

N.K. BAGRODIA PUBLIC SCHOOL

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



ANNUAL PEDAGOGICAL PLAN 2026 - 2027

JULY - SEPTEMBER 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

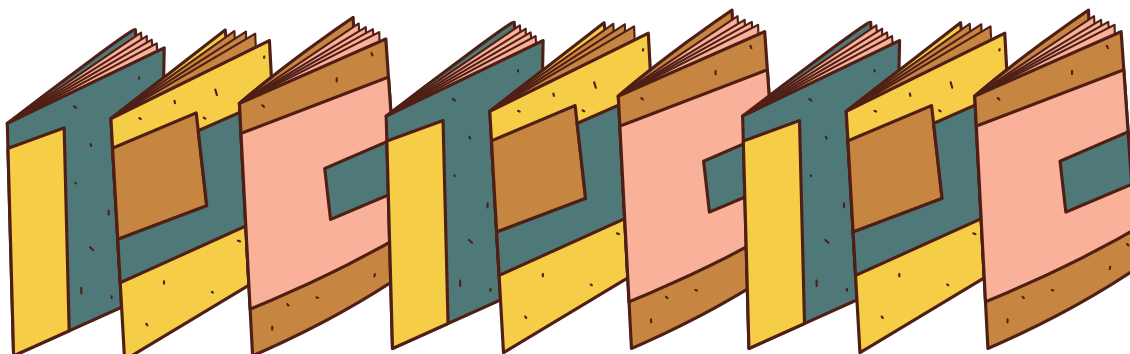
Total No. of Students : 2992

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



CBSSE RESULT

2025-26



N.K. BAGRODIA PUBLIC SCHOOL
SECTOR-9, ROHINI, DELHI -110085

100% RESULTS

RESULT AT A GLANCE

AISSE (2025 - 2026) - CLASS X

Congratulations



TOTAL STUDENTS APPEARED : 213

PASSED PERCENTAGE: 100

HIGHEST (AGGREGATE) : 97.20

SCHOOL AVERAGE : 79.69

 1 SAANVI GOEL 97.20%	 2 ANSHUMAN PUGALIA 96.20%	 3 DAKSH JAIN 96.0%	 3 ANVESHA SUNIL 96.0%	 3 AAKRITI AGGARWAL 96.0%	 3 ANANYA GUPTA 96.0%
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SUBJECT TOPPERS

**16 STUDENTS
SCORED 100/100**

ENGLISH
98

AVIKA SINGHAL

SANSKRIT
100

ANSHUMAN PUGALIA, AVIKA SINGHAL, DARSH BERI WAL, MUSKAN BATRA, PARI SINGLA, SAANVI GOEL, SHRUTI BRAHMA, SWARNIMA GODLA

HINDI
96

PARTH BANSAL

MATHEMATICS
100

AADI, KIYAN MANN (STAND.)
ANANYA GUPTA(BASIC)

FRENCH
100

SRIJA BANSAL

SCIENCE
97

ARHAM JAIN, AADYA GUPTA
YASHVI SACHDEVA, RISHA BEDI

SOCIAL SCIENCE
100

HARSHITA SINGH
RITWIK DUBEY, RAGHAV GARG

PAINTING
92

MADHAV RAJ

AI
100

YASHWARDHAN BERI WAL

DISTINCTION
148

1ST DIVISION
196

**90% & ABOVE IN
AGGREGATE : 51**

Email : nkbpsrohini@yahoo.co.in | Contact No : 011-27550255, 27561375





N K BAGRODIA PUBLIC SCHOOL, SEC-9, ROHINI

CLASS XII (2025-26)

RESULT AT A GLANCE

 STUDENTS APPEARED	167
 STUDENTS SCORING ABOVE 90%	27 (16.30%)
 STUDENTS PLACED IN 1ST DIVISION	165 (99.40%)
 STUDENTS PLACED ABOVE 75% OF MARKS	123 (74.10%)
 AVERAGE %	81.1%
 AVERAGE % OF SCIENCE	82.1%
 AVERAGE % OF COMMERCE	81.0%
 AVERAGE % OF HUMANITIES	79.6%



N K BAGRODIA PUBLIC SCHOOL

SEC-9, ROHINI

CLASS XII (2025-26)

TOP 3 POSITIONS

— SCIENCE STREAM —		
★★ TOP 3 POSITIONS ★★		
		
		
		
RANK	NAME	AGGREGATE %
	DARSH SHARMA	98.0%
	RHYTHM MITTAL	97.2%
	VARSHAT GARG	96.8%

— COMMERCE STREAM —		
★★ TOP 3 POSITIONS ★★		
		
		
		
RANK	NAME	AGGREGATE %
	RIDHIMA CHOPRA	98.2%
	JANVI BHIMRAJKA	97.6%
	SHREYA GUPTA	96.4%

— HUMANITIES STREAM —		
★★ TOP 3 POSITIONS ★★		
		
		
		
RANK	NAME	AGGREGATE %
	NAVYA GARG	97.2%
	ESHANA BHATIA	93.8%
	AAYANA CHAWLA	90.8%





SUBJECTWISE HIGHLIGHTS

Students with Highest Marks in Each Subject

ENGLISH HIGHEST MARKS 99 STUDENT NAME ANMOL GUPTA RIDHIMA CHOPRA KHUSHI VISHWAKARMA AVNI BANSAL AMRIT RHYTHM MITTAL KARTIKEYA BANSAL	MATHEMATICS HIGHEST MARKS 100 STUDENT NAME JANVI BHIMRAJKA	PHYSICS HIGHEST MARKS 98 STUDENT NAME DARSH SHARMA RHYTHM MITTAL	CHEMISTRY HIGHEST MARKS 100 STUDENT NAME SUNIDHI MISHRA	ECONOMICS HIGHEST MARKS 100 STUDENT NAME RIDHIMA CHOPRA
ACCOUNTANCY HIGHEST MARKS 100 STUDENT NAME RIDHIMA CHOPRA SHREYA GUPTA JANVI BHIMRAJKA	BUSINESS STUDIES HIGHEST MARKS 100 STUDENT NAME ATISHAY JAIN	COMPUTER SCIENCE HIGHEST MARKS 97 STUDENT NAME DARSH SHARMA VARSHAT GARG	INFORMATICS PRACTICES HIGHEST MARKS 93 STUDENT NAME ESHANA BHATIA	BIOLOGY HIGHEST MARKS 99 STUDENT NAME RHYTHM MITTAL
PHYSICAL EDUCATION HIGHEST MARKS 96 STUDENT NAME RHYTHM MITTAL	POLITICAL SCIENCE HIGHEST MARKS 98 STUDENT NAME NAVYA GARG SOHAM RANA	GEOGRAPHY HIGHEST MARKS 93 STUDENT NAME SOHAM RANA	PSYCHOLOGY HIGHEST MARKS 100 STUDENT NAME AAYANA CHAWLA TAMANNA GUPTA	ENTREPRENEURSHIP HIGHEST MARKS 98 STUDENT NAME KHUSHI VISHWAKARMA
LEGAL STUDIES HIGHEST MARKS 98 STUDENT NAME NAVYA GARG	PAINTING HIGHEST MARKS 99 STUDENT NAME SUPRIYA YADAV			



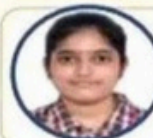
STUDENTS TOPPERS IN MULTIPLE SUBJECTS



RHYTHM MITTAL

Highest Marks in 4 Subjects

- ENGLISH - 99
- PHYSICS - 98
- BIOLOGY - 99
- PHYSICAL EDUCATION - 96



RIDHIMA CHOPRA

Highest Marks in 3 Subjects

- ECONOMICS - 100
- ACCOUNTANCY - 100
- ENGLISH - 99



DARSH SHARMA

Highest Marks in 2 Subjects

- PHYSICS - 98
- COMPUTER SCIENCE - 97



JANVI BHIMRAJKA

Highest Marks in 2 Subjects

- MATHEMATICS - 100
- ACCOUNTANCY - 100



NAVYA GARG

Highest Marks in 2 Subjects

- POLITICAL SCIENCE - 98
- LEGAL STUDIES - 98



SOHAM RANA

Highest Marks in 2 Subjects

- POLITICAL SCIENCE - 98
- GEOGRAPHY - 93

Planner



JULY 2026

Progress is the result of steady determination, thoughtful actions, and a strong sense of self-discipline

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2 SCHOOL REOPENS FOR STUDENTS	3 *PTI- III - IX *UT FOR X & XII	4
5	6	7 WORLD CHOCOLATE DAY CELEBRATION - PRE-PRIMARY DEPT.	8	9	10 PTI ENDS	11 SECOND SATURDAY
12	13	14 UT ENDS BASTILLE DAY- FRENCH DEPARTMENT	15	16	17 BEYOND BOUNDARIES - PP - B & C	18
19	20	21 KALA KAUSHAL (INTER SCHOOL ART COMPETITION)	22	23 ROOTS OF WISDOM- IV	24 COLOUR SPECTRUM (INTRA) - PP HOUSE CONNECT- VIVEKANANDA HOUSE	25 FOURTH SATURDAY
26	27 KARGIL VIJAY DIWAS - PRE-PRIMARY DEPT.	28 *WORLD NATURE CONSERVATION DAY-IV *COLOUR SPECTRUM (INTRA) - BV-I QUANTUM LEADERS - SCIENCE FAIR	29 INVESTITURE CEREMONY	30 TREASURE OF TRADITION - II	31 BEYOND BOUNDARIES - PP - A & BV-I (A)	

AUGUST 2026

A disciplined mind and a sincere attitude are the foundations of academic excellence

SUN	MON	TUE	WED	THU	FRI	SAT
30	31					1 *PTM - I - V *PTM - VI - X & XII *KAUSHAL MELA - I
2	3 *CLASS XI PTI BEGINS *COLOUR SPECTRUM (INTER) - BV-I & PP	4 FRIENDSHIP DAY CELEBRATION - PRE-PRIMARY DEPT.	5	6	7 PROTO TINKER FEST - ATL	8 SECOND SATURDAY
9	10 HOUSE CONNECT- BALMIKI HOUSE	11	12	13 *PTI(XI) ENDS *BEYOND BOUNDARIES - BV-I (B, C)	14 INDEPENDENCE DAY CELEBRATIONS *JASHN - E - AZAADI (BAGLESS DAY) - (I-V) *SPECIAL ASSEMBLY - VIVEKANANDA HOUSE	15 INDEPENDENCE DAY
16	17 ACT-2-AMAZE (INTER) - BV-I & PP	18 TREASURE OF TRADITION - V	19	20	21	22 FOURTH SATURDAY
23	24	25 DIVINE MELODY (INTER) - BV-I & PP	26 MILAD - UN NABI*	27 *RAKSHI FESTIVITIES (I-II) *RAKSHA BANDHAN CELEBRATION - PRE-PRIMARY DEPT.	28 RAKSHA BANDHAN	29 *MID TERM EXAMINATION BEGINS *PTM - PRE-PRIMARY DEPT.

SEPTEMBER 2026

*Every learning opportunity shapes future capabilities
and strengthens personal leadership*

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 WORLD COCONUT DAY - PRE-PRIMARY DEPT.	3 *TEACHERS' DAY CELEBRATION *BAGLESS DAY (I - V) *JANMASHTAMI CELEBRATION - PRE- PRIMARY DEPT.	4 JANMASHTAMI	5 STAFF PICNIC
6	7	8 BEYOND BOUNDARIES - BV-I (D, E)	9	10	11 *GRANDPARENTS DAY (I) * QUIZ MASTERS (INTER) - BV-I & PP	12 SECOND SATURDAY
13	14 हिंदी दिवस (१-५)	15	16 HINDI DIWAS CELEBRATION - PRE-PRIMARY DEPT.	17	18 *MID TERM EXAMINATION ENDS *THE CRAFT CHRONICLES (INTRA) - BV-I & PP	19
20	21	22 MOVIE TIME - PRE-PRIMARY DEPT.	23	24 ROAD TO TOMORROW- CAREER FAIR - XI & XII	25 STEP-UP SPECTACLE (INTER) - BV-I & PP	26 FOURTH SATURDAY
27	28 INTERHOUSE SOLO DANCE COMPETITION (III - V)	29 MOVIE SHOW (I - V) SAT & MAT EXAMINATION	30 BEYOND BOUNDARIES - BV-I (F, G)			

ACTIVITIES IN THE MONTH OF JULY- SEPTEMBER 2026

- PERIODIC TEST1 / UNIT TEST 1
- BASTILLE DAY
- KALA KAUSHAL
- INVESTITURE CEREMONY
- PROTO TINKER FEST -ATL
- INDEPENDENCE DAY
- MID TERM EXAMINATION
- STAFF PICNIC

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

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

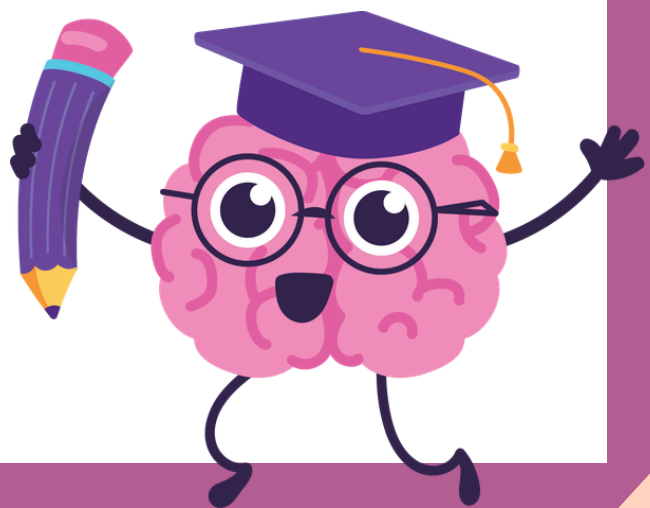
**Unit Test 1
Classes X & XII
July 03, 2026 - July 14, 2026**

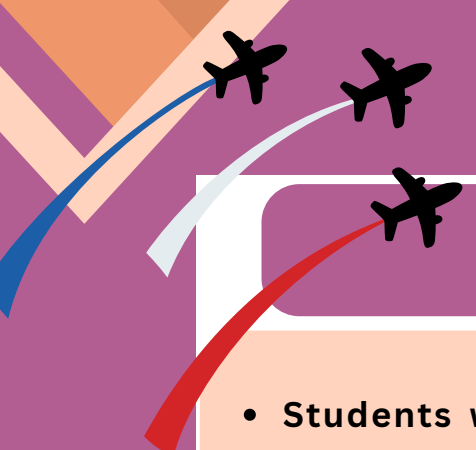
PERIODIC TEST 1/ UNIT TEST 1 EXAMINATION SCHEDULE

DAY & DATE	CLASS 6	CLASS 7	CLASS 8	CLASS 9	CLASS 10	CLASS 12
Friday 03.07.2026	Maths	Social Science	Maths	Social Science	Maths	Physics/ Accountancy/ Pol. Sc.
Saturday 04.07.2026	-	-	-	-	-	Painting
Monday 06.07.2026	Social Science	Maths	Social Science	Maths	Social Science	Maths
Tuesday 07.07.2026	Hindi	Sanskrit/ French	English	Hindi / Sanskrit/ French	English	EP/IP
Wednesday 08.07.2026	General Science	English	General Science	English	Hindi / Sanskrit/ French	B.St./ Chem./ Geo
Thursday 09.07.2026	English	Hindi	Sanskrit/ French	AI	AI	English
Friday 10.07.2026	Sanskrit/ French	General Science	Hindi	General Science	General Science	Physical Education
Monday 13.07.2026	-	-	-	Painting	Painting	Economics/ Biology/ Comp. Sc.
Tuesday 14.07.2026	-	-	-	-	Music	Legal Studies/ Psychology



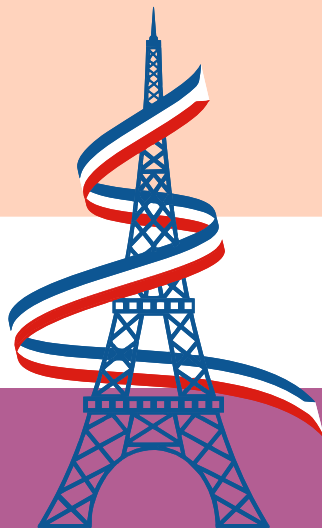
Learning Outcomes of major activities





BASTILLE'S DAY

- Students will develop awareness about the significance of Storming of the Bastille and its role in the history of France.
- Students will understand the values of liberty, equality, and fraternity associated with the French Revolution.
- Students will enhance their knowledge of French culture, traditions, language, music, and cuisine through interactive activities.
- Students will improve communication and presentation skills by participating in speeches, role plays, songs, quizzes, and cultural performances.
- Students will develop appreciation for global cultures and strengthen international-mindedness and multicultural understanding.
- Students will build confidence, creativity, and teamwork through collaborative participation in celebration activities.
- Students will enhance listening and pronunciation skills through exposure to basic French words, greetings, and songs.
- Students will cultivate respect for cultural diversity and develop curiosity towards foreign languages and world history.





