tr><tr><td>• Cotθ = BC/AB</td></tr></table> 	• Sinθ = AB/AC	• Cosθ = BC/AC	• Tanθ = AB/BC	• Cosecθ = AC/AB	• Secθ = AC/BC	• Cotθ = BC/AB
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Entry ticket/Previous knowledge:

- Concept of a right angled triangle.
- Pythagoras theorem and its application.
- Concept of type of angles.
- Angle sum property of triangle.
- Concept of numerator and denominator.

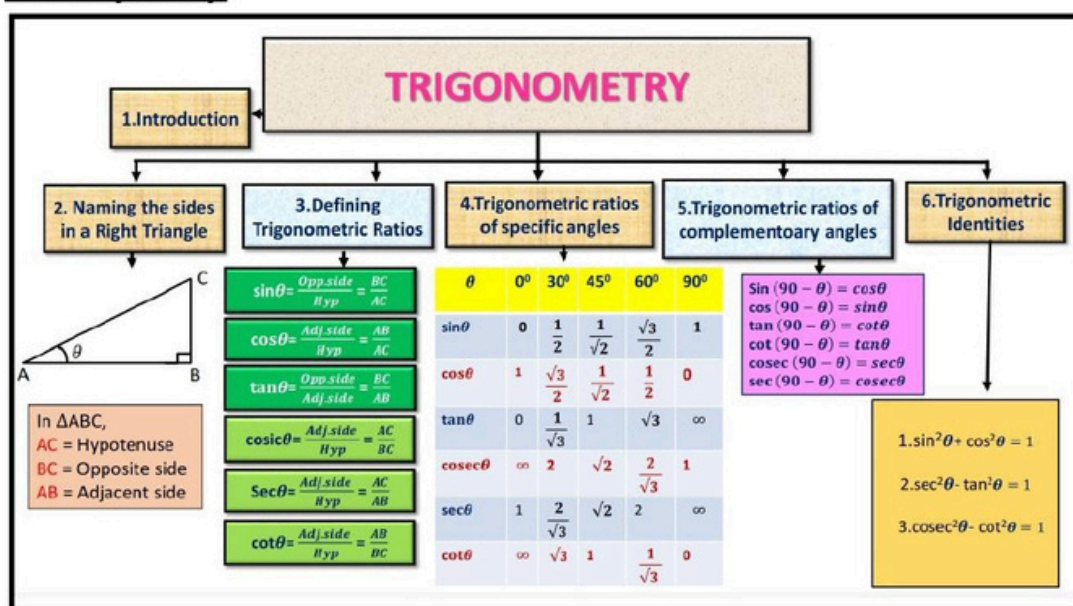
Opening question:

- Have you ever gone to see a monument?
- Have you ever been fascinated after seeing it?
- Have you ever thought about how the creator came up with the idea to make it this tall?
- Why should there be exactly this angle between its two edges?

Teacher's driven learning:

- Concept introduction
- Define “**Trigonometry**” as the study of relationships between angles and the sides of the right angled triangle.
- Introduction of various trigonometric ratios.
- Calculation of missing lengths of sides of the triangle.

Concept Map:



Interdisciplinary Approach:

- Mathematics and Geography (Measurement of heights of various mountains)
- Mathematics and Art/Craft (Drawing various figures using geometrical instruments)
- Mathematics and Engineering (Structural calculations and designing bridges)

- Mathematics and History (Contribution of Indian mathematicians in the field of Trigonometry and Usage of Trigonometry in construction of historical monuments)

Pedagogical Strategies:

- Visual learning (Use diagrams and animations to show angles and their relations)
- Storytelling approach (introduce real world problems where trigonometry can be used)
- Inquiry based learning (encourage students to raise questions on existence of trigonometric ratios)
- Problem solving approach (solve real life trigonometric problems)

21st Century Skills:

- Critical thinking (Solving heights and distance problems)
- Collaboration (Working in groups to make a **Trigonometric Treasure Hunt**)
- Creativity in designing the “**Trigonometric Treasure Hunt**”
- Literary Skills (Comprehend and interpret a word problem)

Recapitulation:

- The lesson would be revised by conducting a rapid fire quiz on trigonometric ratios.
- The teacher will ask students to summarise key takeaways in one sentence.

HomeTask: The teacher will divide the students in groups and ask them to work on preparing a “**Trigonometric Treasure Hunt**”

Self Reflection:

- Will the students understand fundamental concepts (✓ / ×)
- Were the visuals and storytelling effective (✓ / ×)

Remedial Plan:

- Extra Worksheets and support material will be given.
- Support Classes will be arranged to reinforce the concepts.

Remarks about the lesson:

- **Class Management:**
- **Wow moment:**
- **Concept Coverage:**
- **Usage of teaching aids:**