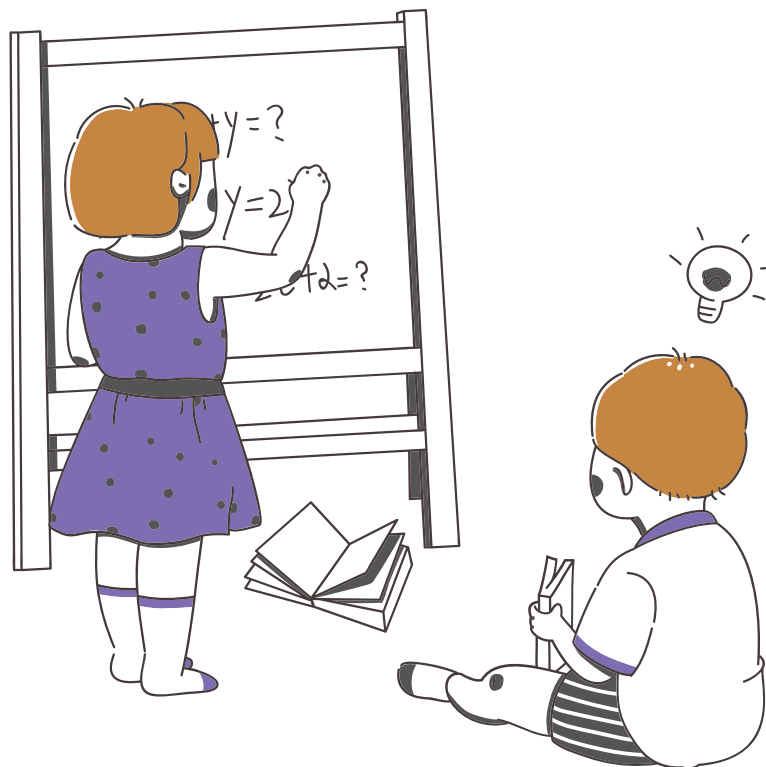
INVESTITURE CEREMONY

- Students will understand the importance of leadership, responsibility, and discipline in school life.
- Students will develop decision-making and problem-solving skills through leadership roles and responsibilities.
- Students will learn the values of teamwork, cooperation, and effective communication while working with peers and teachers.
- Students will inculcate qualities of honesty, accountability, commitment, and service towards the school community.
- Students will gain confidence and public speaking skills through participation in ceremonial activities and leadership interactions.
- Students will understand democratic values and the significance of selecting student representatives fairly and responsibly.
- Students will develop organizational and management skills by planning and executing school activities and events.
- Students will foster a sense of belonging, school spirit, and pride in contributing positively to the institution.
- Students will learn to lead by example and motivate fellow students towards discipline and excellence.
- Students will strengthen interpersonal relationships and develop respect for authority, rules, and ethical conduct.





Lesson Plan



CLASS



N.K. Bagrodia Public School, Rohini

Subject – English

Class – VI

Session: 2026–27

Lesson Plan

Topic: Notice Writing

Learning Objectives

The students will be able to:

- Understand the purpose and format of notice writing.
- Identify the important elements of a notice.
- Draft clear and concise notices for different situations.
- Use suitable language and format while writing notices.

Measurable

- Students will compose notices using proper format and relevant details.

Attainable

- Students will practice writing notices related to school events and daily life situations.

Relatable

- Big Ideas and Key Understandings:

Notice writing helps communicate important information clearly and effectively.

Synopsis

- Students will learn the format, purpose, and drafting of notices through activities and examples.

Teaching Aids

- Flashcards
- PPT Presentation
- Sample Notices
- Worksheet
- Chart Paper
- Whiteboard and Markers

Learning Outcomes

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

- Recognize the format of a notice.
- Write notices with correct details and language.

- Differentiate between formal and informal communication.
- Demonstrate understanding through classroom activities.

Entry Ticket

Testing prior knowledge by asking students:

- What is communication?
- How do schools share important information?
- Have you seen a noticeboard?
- What information is usually written on notices?

Notice Writing

What is a Notice ?

It's a formal means of communication.

What is its purpose?

**To Announce / Display information
to a specific group of people.**

**To be pinned up on specific display boards
in schools / public places / newspapers**

Introduction of the Topic

- Step 1 – Teacher shows different sample notices displayed on a notice board.
- Step 2 – Students identify common features in the notices.
- Step 3 – Teacher introduces the concept and format of Notice Writing.

Name of school NOTICE Date:- Title (Body of the notice) date, time, place..... Name Signature (Designation)

Teacher's Driven Learning

- Offline mode
- Use of PowerPoint Presentation
- Experiential learning
- Notice writing activity
- Use of voice modulation
- Collaborative learning

Concept Map

- Heading/Institution Name
- Date
- Title
- Body of the Notice
- Signature and Designation
- Word Limit and Formal Language

Interdisciplinary Approach

- Social Studies: Notices related to awareness campaigns.
- Science: Notices for exhibitions and science fairs.
- Sports: Notices for sports events and competitions.
- Art: Designing attractive noticeboards.
- Critical Thinking: Understanding audience and purpose.
- Value Education: Promotes discipline and responsibility.

Interactive Activities

- Group Activity – Students create notices for school events.
- Notice Board Activity – Students display their notices.
- Role Play – Announcing events and converting them into notices.
- Peer Review – Students exchange notebooks and review each other's notices.

Assessment (Exit Ticket)

- Draft a notice for an inter-house competition.

Pedagogical Strategies

- Multisensory Teaching – Visual aids, discussion, and activities
- Differentiated Instruction – Bilingual support
- Positive Reinforcement
- Reflective Activities
- Digital Aids
- Experiential Learning
- Art Integration

21st Century Skills

- Critical Thinking
- Collaboration
- Creativity
- Communication Skills
- Literary Skills

Recapitulation

- What is notice?
- What are the important parts of a notice?
- Why is formal language important in notice writing?

Home Task

- Write a notice informing students about a cleanliness drive in school.

Remedial Plan

- Provide sample formats and guided practice.
- Enrichment: Students create notices for real-life school situations.

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 – 110085

Subject- English

Class – VI

Time Period - June 2026

TOPIC: *Clouds and Waves* by Rabindranath Tagore

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to interpret the theme, poetic devices, and emotional essence of the poem *Clouds and Waves*.
- Students will be able to enact and visualize the imaginative conversation between the child, clouds, and waves.

Measurable-

- To enhance their comprehension, poetic appreciation, speaking, and creative thinking skills through activities and discussions.

Attainable-

- To be able to define, identify, and create examples of imagery, personification, and symbolism used in the poem.

Relatable-

- To be able to distinguish between fantasy and reality while relating the poem to their own bond with family and imagination.

Time bound-

- To be able to complete all collaborative activities, poetic tasks, and reflection exercises within the allotted classroom time.

Teaching Aids Selection:

Concrete objects like cotton clouds and blue ribbons, YouTube animated recitation using smartboard, ocean sound effects, PowerPoint Slides, poetic device flash cards, role-play props, riddle wheel, chalk board, emoji cards, “Imagination Passport” activity sheets, and interactive storytelling.

LEARNING OUTCOMES

The students will be able to

- enhance literary appreciation and imaginative thinking.
- acquire knowledge about poetic devices and symbolism.
- describe the emotions, themes, and moral values reflected in the poem confidently and creatively.

DURING CLASS

ENTRY TICKET

Students enter the classroom through the “Fantasy Gate.”

Each student picks a cloud-shaped chit carrying fun prompts such as:

- “If clouds could speak, what would they say?”
- “Where would you travel on a wave?”
- “What is your favourite imaginary game?”

This activity tests previous knowledge about imagination, nature, and poetic expression.

OPENING QUESTIONS

- How many things in nature can move freely?
- What are clouds and waves often compared to?
- Where do you think clouds travel?
- What is imagination according to you?



TEACHER DRIVEN LEARNING

- Dramatic storytelling of the poem with voice modulation and background ocean sounds.
- Demonstration using blue fabric waves and cotton clouds.
- Brainstorming on “Why did the child refuse the invitation?”
- Audio-visual animated recitation through smartboard.
- Flip teaching: students explain assigned stanzas.
- Integration with Music through humming soft ocean tunes.
- Integration with Art by creating dream landscapes.
- Experiential learning through role-play activity “Journey with the Clouds.”
- ICT integration using digital quizzes and emoji response polls.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

The poem *Clouds and Waves* presents a magical dialogue between a child and the elements of nature. The clouds invite the child to wander across the sky while the waves tempt the child to travel endlessly over the sea. However, the child lovingly refuses both invitations because the joy of being with the mother is greater than any adventure.

Core Concepts:

- Mother-child relationship
- Imagination and fantasy
- Temptation versus emotional attachment
- Nature as a living character
- Symbolism and personification
- Emotional security and love

Poetic Devices:

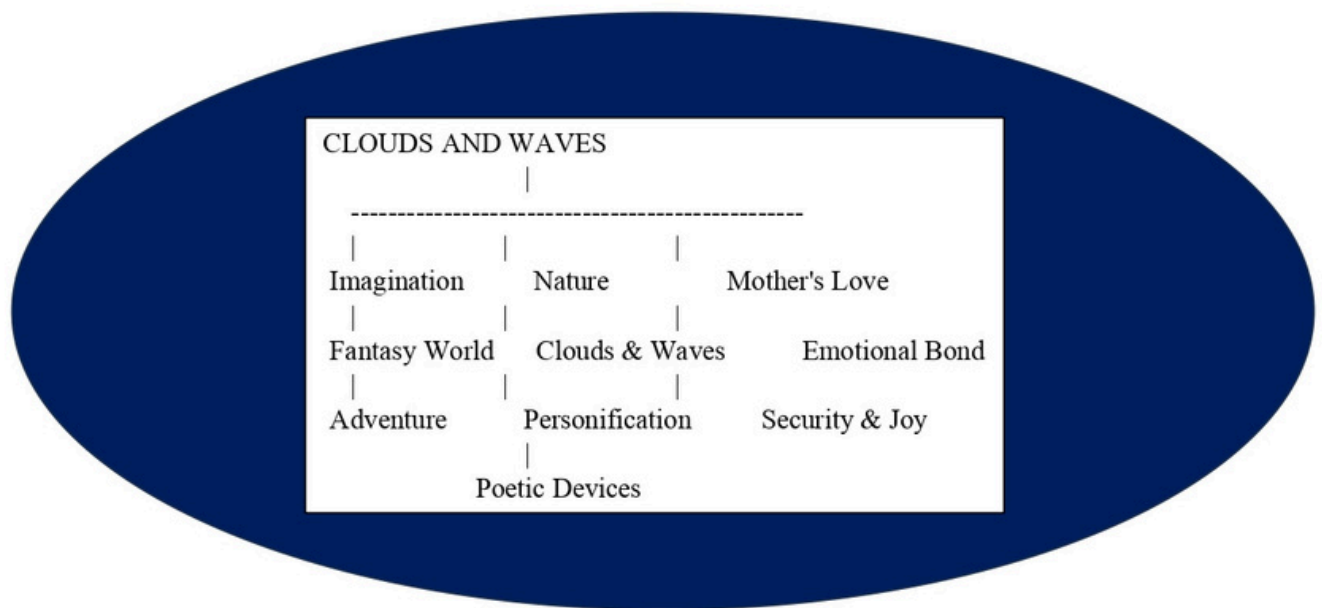
- Personification

- Imagery
- Repetition
- Dialogue
- Symbolism

Fun Classroom Twist:

Students become “Sky Sailors” and collect “Poetry Pearls” for every poetic device they identify correctly.

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines (subjects)

G.K.

- Introduction to Rabindranath Tagore and his contribution to literature.

Science

- Formation of clouds and movement of ocean waves.

Sports Related

- “Wave Relay Race” activity to symbolize flow and rhythm.

Geography

- Discussion on seas, oceans, monsoon clouds, and water cycle.

Maths

- Counting rhythmic patterns and syllables in poetic lines.

Performing Arts

- Dramatic enactment with background music and expressions.

Critical thinking

- Why did the child prefer staying with the mother despite exciting offers?

Value Education

- Importance of family love, emotional bonding, and contentment.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Visual learning through animations and props.
- Kinaesthetic learning through role-play and movement games.
- Musical learning through rhythmic recitation.
- Peer support activities for collaborative understanding.
- Poster making: “My Dream Sky.”
- Performing a short lyrical chant based on the poem.
- Flash cards and picture cues for diverse learners.

GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION

- **Activity Name:** “Cloud Kingdom vs Wave World”

Students are divided into two groups:

- Cloud Creators
- Wave Wanderers

Each group designs:

- a slogan,
- a short enactment,
- and a creative invitation persuading the child to join them.

Final Twist: One student acts as the child and explains why home and mother remain the happiest place.

21ST CENTURY SKILLS**Learning Skills (4C's)**

- **Critical Thinking** (analyzing the child's decisions and emotions)
- **Communication** (recitation, role-play, discussion)
- **Collaboration** (group dramatization and poster tasks)
- **Creativity** (imaginary travel journals and artistic responses)

Literacy Skills (IMT)

– Focus on poetic vocabulary, expression, voice modulation, interpretation, and emotional articulation.

Life Skills (FLIPS)

– Initiative in dramatization, confidence building, empathy, imagination, and social interaction through collaborative activities.

AFTER CLASS (EXIT TICKET)

Students write on mini paper clouds:

“One place I would travel to in my imagination and why.”

They paste it on the “Dream Sky Board.”

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

- The lesson involved preparation, enactment, imagination, collaboration, and reflective learning through joyful participation.

CLASS MANAGEMENT:

- The class was highly interactive, enthusiastic, disciplined, and creatively engaged throughout the session.

AHA MOMENT:

- Students realized that emotional warmth and love can feel more meaningful than endless adventure and fantasy.

FOCUSSED AREA:

- Identification of poetic devices and symbolic meanings.
- Define imagination, personification, and emotional connection in literature.

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through:

- “Pass the Cloud” rapid-fire quiz,
- emoji feedback cards,
- and one-line poetic summaries by students.

SELF REFLECTION

- The topic became more relatable and memorable because students connected personally with imagination, emotions, and family bonds through experiential learning.

REMEDIAL/EMPOWERMENT TEACHING PLAN

- To further cement the ideas, slow learners will be given illustrated stanza cards and guided recitation practice, while advanced learners will create an alternate ending or compose a short imaginative poem inspired by nature.



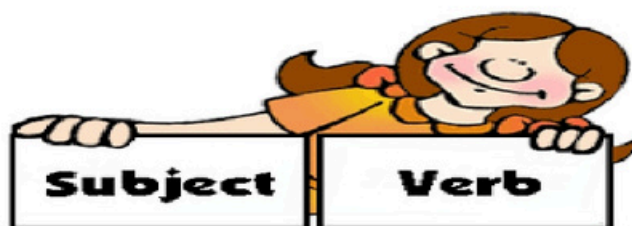
N.K. BAGRODIA PUBLIC SCHOOL
AHINSA MARG, SECTOR – 9, ROHINI, DELHI – 110085

Subject- English

Class – VI

Time Period - June 2026

TOPIC: Verbs and Subject Verb Agreement



TOPIC: *Verb Voyage*

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to identify verbs and classify them into different kinds such as action verbs, helping verbs, linking verbs, and modal verbs.
- Students will be able to apply rules of subject-verb agreement accurately in sentences.

Measurable-

- To enhance their grammatical accuracy, sentence construction, speaking confidence, and language fluency.

Attainable-

- To be able to define, identify, create, and differentiate between various kinds of verbs and correct/incorrect subject-verb agreement patterns.

Relatable-

- To be able to distinguish between singular and plural subjects in daily communication and apply suitable verbs accordingly.

Time bound-

- To be able to complete grammar games, collaborative tasks, and correction challenges within the classroom period.

Teaching Aids Selection:

Verb flash cards, smartboard animations, “Grammar Detective” badges, PowerPoint slides, action dice, mini whiteboards, sentence strips, hopscotch mats, magnetic word cards, YouTube grammar rap video, spin wheel game, props for enactment, worksheets, and chalk board.

LEARNING OUTCOMES

The students will be able to

- enhance grammatical understanding and sentence-building skills.
- acquire confidence in identifying and using different kinds of verbs.
- describe and apply subject-verb agreement rules correctly in written and spoken English.

DURING CLASS

ENTRY TICKET

As students enter, they pick one mystery card containing actions like:

- jump
- whisper
- dance
- crawl
- giggle

They silently perform the action while classmates guess the verb.

This activity tests previous knowledge about action words and sentence formation.

OPENING QUESTIONS

- How many action words can you say in 20 seconds?
- What are verbs called in a sentence?
- Where do we use helping verbs?
- What is wrong in this sentence: "*The boys plays football*"?

TEACHER DRIVEN LEARNING

- Demonstration through dramatic actions and classroom role-play.
- Story narration: "The Kingdom of Verbs" where verbs are superheroes powering sentences.
- Brainstorming on "What happens if a sentence has no verb?"
- Flip teaching through student-led examples.
- Audio-video grammar rap for subject-verb agreement.
- Experiential learning through movement-based grammar stations.
- Integration with Art through "Build Your Verb Monster" activity.
- quizzes and animated exercises.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

Verbs are the "action engines" of language. They tell what someone does, feels, has, or becomes. Different kinds of verbs perform different functions in sentences.

Kinds of Verbs:

- Action Verbs
- Helping Verbs

- Linking Verbs
- Modal Verbs

Subject-Verb Agreement:

A verb must agree with its subject in number and person.

Examples:

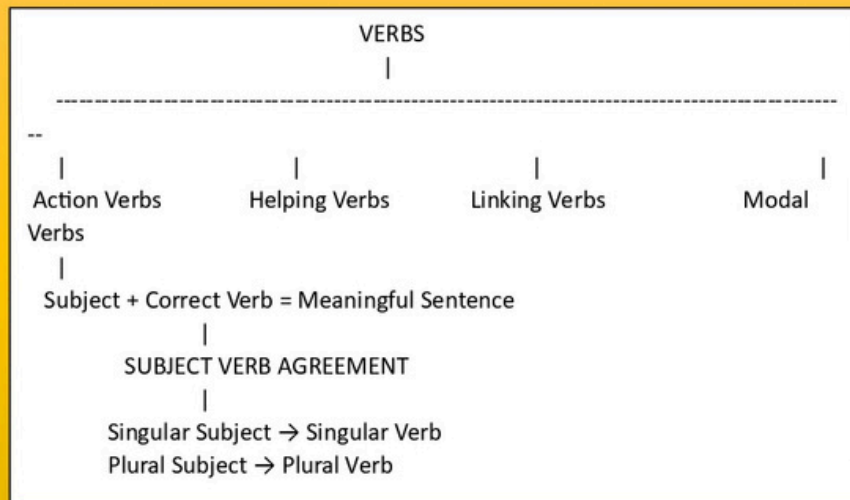
- She **writes** neatly.
- They **write** neatly.



Fun Twist:

Students become “Grammar Mechanics” who repair broken sentences in the “Verb Repair Garage.”

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines (subjects)

G.K.

- Famous slogans and advertisements using powerful verbs.

Science

- Writing experiment instructions using action verbs.

Sports Related

- Describing sports actions: run, throw, catch, sprint.

Geography

- Framing sentences about rivers, mountains, and weather using correct verbs.

Maths

- Solving “grammar equations” like:
Singular Subject + Singular Verb = Correct Sentence

Performing Arts

- Enacting verbs through mime and expression games.

Critical thinking

- Spotting and correcting incorrect verb usage in funny sentences.

Value Education

- Importance of clear communication and attentive listening.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Action-based learning for kinaesthetic learners.
- Visual charts and color-coded verb cards for visual learners.
- Peer learning and buddy correction tasks.
- Grammar riddles and movement games for active participation.
- Musical learning through verb chants and rhythm activities.
- Flexible questioning techniques for mixed-ability learners.

**GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING
/DEMONSTRATION****Activity Name: “Verb Olympics”**

Students rotate through grammar stations:

1. **Verb Charades** – act and guess the verb.
2. **Agreement Relay** – race to correct sentence strips.
3. **Helping Verb Hunt** – identify helping verbs hidden around the class.
4. **Grammar Basketball** – answer correctly before shooting the ball into a basket.

Winning teams receive “Grammar Champion” badges.

21ST CENTURY SKILLS**Learning Skills (4C’s)**

- **Critical Thinking** (analysing sentence errors)
- **Communication** (speaking and sentence framing)
- **Collaboration** (group correction tasks)
- **Creativity** (inventing funny verb sentences and role-plays)

Literacy Skills (IMT)

– Focus on grammar usage, sentence fluency, vocabulary enrichment, pronunciation, and expression.

Life Skills (FLIPS)

– Leadership, teamwork, confidence building, decision-making, and social interaction through collaborative grammar games.

AFTER CLASS (EXIT TICKET)

Students complete:

“One verb I used today and one subject-verb rule I learned.”

They explain the role in their own way (in pairs) through varied means of presentation.

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

- The lesson combined demonstration, movement, games, collaboration, and experiential learning for effective grammar acquisition.

CLASS MANAGEMENT:

- The class was energetic, participative, well-organized, and enthusiastically involved in all activities.

AHA MOMENT:

- Students discovered that even small verb changes can completely change sentence correctness and meaning.

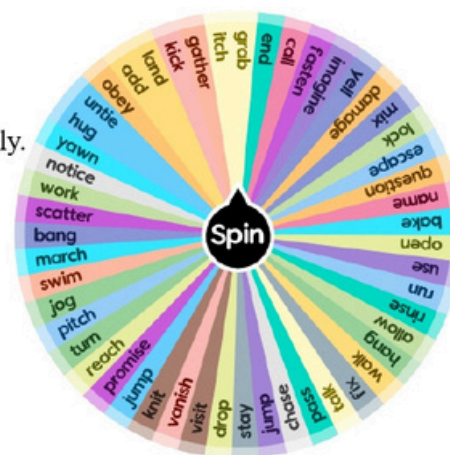
FOCUSSED AREA:

- Identification of kinds of verbs.
- Define and apply subject-verb agreement rules accurately.

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through:

- “Spin the Verb Wheel,”
- rapid-fire correction rounds,
- and peer-created grammar riddles.



SELF REFLECTION

- The topic became enjoyable and relatable because grammar was taught through movement, imagination, games, and real-life communication.

REMEDIAL/EMPOWERMENT TEACHING PLAN

- To further cement the ideas, remedial learners will receive guided worksheets with visual cues and sentence scaffolds, while advanced learners will create comic strips and mini-dialogues using all kinds of verbs and correct subject-verb agreement.



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: संज्ञा व उसके भेद

उद्देश्य:

विशिष्ट-

- विद्यार्थी दैनिक जीवन में प्रयुक्त संज्ञा शब्दों की पहचान कर सकेंगे।
- संज्ञा के भेदों (व्यक्तिवाचक, जातिवाचक, भाववाचक आदि) में अंतर कर सकेंगे।
- दिए गए शब्दों को उचित संज्ञा-भेद में वर्गीकृत कर सकेंगे।
- भाषा प्रयोग में संज्ञा के महत्व को समझ सकेंगे।

मापन योग्य-

- विद्यार्थियों को संज्ञा शब्दों की पहचान करना सिखाना।

बोधात्मक-

- विद्यार्थियों की व्याकरणिक समझ को विकसित करना।

समयबद्ध-

- विद्यार्थी संज्ञा शब्दों की पहचान कर वाक्य में प्रयोग कर सकेंगे।

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

सीखने के प्रतिफल:

- विद्यार्थी संज्ञा के विभिन्न भेदों में अंतर कर सकेंगे।
- विद्यार्थी संज्ञा की अवधारणा को अपने शब्दों में स्पष्ट कर सकेंगे।
- विद्यार्थी व्यक्तिवाचक, जातिवाचक एवं भाववाचक संज्ञा के उदाहरण दे सकेंगे।

- दैनिक जीवन में प्रयुक्त संज्ञा शब्दों का उचित प्रयोग कर सकेंगे।

प्रस्तावना:-

प्रस्तावित प्रश्न

- अपने आसपास निरीक्षण करके किन्हीं पाँच ऐसी वस्तुओं के नाम बताओ जो आपको बहुत पसंद हैं?
- ग्रीष्मकालीन अवकाश के दौरान आप किन-किन जगहों पर भ्रमण करने गए थे? उनके नाम बताइए।

शिक्षण पद्धति

प्रदर्शन विधि, आगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

विषय - संज्ञा

संज्ञा की अवधारणा



दैनिक प्रयोग:

विद्यार्थी अपने जीवन में प्रयोग किए गए संज्ञा शब्दों की पहचान कर सकेंगे व भाषा के प्रति और अधिक जागरूक बन सकेंगे।

समूह गतिविधि-

- संज्ञा शब्दों का वर्गीकरण:- विद्यार्थियों को समूहों में बाँटकर उन्हें अध्यापिका द्वारा बोले गए शब्दों का वर्गीकरण संज्ञा के भेदों के अनुसार करने के लिए कहा जाएगा।
- विद्यार्थियों को स्मार्ट बोर्ड पर एक लघु कथा दिखाई जाएगी। सभी विद्यार्थियों को अधिक से अधिक संज्ञा शब्दों को ढूँढ कर उन्हें वर्गीकृत करने के लिए कहा जाएगा।

21वीं सदी के कौशल

सीखने के कौशल(4C's) - आलोचनात्मक सोच- वाक्यों में प्रयुक्त शब्दों का तर्कपूर्ण वर्गीकरण कर सकेंगे।

रचनात्मकता- प्रस्तुति, संप्रेषण व सहयोग

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

जीवन कौशल- • समूह में कार्य करने की क्षमता विकसित होगी।

- संप्रेषण कौशल का विकास होगा।

कक्षा के बाद

शिक्षण प्रक्रिया पर टिप्प

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:

स्वयं संज्ञा के भेद बनाकर अपना परिचय देना।

मुख्य बिंदु:

संज्ञा शब्दों की पहचान करना व उसके भेदों के विषय में जानना।

पुनरावृत्ति:

- संज्ञा की परिभाषा विद्यार्थी अपने शब्दों में स्पष्ट करेंगे।
- संज्ञा के तीनों भेदों के उदाहरण देंगे।
- दिए गए शब्दों में से संज्ञा शब्दों की पहचान करेंगे।

गृहकार्य

संज्ञा शब्दों वाले चित्रों का एक डिजिटल कोलाज तैयार कीजिए ।



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सेक्टर – 9, रोहिणी, दिल्ली – 110085

पाठ योजना

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विषय : हिंदी

समयावधि: 35 मिनट

दिन व दिनांक :

कक्षा: छठी

विषय: रहीम के दोहे

उद्देश्य:

विशिष्ट-

- विद्यार्थियों को भक्ति काव्य की विशेषताओं से परिचित करवाना ।
- विद्यार्थियों को रहीमदास के जीवन और उनकी रचनाओं से परिचित करवाना।
- विद्यार्थियों की कल्पना शक्ति का विकास करना ।

मापन योग्य-

- विद्यार्थियों को दोहों के भावार्थ से परिचित करवाना ।

बोधात्मक-

- विद्यार्थियों की भाषा-ज्ञान, लय और उच्चारण कौशल को विकसित करना।

समयबद्ध-

- विद्यार्थी दोहों के मूल भाव पर अपने विचार प्रकट करने में सक्षम होंगे।

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सीखने के प्रतिफल:

- विद्यार्थी शब्दों का उचित उच्चारण व लय का प्रयोग कर दोहों का वाचन कर सकेंगे।
- विद्यार्थी दोहों के भावार्थ व शब्दार्थ को समझ सकेंगे।
- सीखी गई नई शब्दावली का प्रयोग अपने दैनिक जीवन में प्रयोग कर सकेंगे।

- विद्यार्थी अपने व्यक्तित्व का विकास कर सकेंगे।

प्रस्तावना:-

प्रस्तावित प्रश्न

- क्या आपने कभी कृष्ण भक्ति से जुड़े भजन सुने हैं?
- दोहों का नाम आपने कहाँ सुना है?

शिक्षण पद्धति

प्रदर्शन विधि, आगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

विषय - रहीम के दोहे

पाठ की अवधारणा



दैनिक प्रयोग:

विद्यार्थी अपने जीवन में दोहों से ली गई सीख को आत्मसात कर सकेंगे।
समूह गतिविधि- दोहा अभिनय- प्रत्येक समूह को एक दोहा दिया जाएगा। विद्यार्थी इस दोहे को बिना बोले अपने अभिनय के द्वारा समझाएंगे व बाकी विद्यार्थी दोहे की पहचान करेंगे।
21वीं सदी के कौशल
सीखने के कौशल(4C's) – आलोचनात्मक सोच- विद्यार्थी अपने जीवन में आने वाली समस्याओं के प्रति जागरूक रहेंगे व तर्कपूर्ण सोच विकसित करेंगे। रचनात्मकता- प्रस्तुति, संप्रेषण व सहयोग साक्षरता कौशल- अपने विचारों को बोलकर व लिखकर अभिव्यक्त करना। जीवन कौशल- साहस, वीरता और त्याग के भावों को अपने जीवन में लाकर अपने चरित्र व व्यक्तित्व का विकास 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: दोहा अभिनय
मुख्य बिंदु: दोहों के भावार्थ को प्रस्तुत करना। पुनरावृत्ति: - रहीम के दोहे हमें क्या मुख्य संदेश देते हैं? - रहीम जी ने जीवन में आने वाली समस्याओं को अच्छा क्यों कहा है? - आपको कौन-सा दोहा सबसे अधिक पसंद आया और क्यों?
गृहकार्य

- अपने जीवन का कोई ऐसा अनुभव लिखिए जहाँ आपको रहीम के किसी दोहे की याद आई हो और वह जीवन में उपयोगी लगा हो।



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 : छठी

विषय :- 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. , स्मार्ट बोर्ड, श्यामपट्ट व चॉक

सीखने के प्रतिफल:

- विद्यार्थी उपसर्ग की परिभाषा बता सकेंगे।
- विद्यार्थी नए शब्द बनाने में उपसर्ग का प्रयोग कर सकेंगे।

प्रस्तावना:-

प्रस्तावित प्रश्न

- क्या किसी शब्द के आगे कोई छोटा शब्द जोड़ने से उसका अर्थ बदल सकता है?
- “सुख” और “दुःख” शब्दों में क्या अंतर है?
- “पढ़” शब्द के आगे “अन” जोड़ने से क्या परिवर्तन हुआ?

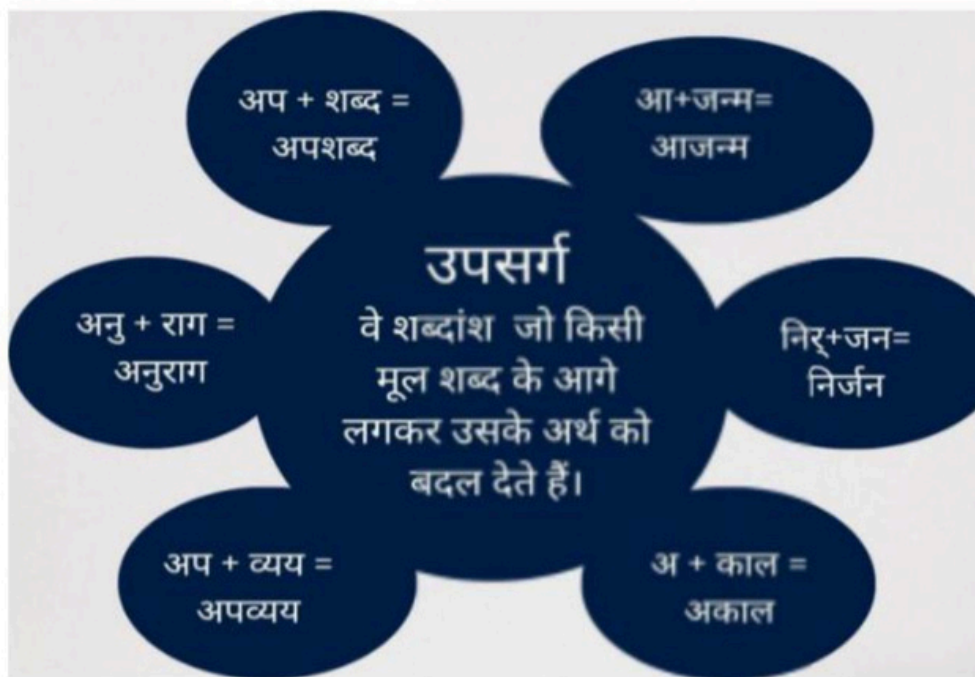
शिक्षण पद्धति:-

प्रदर्शन विधि, आगमन विधि, प्रश्नोत्तर विधि, चर्चा विधि

प्रकरण :-

उपसर्ग

संकल्पना मानचित्र



मुख्य शिक्षण

- उपसर्ग की परिभाषा व उदाहरण।
- उपसर्ग व मूल शब्द में अंतर।
- उपसर्ग व प्रत्यय में अंतर।
- उपसर्ग व मूल शब्द अलग करना।
- विभिन्न उपसर्गों से बनने वाले शब्द ।

समूह गतिविधि-

- शब्द निर्माण प्रतियोगिता”
- विद्यार्थियों को 4 समूहों में बाँटा जाएगा।
- प्रत्येक समूह को कुछ मूल शब्द दिए जाएँगे—
“योग”, “ज्ञान”, “हित”, “विश्वास”, “शासन”
- विद्यार्थी दिए गए शब्दों में उपयुक्त उपसर्ग जोड़कर नए शब्द बनाएँगे।

21वीं सदी के कौशल

सीखने के कौशल (4C's) –

आलोचनात्मक सोच :

विद्यार्थी विचार करेंगे कि उपसर्ग जुड़ने से शब्दों के अर्थ में कैसे परिवर्तन आता है।

रचनात्मकता :

विद्यार्थी स्वयं नए शब्द बनाकर अपनी सृजनात्मकता प्रदर्शित करेंगे।

साक्षरता कौशल :

विद्यार्थी समूह में चर्चा कर अपने उत्तर प्रस्तुत करेंगे।

जीवन कौशल :

विद्यार्थी भाषा के सही प्रयोग का महत्व समझेंगे।

कक्षा के बाद

आकर्षक बिंदु:

- शब्द निर्माण (खेल विधि)

मुख्य बिंदु:

- उपसर्ग की परिभाषा, उपसर्गों से नए शब्द बनाना, मूल शब्द से उपसर्ग अलग करना

पुनरावृत्ति:

- शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे-
- उपसर्ग किसे कहते हैं?

- उपसर्ग व प्रत्यय में क्या अंतर है?
- अपूर्व, प्रतिकूल और दुर्जन शब्दों में उपसर्ग व मूल शब्द अलग कीजिए।
- 'नि' उपसर्ग से तीन शब्द बनाइए।

गृहकार्य :-

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

Lesson Plan – Class VI

Topic: Parallel and Intersecting Lines

Chapter: Lines and Angles

Class: VI

Subject: Mathematics

LEARNING OBJECTIVES

Specific: Students will be able to identify and differentiate parallel and intersecting lines.

Measurable: Enhance observation and analytical skills.

Attainable: Define, identify, draw and create parallel and intersecting lines.

Relatable: Distinguish examples from daily life.

Teaching Aids

Ruler, geometry box, flash cards, smartboard video, PPT, chalk board.

LEARNING OUTCOMES

Enhance observation skills; acquire understanding of different types of lines; describe parallel and intersecting lines using real-life examples.

ENTRY TICKET

Students identify line, line segment and ray from previous knowledge.

OPENING QUESTIONS

How many lines can you see in a notebook?

What are railway tracks like?

Where do roads cross each other?

What is special about lines that never meet?

TEACHER DRIVEN LEARNING

Demonstration, brainstorming, smartboard videos and experiential learning.

CONTENT

Definition and examples of parallel and intersecting lines; differences and drawing practice.

CONCEPT MAP

Lines → Types of Lines → Parallel Lines → Never meet

Lines → Types of Lines → Intersecting Lines → Meet at a point

INTERDISCIPLINARY LINKAGES

GK: Railway tracks

Science: Electric wires

Sports: Track lanes

Geography: Road maps

Maths: Geometric patterns

GROUP ACTIVITY

Students create parallel and intersecting lines using ice cream sticks/straws.

21st CENTURY SKILLS

Critical Thinking, Communication, Collaboration and Creativity

EXIT TICKET

Quick oral questions and worksheet discussion.

SELF REFLECTION

Topic became relatable through activities and examples.

REMEDIAL PLAN

Students identify examples from surroundings and draw them.

ASSIGNMENT

- Define parallel lines with one real-life example.
- What are intersecting lines? Draw a pair of intersecting lines.
- Identify whether the following are parallel or intersecting:
 - Railway tracks
 - Roads meeting at a crossing
 - Lines on a notebook page
- Observe your classroom and write two examples of parallel lines and one example of intersecting lines.



N.K. Bagrodia Public School
Ahinsa Marg, Sector - 9, Rohini, Delhi - 110085
Curriculum - Mathematics
Topic - The Other Side of Zero
Class - 6th

Facilitator - Lata Tewani

SUBTOPIC: Integer

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to understand the concept of integers and identify positive integers, negative integers, and zero.

Measurable-

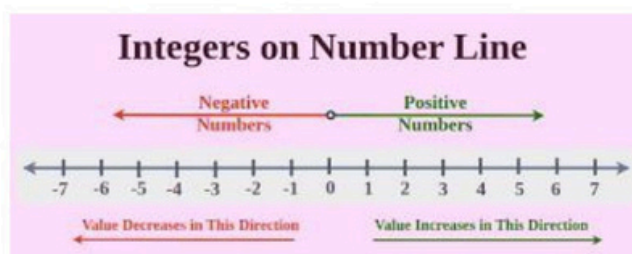
- Students will be able to represent integers on a number line and compare integers correctly.

Attainable-

- Students will be able to identify integers in daily life situations such as temperature, lifts, and banking.

Relatable-

- Students will understand how integers are used in real-life situations involving gain/loss, above/below sea level, and rise/fall in temperature.



Time bound-

- Students will be able to solve simple integer-based questions and represent integers on the number line within the class duration through guided practice.

Teaching Aids Selection: YouTube videos using SLM, animation, PowerPoint slides, flash cards with positive and negative numbers, number line charts, worksheets, thermometer models, and chalkboard explanations.

LEARNING OUTCOMES

The students will be able to

- Identify positive integers, negative integers, and zero.
- Represent integers on a number line.
- Compare and arrange integers in ascending and descending order.
- Understand the use of integers in daily life situations.
- Solve simple problems involving integers.

DURING CLASS

ENTRY TICKET

A quick warm-up activity where students:

- Observe a number line containing positive and negative numbers.
- Identify numbers greater than and less than zero.



- Discuss situations where numbers below zero are used.

OPENING QUESTIONS

- What comes before zero on the number line?
- Can numbers be smaller than zero?
- Where do we see negative numbers in daily life?
- How can we represent integers on a number line?

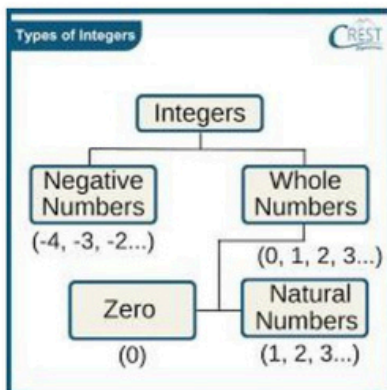
TEACHER DRIVEN LEARNING

- Explanation of integers and their types.
- Introduction to positive integers, negative integers, and zero.
- Demonstration of integers on a number line.
- Step-by-step explanation of comparing integers using examples such as: $+5 > +2$
 $-3 < -1$
0 is neither positive nor negative
- Discussion of real-life examples involving integers such as temperature and elevator floors.

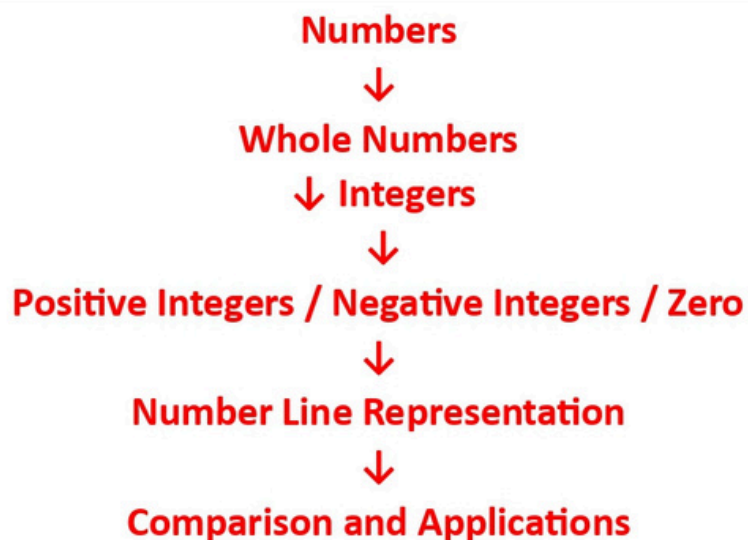
CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

Integers

- Positive integers
- Negative integers
- Zero
- Number line representation
- Comparing and ordering integers
- Real-life applications of integers



CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. - Negative temperatures in cold countries are represented using integers.

Science – Temperature above and below zero degrees.

Sports Related – Gain and loss of points in games.

Maths – Basis for algebra and advanced calculations.

Performing Arts – Counting beats forward and backward in rhythm and dance patterns.

GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION



• Activity Information:

21ST CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking

- Comparing and arranging integers logically.

Communication

- Explaining positions of integers on the number line.

Collaboration

- Working in groups during number line activities.

Creativity

- Designing colourful integer number lines and charts.

Literacy Skills (IMT)

- Understanding and using mathematical vocabulary such as integers, positive numbers, negative numbers, zero, ascending order, and descending order.

Life Skills (FLIPS)

- Logical thinking and reasoning.
- Problem-solving skills.
- Initiative in classroom activities.
- Cooperative learning through group tasks.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

- Interactive number line activities and real-life examples helped students understand integers and their applications effectively.

Conclusion

Integers include positive numbers, negative numbers, and zero. They help us represent quantities above and below zero and are widely used in everyday life situations such as temperature, banking, and measurements.

FOCUSSED AREA:

- Identification of integers
- Number line representation
- Comparing integers
- Understanding real-life applications of integers

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through a quick quiz, oral questioning, and number line activities.

SELF REFLECTION

- The topic became more interactive and enjoyable through real-life examples and hands-on activities.

REMEDIAL/EMPOWERMENT TEACHING PLAN

- To further strengthen understanding, students will be given additional worksheets and home assignments based on number line practice and comparison of integers

Chapter: Prime Time (Prime & Composite Numbers)

Subject

Mathematics

Duration

40–45 Minutes

Competencies Developed

Students will be able to:

- Identify prime and composite numbers through reasoning.
- Apply factor knowledge in real-life situations.
- Classify numbers based on number of factors.
- Observe patterns and make logical conclusions.

Learning Outcomes

Students will:

1. Recognize prime and composite numbers.
2. Use factors to justify answers.
3. Develop logical thinking and number sense.
4. Solve competency-based questions independently.

Teaching-Learning Materials

- Number cards
- 1–100 chart
- Sticky notes
- Worksheet
- Blackboard

Warm-Up Activity

Think & Tell

Teacher writes:

6, 7, 9, 11

Students discuss in pairs:

- Which numbers can be divided by many numbers?
- Which numbers can only be divided by 1 and themselves?

Teacher introduces:

- Prime numbers
- Composite numbers

Concept Development

Exploration Activity

Students work in groups.

Each group gets number cards:

2, 4, 5, 8, 13, 15, 17

Task:

- Find factors of each number.
- Sort them into two groups.

Discussion Questions

- What do you notice about prime numbers?
- Can a prime number have more than two factors?
- Why is 1 special?

Teacher concludes:

- Prime numbers → exactly 2 factors
- Composite numbers → more than 2 factors
- 1 is neither prime nor composite

Competency-Based Classroom Activities

Activity 1: Number Detective

“Riya says 21 is a prime number because it is odd. Do you agree?”

Students must:

- Find factors of 21
- Explain reasoning

Expected understanding:

21 has factors 1, 3, 7, 21 → composite number

Activity 2: Real-Life Connection

“A shopkeeper arranges 13 oranges equally in rows. In how many ways can he arrange them?”

Students explore:

- 1×13 only

Conclusion:

13 is a prime number.

Activity 3: Error Analysis

A student writes:

“15 is a prime number because it comes in the table of 15 only.”

Ask students:

- Is the statement correct?
- Explain why.

Assessment Questions (Competency-Based)

1. Which number does not belong? Why?
11, 13, 15, 17
2. Aman says every odd number is prime.
Give two examples to prove him wrong.
3. A number has exactly two factors.
What type of number is it?
4. Can 1 be called a prime number? Explain.
5. Identify all composite numbers:
2, 9, 19, 21, 23, 25

Differentiation

For Support

- Use factor trees
- Give smaller numbers

For Advanced Learners

- Ask students to find all prime numbers between 50 and 100
- Introduce twin primes

Homework

1. Find factors of:
 - 16
 - 27

- 31
- 2. Write:
 - Five prime numbers
 - Five composite numbers
- 3. Explain why 2 is a special prime number.

Reflection

Teacher reflects:

- Were students able to justify answers logically?
- Could they distinguish prime and composite numbers independently?

Chapter: Prime Time (Prime & Composite Numbers)

Subject

Mathematics

Duration

40–45 Minutes

Competencies Developed

Students will be able to:

- Identify prime and composite numbers through reasoning.
- Apply factor knowledge in real-life situations.
- Classify numbers based on number of factors.
- Observe patterns and make logical conclusions.

Learning Outcomes

Students will:

1. Recognize prime and composite numbers.
2. Use factors to justify answers.
3. Develop logical thinking and number sense.
4. Solve competency-based questions independently.

Teaching-Learning Materials

- Number cards
- 1–100 chart
- Sticky notes
- Worksheet
- Blackboard

Warm-Up Activity (5 Minutes)

Think & Tell

Teacher writes:

6, 7, 9, 11

Students discuss in pairs:

- Which numbers can be divided by many numbers?
- Which numbers can only be divided by 1 and themselves?

Teacher introduces:

- Prime numbers
- Composite numbers

Concept Development (10 Minutes)

Exploration Activity

Students work in groups.

Each group gets number cards:

2, 4, 5, 8, 13, 15, 17

Task:

- Find factors of each number.
- Sort them into two groups.

Discussion Questions

- What do you notice about prime numbers?
- Can a prime number have more than two factors?
- Why is 1 special?

Teacher concludes:

- Prime numbers → exactly 2 factors
- Composite numbers → more than 2 factors
- 1 is neither prime nor composite

Competency-Based Classroom Activities (15 Minutes)

Activity 1: Number Detective

"Riya says 21 is a prime number because it is odd. Do you agree?"

Students must:

- Find factors of 21
- Explain reasoning

Expected understanding:

21 has factors 1, 3, 7, 21 → composite number

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"A shopkeeper arranges 13 oranges equally in rows. In how many ways can he arrange them?"

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Reflection

Teacher reflects:

- Were students able to justify answers logically?
- Could they distinguish prime and composite numbers independently?

Competency-Based Lesson Plan – Class 6 Science

Chapter: Methods of Separation – Solid to Solid Mixtures

Subject

Science

Duration

40–45 Minutes

Competencies Developed

Students will be able to:

- Identify different methods used to separate solid mixtures.
- Select suitable separation methods for different situations.
- Observe properties like size, weight, and magnetic nature for separation.
- Apply separation methods to real-life situations.

Learning Outcomes

Students will:

1. Understand why materials need to be separated.
2. Differentiate between handpicking, threshing, winnowing, and sieving.
3. Choose appropriate methods for separating mixtures.
4. Develop observation and reasoning skills through activities.

Teaching-Learning Materials

- Rice mixed with stones
- Sand and gravel
- Flour sieve
- Husk and grains
- Magnet and iron filings
- Pictures/videos of threshing and winnowing
- Worksheet

Introduction / Warm-Up (5 Minutes)

Activity: “What Would You Do?”

Teacher shows:

- Rice mixed with stones
- Flour mixed with bran

Ask students:

- Can we use these directly?
- How can we separate unwanted materials?

Students share ideas from home experiences.

Teacher introduces:

“Today we will explore different methods used to separate solid materials.”

Concept Development (15 Minutes)

Activity 1: Handpicking

Demonstration

Students separate stones from rice manually.

Discussion

Ask:

- When is handpicking useful?
- What type of impurities can be removed?

Conclusion

Used when impurities are:

- Visible
- Larger in size
- Present in small quantity

Activity 2: Sieving

Demonstration

Use a sieve to separate flour and bran/sand and gravel.

Competency Question

“Why do particles pass through the holes while bigger particles remain?”

Conclusion

Sieving separates materials based on particle size.

Activity 3: Winnowing

Teacher demonstrates using paper pieces and sand/grains with airflow.

Observation

Lighter particles blow away.

Real-Life Connection

Farmers use winnowing to separate husk from grains.

Activity 4: Magnetic Separation

Use a magnet to separate iron filings from sand.

Inquiry Question

“Why are only some materials attracted by magnets?”

Competency-Based Classroom Tasks

Task 1: Choose the Best Method

Students match mixtures with method

Mixture	Method
Rice and stones	Handpicking
Flour and bran	Sieving
Husk and grains	Winnowing
Iron pins and sand	Magnetic separation

Task 2: Think and Explain

“A student used a sieve to separate husk from wheat grains. Was it the correct method? Why or why not?”

Assessment Questions

1. Why do we separate materials before using them?
2. Which method would you use:
 - To remove stones from pulses?
 - To separate flour from bran?
 - To separate iron nails from sand?
3. Rohan tried to separate rice and husk by handpicking. Suggest a better method and explain why.
4. What property helps in magnetic separation?
5. Give one real-life example of sieving.

Higher-Order Thinking Question

“A farmer has wheat grains mixed with husk and small stones. Which methods should be used and in what order?”

Expected reasoning:

- Handpicking → remove stones
- Winnowing → remove husk

Differentiation

Support for Learners

- Use real-life examples and demonstrations.
- Provide picture-based worksheets.

Enrichment

- Ask students to explore how grains are separated on farms.
- Introduce modern machines used in separation.

Homework

1. Observe and write any three separation methods used at home.
2. Draw and label:
 - A sieve
 - Winnowing process
3. Write one example each of:
 - Handpicking
 - Sieving
 - Magnetic separation

Reflection

Teacher reflects:

- Were students able to select suitable methods independently?
- Could students explain why a particular method works?

Competency-Based Lesson Plan – Class 6 Science

Chapter: Methods of Separation – Solid from Liquid

Subject

Science

Duration

40–45 Minutes

Competencies Developed

Students will be able to:

- Identify different methods used to separate solids from liquids.
- Select suitable separation methods for different mixtures.
- Observe and compare sedimentation, decantation, filtration, and evaporation.
- Apply separation methods in daily life situations.

Learning Outcomes

Students will:

1. Understand why separation is necessary.
2. Differentiate between methods of separating insoluble and soluble solids from liquids.
3. Conduct simple experiments and record observations.
4. Develop scientific reasoning and observation skills.

Teaching-Learning Materials

- Muddy water
- Sand and water mixture
- Salt solution
- Filter paper/cloth
- Funnel
- Beakers/glasses
- Spoon
- Heating arrangement/picture/video
- Worksheet

Introduction / Warm-Up (5 Minutes)

Activity: “Can We Drink This?”

Teacher shows:

- Muddy water
- Water mixed with sand
- Salt water

Ask students:

- Can we drink these directly?
- How can we make the water clean?

Students share ideas from daily life.

Teacher introduces:

“Today we will learn different methods used to separate solids from liquids.”

Concept Development (15 Minutes)

Activity 1: Sedimentation and Decantation

Demonstration

Mix sand/mud in water and leave it undisturbed.

Observation

- Heavier particles settle at the bottom → Sedimentation
- Clear water on top can be poured out → Decantation

Competency Question

“Why do heavier particles settle down?”

Activity 2: Filtration

Demonstration

Filter muddy water using filter paper/cloth.

Observation

- Solid particles remain on filter paper.
- Clear liquid passes through.

Discussion

Where do we use filtration at home?

Examples:

- Tea strainer
- Water filters

Activity 3: Evaporation

Demonstration/Explanation

Heat salt water.

Observation

- Water evaporates.
- Salt remains behind.

Real-Life Connection

Obtaining salt from sea water.

Competency-Based Classroom Activities

Task 1: Match the Mixture with the Method

Mixture	Method
Muddy water	Filtration
Sand and water	Sedimentation & decantation
Salt from salt water	Evaporation

Task 2: Think and Explain

“A student tried to separate dissolved salt from water using filtration. Will it work? Why?”

Expected understanding:

No, because dissolved salt passes through the filter.

|

Assessment Questions

1. Why is separation needed in daily life?
2. Which method would you use:
 - To separate tea leaves from tea?
 - To obtain salt from sea water?
 - To separate mud from water?
3. What is the difference between sedimentation and filtration?
4. Why can't dissolved salt be separated by filtration?
5. Name one example of evaporation from daily life.

Higher-Order Thinking Question

"Suppose you have a mixture of sand, salt, and water. How will you separate all three materials?"

Expected reasoning:

1. Filtration → separate sand
2. Evaporation → obtain salt

Differentiation

Support for Learners

- Use step-by-step demonstrations.
- Provide picture-based examples.

Enrichment

- Ask students to explore water purification methods.
- Discuss how water is cleaned in cities.

Homework

1. Observe and write two examples of filtration at home.

2. Draw and label:
 - Filtration setup
 - Sedimentation process
3. Explain how salt is obtained from sea water.

Reflection

Teacher reflects:

- Were students able to choose suitable separation methods?
- Could students explain why certain methods work?
- Did students connect concepts with daily life examples?



N.K. Bagrodia Public School
Rohini, Delhi

Lesson Plan

Curriculum – CBSE

Topic – Beginning of Indian Civilisation

Class – VI

Date – August 2026

Facilitator –

SUBTOPIC: ARTEFACTS IN HARAPPAN CIVILISATION

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific –

- Students will be able to explain the meaning of artefacts and identify important artefacts of the Harappan Civilisation.

Measurable –

- To enhance understanding of the lifestyle, occupation and culture of the Harappan people through artefacts.

Attainable –

- To identify seals, pottery, tools, jewellery and toys discovered from Harappan sites.

Relatable –

- To compare ancient objects with objects used in present-day life.

Time Bound –

- To complete discussion, activity and worksheet within the class period.

Teaching Aids Selection

Pictures of Harappan artefacts, smartboard, PowerPoint slides, map of Harappan sites, YouTube video, chalk board.

LEARNING OUTCOMES

The students will be able to:

- define the term artefact.
- describe different artefacts found in the Harappan Civilisation.
- explain what artefacts tell us about the life of Harappan people.
- appreciate the creativity and skills of ancient civilizations.

DURING CLASS

ENTRY TICKET

Information about previous knowledge testing:

- Students are shown pictures of old objects and asked to identify them.
- Students discuss how historians learn about ancient civilizations.
- Students locate Harappan sites on the map.

✦ OBJECTS FOUND IN HARAPPAN SITES ✦



Terracotta female figurine



Bearded male figurine



Steatite seal



Beads



Pottery



Bricks and structures



Copper tools



Terracotta toy bull



Stone weights



Shell bangle



Spindle whorl



Chert blade



Fire altar



Drainage system

OPENING QUESTIONS

- What are artefacts?
- Why do archaeologists study artefacts?
- What can seals and pottery tell us about people of the past?
- Which objects do we use today that may become artefacts in future?

TEACHER DRIVEN LEARNING

- Explanation with examples
- Picture observation activity
- Story narration about an archaeologist discovering artefacts
- Audio/video clip on Harappan Civilisation
- Brainstorming session on ancient lifestyle

CONTENT (CORE CONCEPTS)

- Meaning of artefacts
- Important Harappan artefacts – seals, pottery, jewellery, tools and toys
- Materials used by Harappans
- What artefacts reveal about trade, occupation and culture
- Craftsmanship and town life in Harappan cities

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Think-pair-share on importance of artefacts
- Group discussion on similarities between ancient and modern objects
- Visual learning through pictures and videos

Suggested video:

[Harappan Civilization for Kids – National Geographic Style Learning](#)



ARTEFACTS IN HARAPPAN CIVILISATION



→ SEALS



Seals were made of steatite. They had animal figures and script. Used for trade and identification.

→ POTTERY



Pottery was made of fine clay. It was used for storing grains, water and other items.

→ JEWELLERY



Jewellery was made of gold, silver, copper, beads, shells, stones and faience. People wore ornaments for beauty.

→ TOOLS



Tools were made of stone, copper and bronze. They were used for cutting, digging, carving and farming.

→ TOYS



Toys were made of clay. They include rattles, animal figures, carts and games.

→ TRADE



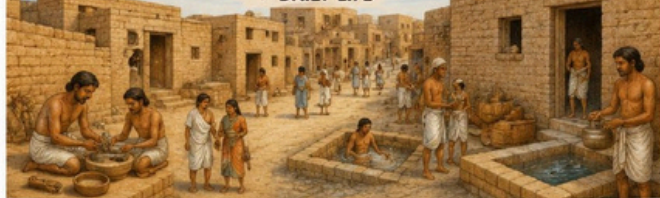
Harappans traded with other parts of India and other countries. They traded items like beads, metals, seals, pottery and cotton.

→ CRAFTSMANSHIP



Harappans were skilled craftsmen. They made beautiful artefacts with fine designs and great skill.

→ DAILY LIFE



Harappans lived in well-planned cities. They used baked bricks, had drainage systems, took baths, wore cotton clothes and ate healthy food. They led an organized and peaceful life.

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

History – Harappan Civilization and archaeology

Geography – Location of Harappan cities near rivers

Science – Materials like clay, metal and stone used in artefacts

Art – Designing seals and pottery patterns

Economics – Trade practices of Harappans

Critical Thinking – What do artefacts reveal about ancient societies?

Value Education – Respect for heritage and preservation of historical objects

GROUP ACTIVITIES / HANDS ON LEARNING

Activity Information –

- Map activity showing major Harappan sites.
- Matching activity between artefacts and their uses.

21ST CENTURY SKILLS

Learning Skills (4C's)

- Critical Thinking – Understanding ancient lifestyle through artefacts
- Communication – Group discussion and presentation
- Collaboration – Team-based activities
- Creativity – Designing seals and pottery

Literacy Skills

- Vocabulary building related to archaeology and civilisation

Life Skills

- Observation skills
- Teamwork and confidence building

AFTER CLASS (EXIT TICKET)**REVIEW OF PROCESS****Class Management –**

- The class was interactive and participative.

Aha Moment –

- Students realised that artefacts help us understand ancient civilizations and lifestyles.

Focussed Area –

- Types of artefacts
- Importance of artefacts in studying history

RECAPITULATION

- The recap of the topic will be done through oral questioning and a short worksheet later.

SELF REFLECTION

- The topic became engaging through visuals and real-life comparisons with modern objects.

REMEDIAL / EMPOWERMENT TEACHING PLAN

- Picture-based worksheets and simplified explanations will be provided for students requiring additional support.



N.K. Bagrodia Public School

Rohini, Delhi

Lesson Plan

Curriculum – CBSE

Topic – Oceans and Continents

Class – VI

Date – July 2026

Facilitator –

SUBTOPIC: OCEANS AND LIFE

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific –

- Students will be able to explain the importance of oceans in sustaining life on Earth.

Measurable –

- To enhance understanding of the role of oceans in rainfall, oxygen production, climate regulation and human life.

Attainable –

- To identify different ways oceans help humans through trade, fishing, transport and cultural development.

Relatable –

- To connect oceans with daily life through examples like rainfall, food and climate.

Time Bound –

- To complete discussion, activity and worksheet within the class period.

Teaching Aids Selection

World map, pictures of oceans and marine life, smartboard, PowerPoint slides, short YouTube video on oceans chalk board.

LEARNING OUTCOMES

The students will be able to:

- describe the importance of oceans for life on Earth.
- explain how oceans influence rainfall and climate.
- identify the role of oceans in transport, fishing and trade.
- appreciate the cultural importance of oceans for coastal communities.

DURING CLASS

ENTRY TICKET

Information about previous knowledge testing:

- Students are asked where rain comes from.
- Students discuss whether humans can live without oceans.
- Students identify oceans on a map.

OPENING QUESTIONS

- Why are oceans called the “lungs of the planet”?
- How do oceans help in rainfall?

- What are some ways people use oceans?
- Why were oceans important for trade and travel in ancient times?

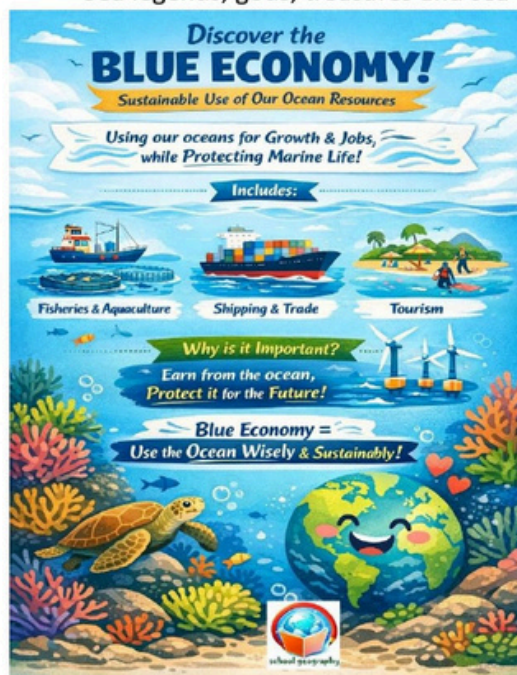
TEACHER DRIVEN LEARNING

- Explanation with real-life examples
- Map activity showing major oceans
- Audio/video clip on marine life and oceans
- Storytelling about ancient sea trade routes
- Brainstorming session on “Life without Oceans”



CONTENT (CORE CONCEPTS)

- Oceans and continents as important parts of the environment
- Oceans and the water cycle
- Oceans as producers of oxygen
- Role of oceans in regulating climate
- Uses of oceans – migration, trade, fishing and military campaigns
- Cultural connection of coastal communities with oceans
- Sea legends, gods, treasures and sea stories



PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Think-pair-share activity on importance of oceans
- Group discussion on protecting oceans
- Picture interpretation activity on marine pollution
- Collaborative map activity

Suggested video:

[National Geographic Kids – Oceans for Kids](#)

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Science – Water cycle, oxygen production, marine ecosystem

Geography – Oceans, continents and climate

History – Ancient sea trade and exploration

Economics – Fishing and trade activities

Literature – Sea stories and legends

Environmental Education – Ocean conservation and pollution awareness

Critical Thinking – What would happen if oceans disappeared?

Value Education – Respect and responsibility towards nature

GROUP ACTIVITIES / HANDS ON LEARNING

Activity Information –

- Students work in groups to create a poster on “Save Oceans, Save Life”.
- Students label major oceans on a world map.
- Role-play activity showing fishermen, traders and sailors.

21ST CENTURY SKILLS

Learning Skills (4C's)

- Critical Thinking – Understanding the importance of oceans
- Communication – Group discussion and presentation
- Collaboration – Working in groups during activities
- Creativity – Poster making and role play

Literacy Skills

- Development of vocabulary related to oceans and environment

**N.K. Bagrodia Public School
Rohini, Delhi
Lesson Plan**

TOPIC: ROLE OF PANCHAYAT AND GRAM SABHA

Class : VI

Date: August 2026

BEFORE CLASS

LEARNING OBJECTIVES

Specific –

- Students will be able to explain the role and functions of Panchayat and Gram Sabha in village administration.

Measurable –

- To enhance understanding of local self-government in rural areas.

Attainable –

- To identify the responsibilities of Gram Sabha members and Panchayat representatives.

Relatable –

- To connect village administration with real-life community issues and solutions.

Teaching Aids Selection

Smartboard, PowerPoint slides, YouTube video, role-play cards.

LEARNING OUTCOMES

The students will be able to:

- define Panchayat and Gram Sabha.
- explain the structure of Panchayati Raj system.
- identify the duties of Panchayat members and Gram Sabha.
- understand the importance of participation in local governance.

DURING CLASS

ENTRY TICKET

Information about previous knowledge testing:

- Students are asked who solves problems in villages.
- Students discuss facilities needed in villages like roads, water and sanitation.
- Students share if they have heard about village meetings or Panchayats.

OPENING QUESTIONS

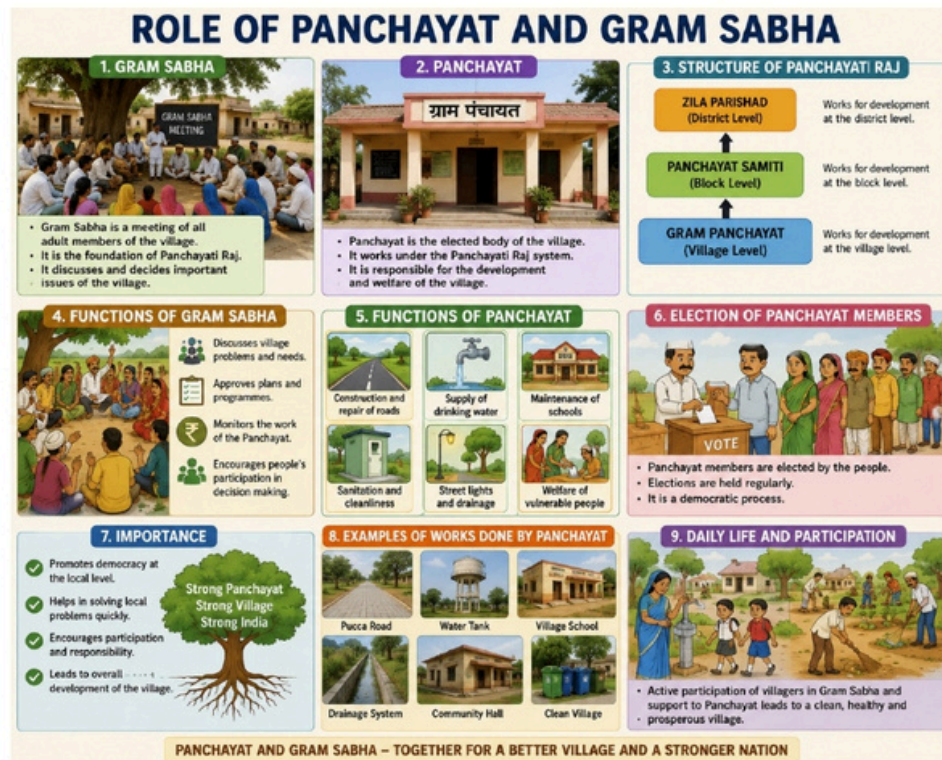
- What is a Gram Sabha?
- Who are the members of a Gram Sabha?
- What work does a Panchayat do?
- Why is local self-government important?

TEACHER DRIVEN LEARNING

- Explanation with examples
- Story narration about a village solving a community problem
- Audio/video clip on Panchayati Raj system
- Brainstorming session on village development
- Role-play of a Gram Sabha meeting

CONTENT (CORE CONCEPTS)

- Meaning of Panchayat and Gram Sabha
- Structure of Panchayati Raj system
- Election of Panchayat members
- Functions of Gram Sabha
- Responsibilities of the Panchayat – roads, water supply, sanitation, schools and welfare
- Importance of people's participation in decision making



PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Role-play activity of a Gram Sabha meeting
- Think-pair-share on village problems and solutions
- Visual learning through charts and pictures
- Group discussion on importance of democracy at local level

Suggested video:

[Panchayati Raj System Explained for Students](#)

CONCEPT MAP

Role of Panchayat and Gram Sabha

- Local Self Government
- Gram Sabha
- Panchayat
- Elections
- Village Development
- Decision Making
- Public Welfare
- Participation

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Political Science – Democracy and local government

Geography – Rural settlements and village life

Economics – Use of village funds and development works

Environmental Education – Cleanliness and water management in villages

Language – Public speaking and communication during meetings

Critical Thinking – How can villages solve local problems effectively?

Value Education – Responsibility, cooperation and participation

GROUP ACTIVITIES / HANDS ON LEARNING

Activity Information –

- Students work in groups to conduct a mock Gram Sabha meeting discussing village issues.
- Students prepare posters on “Our Ideal Village”.
- Matching activity between Panchayat duties and village needs.

21ST CENTURY SKILLS

Learning Skills (4C’s)

- Critical Thinking – Solving village problems
- Communication – Discussion and role play
- Collaboration – Team-based activities
- Creativity – Poster making and presentation

Literacy Skills

- Vocabulary related to governance and administration

Life Skills

- Leadership qualities
- Teamwork and confidence building
- Decision-making skills

EXIT TICKET

Focussed Area –

- Functions of Gram Sabha
- Role of Panchayat in village development

RECAPITULATION

- The recap of the topic will be done through oral questioning and a short worksheet.

SELF REFLECTION

- The topic became engaging through role-play, discussions and real-life village examples.



एन.के. बागड़ोडिया पब्लिक स्कूल, सेक्टर 9, रोहिणी, दिल्ली

पाठयोजना

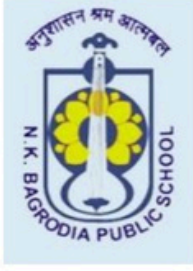
सूत्रधारिका नाम- ममता, विषय- संस्कृतम्, कक्षा - षष्ठी

अवधि - 35 निमेषाः, शीर्षक - अव्यय

प्राक् कक्षा :- पूर्वज्ञान परीक्षण
शिक्षण उद्देश्य - • छात्रों में संस्कृत भाषा के प्रति रुचिवर्धन। • व्याकरणिक एवं भाषिक ज्ञानवर्धन
विशिष्ट - • छात्र क्षमता : शीर्षक, विषय एवं वैषयिक अवधारणा
साध्य - • अव्यय अवबोधन, भाषिक उपयोगिता
संबद्धता - • शब्दज्ञान, व्याकरणिक ज्ञान सक्षमता, अव्यय अवबोधन
मापनीय - • समर्थता, क्षमता विकास, भाषिक ज्ञान
समयबद्ध गतिविधि - यथा - एक समय में एक समूह के विद्यार्थियों को अव्यय, दूसरे समूह को अव्यय का अर्थ तथा तीसरे समूह को अव्ययसे वाक्य 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।
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प्राप्ति - भाषिक ज्ञान में वृद्धि,

व्याख्या - अत्र – यहाँ वाक्य:- अत्र छात्राः पठन्ति। (यहाँ छात्र पढ़ते हैं।) तत्र – वहाँ वाक्य:- तत्र वृक्षः अस्ति। (वहाँ पेड़ है।) कुत्र – कहाँ वाक्य:- भवान् कुत्र गच्छति? (आप कहाँ जाते हैं?) प्रातः – सुबह वाक्य:- अहं प्रातः विद्यालयं गच्छामि। (मैं सुबह विद्यालय जाता हूँ।) अपि – भी वाक्य:- रामः अपि खेलति। (राम भी खेलता है।)
शीर्षक प्रवेश अधिकार :- पूर्व ज्ञान परीक्षण
क) परिचय - सामान्यशब्दज्ञान
ख) परिभाषा
ग) प्रकार - अव्यय
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, संबद्धता- गतिविधि
विषय वस्तु- अव्यय की मुख्य अवधारणा
अवधारणा रेखा चित्र  <pre> graph TD A[अवधारणा रेखा चित्र] --> B[अव्यय] A --> C[अर्थ] A --> D[वाक्यानि] </pre>
विविध वैश्विक जीवन संबंधता

सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि- अव्यय
21वीं शताब्दी संबंध कौशल
अधिगम कौशल आलोचनात्मक चिंतन, संपर्क- संचार अव्यय 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 अव्यय ज्ञान, शब्दज्ञान
केंद्र बिंदु - अव्यय
पुनरावृत्ति - अव्यय, वाक्य ज्ञान,
गृहकार्य - अव्यय आधारित प्रश्न



एन.के. बागड़ोडिया पब्लिक स्कूल, सेक्टर 9, रोहिणी, दिल्ली

पाठयोजना

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

अवधि - 35 निमेषाः, शीर्षक - पूरणी संख्या

प्राक् कक्षा :- पूर्वज्ञान परीक्षण
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विशिष्ट - • पूरणी संख्या अवबोधन
साध्य - • पूरणी संख्या अवबोधन, भाषिक उपयोगिता
संबद्धता - • शब्दज्ञान, व्याकरणिक ज्ञान सक्षमता, पूरणी संख्या अवबोधन
मापनीय - • समर्थता, क्षमता विकास, भाषिक ज्ञान
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व्याख्या - (एक:)प्रथमः रामः कक्षायाः प्रथमः छात्रः अस्ति। (त्रयः) तृतीयः मोहनः तृतीयः धावकः अस्ति। (द्वादश) द्वादशः राहुलः द्वादशः छात्रः अस्ति। (एकादश) एकादशः अमितः एकादशः पाठकः अस्ति। (अष्ट) अष्टमः रविः अष्टमः बालकः अस्ति। (द्वौ) द्वितीयः श्यामः द्वितीयः छात्रः अस्ति। (चत्वारः) चतुर्थः अहं चतुर्थः छात्रः अस्मि।
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शिक्षक संचालित शिक्षण
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विविध वैश्विक जीवन संबंधता

सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि- संख्या
21वीं शताब्दी संबंध कौशल
अधिगम कौशल आलोचनात्मक चिंतन, संपर्क- संचार संख्या ज्ञान, सहयोग- विविध शब्दज्ञान
रचनात्मक - नवीन शब्दज्ञान
साक्षरता कौशल- वाक्य निर्माण
जीवन कौशल- संस्कृत भाषा वक्तृत्व भाषाजन्य ज्ञान विस्तार
कक्षोपरान्त : - शिक्षण प्रक्रिया पुनरावलोकन
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मूल प्रक्रिया - अध्यापन योजना एवं व्यवहारिकता ?
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केंद्र बिंदु - पूरणी संख्या
पुनरावृत्ति - संख्या, पूरणी संख्या, वाक्य ज्ञान,
गृहकार्य - पूरणी संख्या आधारित प्रश्न

CLASS



Lesson Plan - Direct & Indirect Speech

Subject	English
Class	VII
Topic	Direct and Indirect Speech
Curriculum	STEM Integrated Learning
Date	
Facilitator	

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)
Specific: Students will be able to identify and transform direct speech into indirect speech and vice versa.
Measurable: Students will enhance grammar and communication skills through STEM-based collaborative activities.
Attainable: Students will be able to define reporting verbs, punctuation rules, and tense changes in reported speech.
Relatable: Students will relate reported speech to real-life conversations, news reporting, AI chatbots, and coding instructions.
Time-bound: Students will complete speech transformation activities within the allotted classroom period.

Teaching Aids Selection
Smartboard, PPT presentation, flashcards, dialogue strips, worksheets, grammar charts, STEM activity cards, projector, audio clips, videos, mini whiteboards, coloured sticky notes.

Learning Outcomes
The students will be able to:

• Differentiate between direct and indirect speech.
• Apply punctuation and tense rules correctly.
• Convert sentences accurately from direct to indirect speech.
• Use reported speech confidently in speaking and writing tasks.
• Collaborate effectively during STEM-integrated grammar activities.

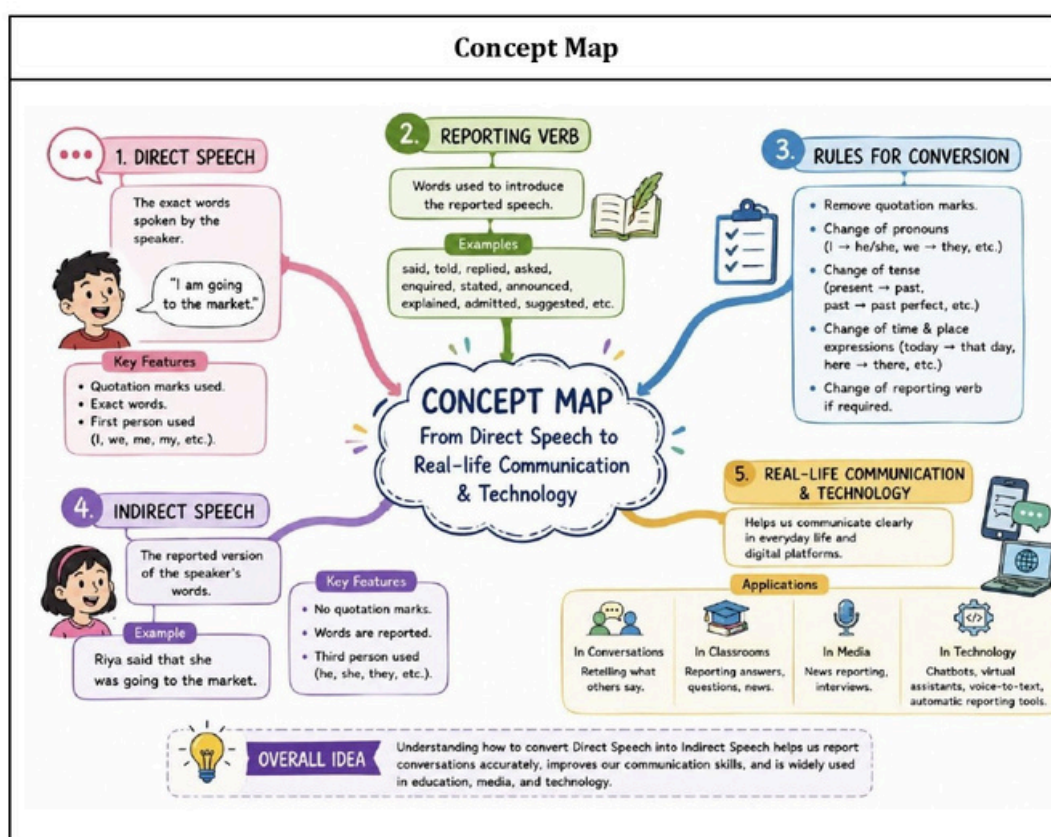
DURING CLASS

Entry Ticket
Testing prior knowledge by asking students:
• What do quotation marks show in a sentence?
• How do we report someone's words?
• Have you ever narrated someone else's conversation?

Opening Questions
• What is direct speech?
• Why do we change sentences into indirect speech?
• Where do we use reported speech in daily life?
• How do news reporters and virtual assistants report information?

Teacher-Driven Learning
• Explanation of direct and indirect speech with examples.
• Demonstration through PPT and animated grammar videos.
• Guided explanation of rules for tense change, pronoun change, and punctuation removal.
• Brainstorming activity on transforming dialogues into reported speech.
• STEM integration through chatbot and AI conversation reporting activities.

Content (Core Concepts / Learning Beyond Classroom)
• Definition of Direct Speech
• Definition of Indirect Speech
• Use of Reporting Verbs
• Rules for Tense Changes
• Pronoun and Time Expression Changes
• Removal of Quotation Marks and Commas
• Reporting Statements, Questions, Commands, and Exclamations



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Area	Integration
Science	Reporting observations from scientific experiments.

Maths	Converting word-problem statements into reported form.
Technology	Understanding how AI assistants and chatbots report information.
Engineering	Giving and reporting instructions in robotics activities.
G.K.	Reporting current affairs and news headlines.
Sports	Reporting players' and coaches' statements.
Performing Arts	Role-play interviews and dialogue reporting.
Critical Thinking	Identifying errors while converting speech forms.
Value Education	Encouraging respectful and accurate communication.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

• Audio-visual explanations for better understanding
• Peer tutoring and collaborative learning
• Dialogue cards for kinesthetic learners
• Interactive smartboard quizzes
• Think-Pair-Share activities
• Simplified examples and differentiated worksheets

GROUP ACTIVITIES / HANDS-ON LEARNING / DEMONSTRATION

STEM Activity – “News Reporter Bot”
Students act as AI news reporters and convert interview statements from direct to indirect speech. Example: “I won the science quiz,” Aryan said. → Aryan said that he had won the science quiz.
Hands-on Activity: Dialogue Strip Conversion Game
Peer Evaluation: Students exchange worksheets and check speech transformations.
Quiz: Rapid-fire sentence conversion challenge using smartboard slides.

21ST CENTURY SKILLS

Critical Thinking	Applying grammar rules logically during conversion
Communication	Reporting conversations accurately
Collaboration	Working in teams during STEM challenges
Creativity	Creating original dialogues and transforming them

Literacy Skills (IMT)

Information and media literacy through digital grammar tools, videos, and communication activities.

Life Skills (FLIPS)

Effective communication, confidence, collaboration, analytical thinking, and problem-solving skills.

AFTER CLASS (EXIT TICKET)

Review of Process

A systematic approach involving explanation, guided practice, STEM integration, and assessment activities was followed.

Remarks About the Process

Students actively participated in reporting activities and showed enthusiasm during chatbot and role-play exercises.

Class Management

The classroom environment remained interactive, collaborative, and learner-centered throughout the lesson.

AHA Moment

Students realised that reported speech is widely used in news reporting, AI systems, interviews, and daily communication.

Focused Area
Accurate conversion between direct and indirect speech forms.

Recapitulation / Feedback
• Oral recap through questioning
• Students converted sentences independently
• Quick grammar quiz for reinforcement

Self Reflection
STEM-integrated activities made grammar learning practical, engaging, and relatable for students.

Remedial / Empowerment Teaching Plan
• Additional practice worksheets for struggling learners
• Challenge exercises involving mixed sentence types
• One-on-one support for tense and pronoun changes
• Online grammar games and interactive quizzes for reinforcement

Lesson Plan - PRONOUNS

Subject	English
Class	VII
Topic	Pronouns
Curriculum	STEM Integrated Learning
Date	
Facilitator	

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)
Specific: Students will be able to identify different types of pronouns and use them correctly in sentences.
Measurable: Students will enhance their grammar skills through STEM-based activities and collaborative tasks.
Attainable: Students will be able to define, classify, and apply pronouns in real-life communication.
Relatable: Students will relate pronouns to coding commands, robotics instructions, and daily conversations.
Time-bound: Students will complete activities and assessments within the given classroom period.

Teaching Aids Selection
Smartboard, PowerPoint presentation, flashcards, worksheets, pronoun chart, coding cards, mini whiteboards, coloured sticky notes, STEM activity sheets, videos, projector, internet resources.

Learning Outcomes

The students will be able to:
• Identify personal, possessive, reflexive, demonstrative, interrogative, and relative pronouns.
• Apply pronouns correctly in oral and written communication.
• Create STEM-related sentences using pronouns accurately.
• Collaborate in group activities and solve grammar-based challenges.

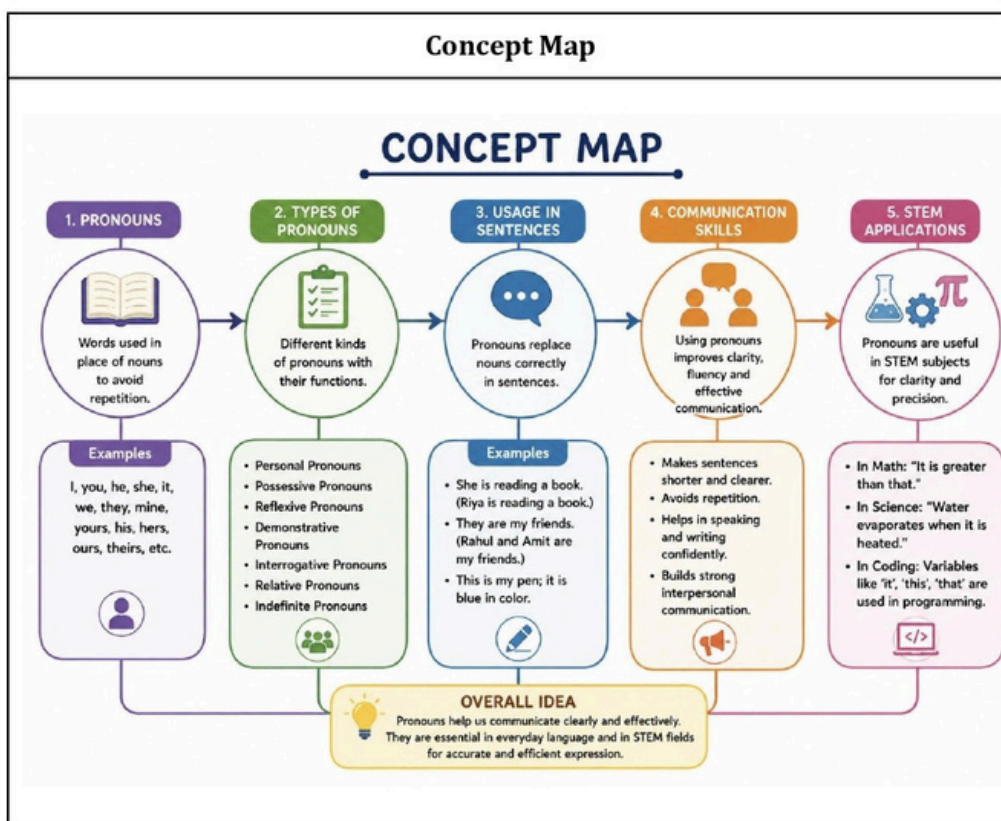
DURING CLASS

Entry Ticket
Testing prior knowledge by asking students:
• What is a noun?
• Why do we replace nouns in sentences?
• Can you identify pronouns in simple sentences?

Opening Questions
• How many times can we repeat the same noun in a paragraph?
• What are pronouns used for?
• Where do we use words like he, she, they, and it?
• What is the importance of pronouns in communication and coding instructions?

Teacher-Driven Learning
• Explanation of pronouns with examples and visual presentation.
• Demonstration through PPT and animated grammar videos.
• Brainstorming activity: "Replace the noun with a pronoun."
• STEM integration through coding-style instructions using pronouns.
• Guided practice through sentence correction and identification tasks.

Content (Core Concepts / Learning Beyond Classroom)
• Definition of Pronouns
• Types of Pronouns: Personal, Possessive, Reflexive, Demonstrative, Interrogative, Relative
• Subject and object pronouns
• Pronouns in communication, technology, and robotics instructions
• Avoiding repetition in language



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Area	Integration
------	-------------

Science	Using pronouns while describing scientific experiments.
Maths	Creating word problems using pronouns correctly.
Technology	Writing simple coding commands using pronouns like it, they, them.
Engineering	Giving robot movement instructions using pronouns.
G.K.	Identifying pronouns in newspaper headlines and advertisements.
Sports	Describing players using suitable pronouns.
Performing Arts	Role-play conversation using pronouns naturally.
Critical Thinking	Correcting incorrect pronoun usage in real-life scenarios.
Value Education	Respectful communication using gender-neutral and appropriate pronouns.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

• Flashcards and visual aids for visual learners
• Peer learning and group discussions
• STEM-based grammar puzzles
• Interactive digital quiz
• Think-Pair-Share activity
• Differentiated worksheets for varied learning levels

GROUP ACTIVITIES / HANDS-ON LEARNING / DEMONSTRATION

Activities

STEM Activity – “Pronoun Coding Challenge”
Students work in groups to create simple robot instructions using pronouns correctly. Example: “It moves forward. Then it turns left.”
Hands-on Activity: Pronoun Sorting Game using flashcards
Peer Evaluation: Students exchange worksheets and identify pronouns used correctly.
Quiz: Rapid-fire pronoun identification round using smartboard slides.

21ST CENTURY SKILLS

Skill Area	Description
Critical Thinking	Identifying suitable pronouns for different contexts
Communication	Speaking and writing grammatically correct sentences
Collaboration	Working in teams during STEM challenges
Creativity	Creating innovative sentences and coding instructions

Literacy Skills (IMT)
Information literacy through digital grammar tools and media resources.

Life Skills (FLIPS)
Confidence, communication, teamwork, logical thinking, and problem-solving skills.

AFTER CLASS (EXIT TICKET)

Review of Process

A structured approach involving explanation, demonstration, collaborative learning, STEM integration, and assessment was followed.

Remarks About the Process

Students actively participated and showed enthusiasm during STEM-based grammar activities and discussions.

Class Management

The class remained interactive, collaborative, and well-disciplined throughout the session.

AHA Moment

Students realised that pronouns are not only important in grammar but are also used in coding, robotics, and everyday communication.

Focused Area

Correct usage of pronouns in spoken and written English.

Recapitulation / Feedback

- Oral recap through rapid questioning
- Students framed their own sentences using different pronouns
- Quick digital quiz for reinforcement

Self Reflection

The integration of STEM activities made grammar learning more engaging and meaningful for students.

Remedial / Empowerment Teaching Plan

LESSON PLAN - Poem 'Merchant'

Curriculum	English Literature
Topic	Poem – Rabindranath Tagore's <i>Merchant</i>
Class	VII
Date	
Facilitator	

BEFORE CLASS

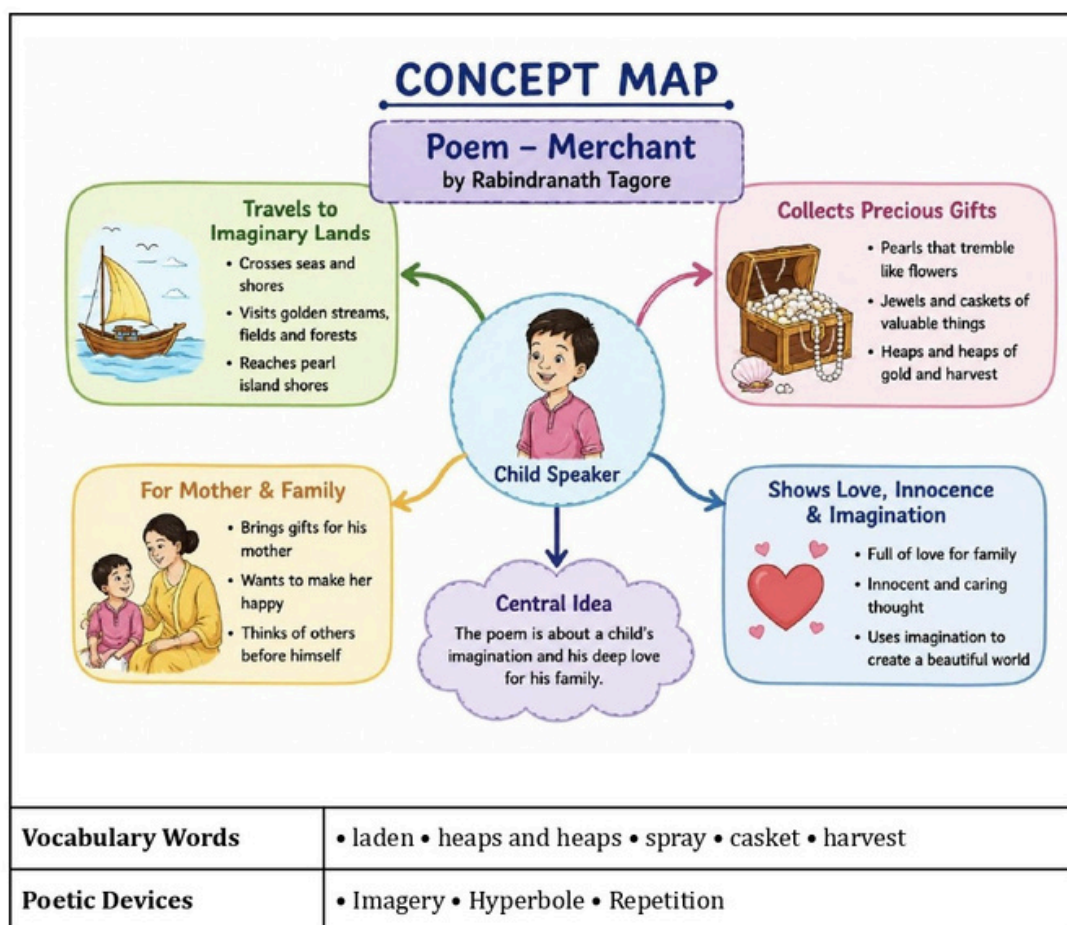
Learning Objectives (From Knowledge to Skill Acquisition) Students will be able to:	
Specific	• understand the central idea and theme of the poem. • identify the emotions, imagination, and affection of the child speaker.
Measurable	To enhance students' comprehension, vocabulary, and speaking skills through poem-based activities.
Attainable	To be able to identify poetic expressions, answer inferential questions, and describe the child's imagination creatively.
Relatable	To connect the poem with children's love for family and imaginative thinking.
Time-bound	To complete reading, comprehension, discussion, and activities within the allotted classroom periods.
Learning Outcomes	
The students will be able to: • enhance reading comprehension and interpretation skills. • acquire new vocabulary related to travel, imagination, and trade. • describe the emotions and dreams of the child speaker. • appreciate poetry and imaginative expression.	
Teaching Aids Selection	

- Smartboard / PPT presentation
- Pictures of boats, golden fields, pearls, forests, and sea shores
- Flashcards with vocabulary words
- Audio recitation of the poem
- Blackboard and worksheets

DURING CLASS

Entry Ticket	Testing prior knowledge by asking students questions related to travel, imagination, and family.
Opening Questions	• If you could travel anywhere in the world, where would you go? • What gifts would you bring for your family? • Have you ever imagined magical places or treasures? • Why do children enjoy imagining adventures?
Teacher-Driven Learning	• Explanation of the poem stanza-wise. • Demonstration through visuals and illustrations. • Brainstorming discussion on imagination and love for family. • Guided reading with proper rhythm and expression. • Vocabulary explanation using context clues. • Discussion on poetic devices like imagery and hyperbole.

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K.	Learning about India and famous poet Rabindranath Tagore
Science	Discussion about pearls, sea waves, and forests
Geography	Islands, shores, rivers, and forests mentioned in the poem
Maths	Counting baskets, treasures, and comparisons
Performing Arts	Poem recitation with expression
Critical Thinking	Why does the child value gifts for family more than himself?
Value Education	Love, gratitude, imagination, and caring for family

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Visual learning through pictures and illustrations
Group discussion and collaborative learning
Recitation activities for auditory learners
Vocabulary cards for language support
Creative drawing and storytelling tasks
Peer learning and guided questioning

GROUP ACTIVITIES / HANDS-ON LEARNING / DEMONSTRATION

Activity	Description
Activity 1 – “Treasure Basket”	Students draw or write what gifts they would bring for their family from an imaginary land.
Activity 2 – Role Play	One student acts as the merchant child while another acts as the mother.
Activity 3 – Imaginary Travel Poster	Groups create posters of magical lands described in the poem.
Activity 4 – Poetic Expression	Students recite selected stanzas with proper emotions and voice modulation.

21ST CENTURY SKILLS

Learning Skills (4Cs)

Skill	Application
Critical Thinking	Analysing the child’s feelings and imagination
Communication	Recitation and discussion
Collaboration	Group poster-making activity
Creativity	Designing imaginary lands and treasures

Literacy Skills (IMT)

Reading and interpreting poetry
Vocabulary development

Speaking with expression

Creative writing

Life Skills (FLIPS)

Empathy

Appreciation for family

Confidence in speaking

Imaginative thinking

AFTER CLASS (EXIT TICKET)

Review of Process	A structured approach including recitation, explanation, visual learning, vocabulary building, and collaborative activities was followed.
Remarks About the Process	The lesson was engaging and interactive. Students enjoyed imagining magical lands and discussing gifts for family members.
Class Management	• Students actively participated in recitation and discussions. • Group activities encouraged teamwork and creativity. • Visual aids helped maintain attention and understanding.
AHA Moment	Students realised that the poem is not about wealth alone, but about a child's innocent love and desire to make his family happy.
Focused Area	• Poetic appreciation • Imaginative expression • Emotional understanding • Vocabulary enhancement
Recapitulation / Feedback	• Oral questioning about the poem's theme and characters. • Quick vocabulary recap. • Students share one imaginative idea from the poem.
Self Reflection	The poem helped students understand how imagination and affection can be beautifully expressed through poetry.

REMEDIAL / EMPOWERMENT TEACHING PLAN

For Support Learners

• Simplified explanation of difficult words

	• Guided reading and peer support • Picture-based comprehension questions
For Advanced Learners	• Write a short imaginary poem. • Compare <i>Merchant</i> with another poem by Rabindranath Tagore. • Create new hyperbolic expressions inspired by the poem.



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?

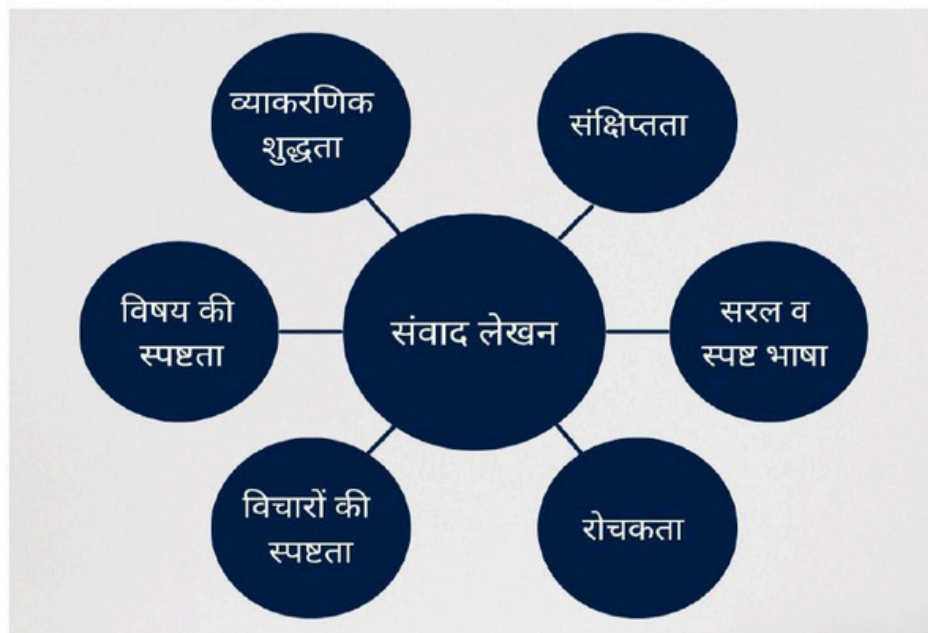
शिक्षण पद्धति:-

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।



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

पाठ योजना

शिक्षिका का नाम : सोनिया जैन

दिन व दिनांक :

विषय : हिंदी

कक्षा : सातवीं

समयावधि : 35 मिनट

प्रकरण :- क्रिया व उसके भेद

उद्देश्य:

विशिष्ट-

- विद्यार्थी वाक्यों में क्रिया शब्दों की पहचान कर सकेंगे।
- विद्यार्थी कर्म के आधार पर क्रिया के भेद जान जाएँगे।

मापन योग्य-

- विद्यार्थी अलग-अलग क्रियाओं का प्रयोग स्वयं वाक्य बनाकर कर सकेंगे।
- विद्यार्थी वाक्य में क्रिया की सही पहचान कर सकेंगे।

बोधात्मक-

- विद्यार्थी वाक्य की शुद्धता और भाव-सौंदर्य को क्रिया के प्रयोग से समझेंगे।
- विद्यार्थी भाषा के प्रभावशाली प्रयोग का अभ्यास करेंगे।

समयबद्ध-

- निर्धारित समय में विद्यार्थी कार्य बताने वाले शब्द (क्रिया) की पहचान कर सकेंगे और उदाहरण लिख सकेंगे।

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

सीखने के प्रतिफल:

- विद्यार्थी क्रिया की परिभाषा व उदाहरण जान सकेंगे।
- विद्यार्थी क्रिया शब्दों का सही वाक्य प्रयोग कर सकेंगे।

- विद्यार्थी कर्म के आधार पर क्रिया का भेद पहचान सकेंगे।

प्रस्तावना:-

गतिविधि- श्यामपट्ट पर दो वाक्य लिखे जाएँगे।

1. राम खाना खाता है।
2. पवन तेज़ दौड़ता है।

वाक्यों से संबंधित निम्नलिखित प्रस्तावित प्रश्न पूछे जाएँगे:-

प्रस्तावित प्रश्न

- इन वाक्यों में कौन-सा कार्य हो रहा है?
- कार्य को कौन-सा शब्द बता रहा है?
- क्या इन शब्दों को हम क्रिया कह सकते हैं?

विद्यार्थियों का ध्यान क्रिया शब्दों की ओर केंद्रित किया जाएगा।

शिक्षण पद्धति:-

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

प्रकरण :- क्रिया व उसके भेद

संकल्पना मानचित्र



मुख्य शिक्षण
1. क्रिया की परिभाषा और उदाहरण। 2. कर्म के आधार पर क्रिया के भेद (अकर्मक क्रिया व सकर्मक क्रिया)। 3. उदाहरणों द्वारा क्रिया की पहचान। 4. वाक्यों में क्रिया का प्रयोग।
समूह गतिविधि- • विद्यार्थियों को छोटे समूहों में बाँट दिया जाएगा । • प्रत्येक समूह से एक विद्यार्थी को बुलाया जाएगा और कहा जाएगा वह किसी क्रिया शब्द का अभिनय करे। जैसे लिखना, बोलना आदि। • अन्य समूह के विद्यार्थियों से पहचानने को कहा जाएगा।
21वीं सदी के कौशल
सीखने के कौशल (4C's) – आलोचनात्मक सोच- विद्यार्थी विभिन्न वाक्यों का विश्लेषण कर यह पहचानेंगे कि कहाँ और कैसे क्रिया का प्रयोग किया जाता है। रचनात्मकता- विद्यार्थी क्रिया शब्दों का प्रयोग कर नए और रोचक वाक्य तथा छोटे संवाद बना सकेंगे। साक्षरता कौशल- क्रिया शब्दों का प्रयोग कर विद्यार्थी अपनी भाषा को और अधिक प्रभावशाली बना सकेंगे। जीवन कौशल- विद्यार्थी संवाद में आत्मविश्वास से क्रिया शब्दों का प्रयोग करेंगे और प्रभावी संचारक बन सकेंगे।
कक्षा के बाद
आकर्षक बिंदु: • विद्यार्थियों द्वारा क्रिया शब्दों का अभिनय करना। • सही क्रिया का प्रयोग करके वाक्य बनाना • दैनिक जीवन के कार्यों को क्रिया के रूप में पहचानना।
मुख्य बिंदु: • विद्यार्थियों को क्रिया की परिभाषा, भेद और प्रयोग का अभ्यास कराना।

- वाक्यों में सही क्रिया शब्दों का प्रयोग करके भाषा की शुद्धता और सौंदर्य विकसित करना।

पुनरावृत्ति:

शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे:-

1. 'क्रिया' किसे कहते हैं?
2. क्रिया और क्रिया-विशेषण में क्या संबंध है?
3. कर्म के आधार पर क्रिया के कितने भेद होते हैं?
4. अकर्मक क्रिया का एक उदाहरण दीजिए।
5. घोड़ा तेज़ दौड़ता है। (क्रिया शब्द रेखांकित कर उसका भेद बताइए)



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

पाठ योजना

शिक्षिका का नाम : सोनिया जैन

दिन व दिनांक :

विषय : हिंदी

कक्षा : सातवीं

समयावधि : 35 मिनट

प्रकरण :- पानी रे पानी (निबंध)

उद्देश्य:

विशिष्ट-

- विद्यार्थी जल-चक्र, जल-संरक्षण और जल-संकट के प्रति जागरूकता विकसित करेंगे।
- विद्यार्थी जल-चक्र की पूरी प्रक्रिया (भाप → बादल → वर्षा → नदी → समुद्र) समझ सकेंगे।

मापन योग्य-

- विद्यार्थी 'अकाल-बाढ़', 'जल-संकट', 'जल-संरक्षण' जैसी स्थितियों के उदाहरण पाठ से खोज सकेंगे।
- विद्यार्थी वर्षा-जल संरक्षण के कम से कम चार उपाय लिख सकेंगे।

बोधात्मक-

- विद्यार्थी पानी की कमी से होने वाली कठिनाइयों को अनुभव करेंगे और समाधान पर सोचेंगे।
- विद्यार्थी 'धरती एक गुल्लक है' – इस रूपक को समझकर प्रकृति के संरक्षण का महत्व समझेंगे।

समयबद्ध-

- निर्धारित समय में विद्यार्थी पानी के स्रोत और जल संरक्षण के उपाय बता सकेंगे।

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

सीखने के प्रतिफल:

- विद्यार्थी जल-चक्र की संपूर्ण प्रक्रिया (वाष्प → बादल → वर्षा → नदी → समुद्र) को समझकर चित्र सहित समझ सकेंगे।
- विद्यार्थी जल-संकट के कारण (तालाब पाटना, भू जल दोहन, कम वर्षा) पहचान सकेंगे और अपने शब्दों में समझा सकेंगे।
- विद्यार्थी प्रकृति व पर्यावरण संरक्षण के प्रति संवेदनशील व्यवहार विकसित कर सकेंगे।

प्रस्तावना:-

गतिविधि - जल-संरक्षण चैलेंज

इस गतिविधि में कक्षा को चार समूहों में बाँटकर “जल-संरक्षण चैलेंज” कराया जाएगा। प्रत्येक समूह अपने निर्धारित क्षेत्र (घर, स्कूल, मोहल्ला, बाथरूम) में पानी बचाने के व्यावहारिक उपाय सोचकर 60 सेकंड में तैयार करेगा। समय पूरा होने पर सभी समूह अपने-अपने सुझाव कक्षा के सामने प्रस्तुत करेंगे। अंत में विद्यार्थी जल-संरक्षण की शपथ लेकर पाठ के संदेश को जीवन से जोड़ेंगे। यह गतिविधि विद्यार्थियों में जागरूकता, सहयोग और त्वरित विचार कौशल विकसित करेगी।

शिक्षण पद्धति:-

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

प्रकरण :- पानी रे पानी (निबंध)

संकल्पना मानचित्र



मुख्य शिक्षण

1. विद्यार्थियों से पानी के महत्व पर बातचीत करते हुए पाठ की भूमिका प्रस्तुत की जाएगी।
2. पाठ के माध्यम से पानी की कमी, वर्षा पर निर्भरता और जल-संरक्षण की आवश्यकता को समझाया जाएगा।
3. चित्र (जल-चक्र) के माध्यम से बताया जाएगा कि पानी कैसे बनता है और क्यों सीमित है।
4. विद्यार्थी पाठ के प्रमुख विचार-पानी की बर्बादी रोकने, पानी बचाने के उपाय और प्रकृति में पानी के महत्व –को चर्चा के माध्यम से समझेंगे।
5. विद्यार्थियों को दैनिक जीवन में पानी बचाने के व्यावहारिक उदाहरण दिए जाएँगे ताकि वे पाठ का संदेश जीवन से जोड़ सकें।

समूह गतिविधि-

- कक्षा को चार समूहों में बाँटकर प्रत्येक समूह को पानी से संबंधित एक समस्या दी जाएगी- रसोई में पानी की बर्बादी, बाथरूम में पानी की बर्बादी, स्कूल में पानी की बर्बादी, मोहल्ले में पानी की समस्या।
- समूह अपनी समस्या का कारण खोजेंगे और 3-4 व्यावहारिक समाधान तैयार करेंगे।
- इसके बाद सभी समूह कक्षा के सामने अपने समाधान प्रस्तुत करेंगे।

21वीं सदी के कौशल

सीखने के कौशल (4C's) –

आलोचनात्मक सोच-

विद्यार्थी पानी के उपयोग और बर्बादी से जुड़े उदाहरणों का विश्लेषण कर पाएँगे तथा यह समझ सकेंगे कि पानी जीवन के लिए क्यों आवश्यक है।

रचनात्मकता-

विद्यार्थी पानी बचाने के नए और रचनात्मक उपाय तथा छोटे संवाद अथवा नारे तैयार कर सकेंगे, जिससे जल-संरक्षण के प्रति जागरूकता बढ़ेगी।

साक्षरता कौशल-

पाठ के माध्यम से विद्यार्थी पानी की समस्या, जल-चक्र और जल-संरक्षण की अवधारणाएँ स्पष्ट रूप से व्यक्त कर सकेंगे तथा अपने विचारों को प्रभावी भाषा में प्रस्तुत कर पाएँगे।

जीवन कौशल-

विद्यार्थी दैनिक जीवन में पानी बचाने की आदतें अपनाएँगे, जिम्मेदार नागरिक बनने की समझ विकसित करेंगे तथा अपने व्यवहार में सकारात्मक बदलाव लाएँगे।

कक्षा के बाद

आकर्षक बिंदु:

- जल-चक्र का रंगीन चित्र दिखाकर विद्यार्थियों को आकर्षित करना।
- वर्षा, बादल, नदी, तालाब आदि के चित्रों से पानी के स्रोत पहचान करवाना।
- दैनिक जीवन में पानी की बर्बादी और संरक्षण के उदाहरणों पर चर्चा कराना।
- 'जल संरक्षण चैलेंज' व समूह गतिविधि।

मुख्य बिंदु:

- विद्यार्थियों को पानी के महत्व, जल-संकट और जल-संरक्षण की आवश्यकता गतिविधि के माध्यम से समझाना।
- जल-चक्र (Water Cycle) की प्रक्रिया-वाष्पीकरण, संघनन, वर्षा-का सरल और स्पष्ट अध्ययन पी. पी. टी द्वारा कराना।
- पाठ से जुड़े संदेश:- पानी सीमित है, बर्बादी रोकना हमारा दायित्व है-इन बिंदुओं पर चर्चा कराना।

पुनरावृत्ति:

शिक्षिका द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे:-

1. पानी जीवन के लिए क्यों आवश्यक है?
2. जल-चक्र क्या है? इसके मुख्य चरण बताइए।
3. पानी की बर्बादी किन-किन तरीकों से होती है?
4. हम दैनिक जीवन में पानी कैसे बचा सकते हैं?
5. 'पानी रे पानी' पाठ का मुख्य संदेश क्या है?

Lesson Plan – Class VII

Topic: Introduction to Variables and Constants

Chapter: Expressions Using Letters (Ganita Prakash Part 2)

Subject: Mathematics

Class: VII

Learning Objectives

Specific: Identify variables and constants.

Measurable: Enhance understanding of letters and numbers in expressions.

Attainable: Define and differentiate variables and constants.

Relatable: Distinguish changing and fixed quantities.

Teaching Aids

Flash cards, smartboard videos, PPT, algebra tiles, worksheets, number and letter cards.

Learning Outcomes

Enhance logical thinking; acquire knowledge of variables and constants; describe mathematical situations using letters.

Entry Ticket

Students revise number patterns and simple arithmetic expressions.

Opening Questions

What changes every year—your age or roll number?

Can letters represent numbers?

Why use symbols in maths?

Teacher Driven Learning

Demonstration, discussion, experiential learning, storytelling and ICT integration.

Content

Meaning of variables and constants; changing and fixed quantities; examples and identification in expressions.

Concept Map

Numbers and Letters → Expressions → Variables (change) and Constants (fixed)

Interdisciplinary Linkages

Science: Temperature changes.

Sports: Scores change.

Geography: Weather varies.

Maths: Algebraic expressions.

Group Activity

Students sort number and alphabet cards into Variable and Constant categories and create expressions.

21st Century Skills

Critical thinking, communication, collaboration and creativity.

Exit Ticket

Oral questions and worksheet review.

Self Reflection

Topic became relatable through examples.

Remedial Plan

Students identify variables and constants from daily life examples.

Assignment

- Define a variable and a constant with one example each.
- Identify the variable and constant in the following expressions:
 $x+8$
 $15+y$
 $2a+7$
- Fill in the blanks:
A quantity whose value can change is called a _____.
A quantity whose value remains fixed is called a _____.
- Observe and identify:
Riya's age changes every year, but her roll number remains the same.
Which one is a variable and which one is a constant? Explain why.



N.K. Bagrodia Public School

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

Curriculum – Mathematics

Topic – Working with Fractions

Class – 7th

Facilitator – Lata Tewani

SUBTOPIC: Multiplication of Fractions

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to understand the concept of multiplication of fractions.

Measurable-

- Students will be able to multiply fractions and simplify the answers correctly.

Attainable-

- Students will be able to solve problems involving multiplication of fractions independently.

Relatable-

- Students will understand the use of fractions in daily life situations such as cooking, measurements, and sharing quantities.

Multiplying a Fraction by a Whole Number

Roll the number cube for the whole number factor.

Turn over a fraction card for the second factor.

Write as a multiplication sentence.

Write as repeated addition.

Draw a pictorial representation.

Solve and write as a mixed number.

$3 \times \frac{2}{5}$ and $\frac{2}{5} + \frac{2}{5} + \frac{2}{5}$

$\frac{6}{5} = 1 \frac{1}{5}$

Time bound-

- Students will be able to solve multiplication of fractions during the class duration through guided practice.

Teaching Aids Selection: YouTube videos using SLM, animation, PowerPoint slides, flash cards, fraction charts, worksheets, and chalkboard explanations.

LEARNING OUTCOMES

The students will be able to

- Understand multiplication of fractions.
- Multiply proper and improper fractions.
- Simplify fractions into lowest form.
- Apply multiplication of fractions in real-life situations.

DURING CLASS

ENTRY TICKET

A quick warm-up activity where students:

Identify numerator and denominator in fractions.

- Revise types of fractions.
- Solve simple fraction-related questions.

Multiplying Fractions

STEP 1 **STEP 2** **STEP 3**

$\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20}$ Simplify? →

OPENING QUESTIONS

- What is a fraction?
- How do we multiply whole numbers?
- Can fractions also be multiplied?
- How can we simplify fractions after multiplication?

TEACHER DRIVEN LEARNING

Explanation of multiplication of fractions.

- Demonstration of multiplying numerators and denominators.
- Step-by-step solving of examples on the board such as:

$$2/3 \times 4/5 = 8/15$$

$$3/4 \times 2/7 = 6/28 = 3/14$$

- Discussion on simplification of fractions into lowest form.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

Multiplication of Fractions

- Multiplication of proper fractions
- Multiplication of improper fractions
- Multiplication of mixed fractions
- Simplification of fractions
- Applications of fractions in daily life

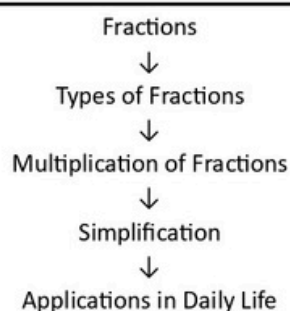
Multiplying Fractions
$$\frac{2}{4} \times \frac{3}{6}$$
$$\frac{2}{4} \times \frac{3}{6} = \frac{6}{24}$$

Multiply the numerators. Multiply the denominators.

$$\frac{6}{24} = \frac{1}{4}$$

Simplify the fraction by dividing the numerator and denominator by their largest common factor.

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. - Fractions are used in measurements and sharing quantities equally.

Science – Fractions are used in laboratory measurements and calculations.

Sports Related – Fractions are used in calculating scores and statistics.

Maths – Fractions help in algebra and advanced calculations.

Performing Arts – Fractions are used in rhythm patterns and musical beats.

GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION

• Activity Information:



21ST CENTURY SKILLS

21ST CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking

- Solving multiplication of fraction problems logically.

Communication

- Explaining multiplication steps to classmates.

Collaboration

- Working in groups during fraction activities.

Creativity

- Designing colourful fraction models and charts.

Literacy Skills (IMT)

- Understanding and using mathematical vocabulary such as numerator, denominator, proper fraction, improper fraction, mixed fraction, and simplification.

Life Skills (FLIPS)

- Logical thinking and reasoning.
- Problem-solving skills.
- Initiative in classroom activities.
- Cooperative learning through group work.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

- Interactive activities and examples helped students understand multiplication of fractions effectively.

Conclusion

Multiplication of fractions is done by multiplying the numerators together and the denominators together. Fractions can then be simplified into their lowest form.

FOCUSSED AREA:

- Multiplication of fractions
- Simplification of fractions
- Understanding proper and improper fractions
- Real-life applications of fractions

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through a quick quiz, oral questioning, and worksheet practice.

SELF REFLECTION

LESSON PLAN MATHEMATICS

- **Subject:** Mathematics
- **Class:** VII
- **Chapter Reference:** Geometric Twins (Congruence of Triangles)
- **Teaching Aids / TLM:**
 - Geometry boxes (compass, protractor, ruler)
 - Colored paper cutouts of identical and non-identical triangles
 - Tracing paper for superposition demonstration
 - Interactive smartboard / Presentation slides
 - Digital formative assessment tools (e.g., quiz applications)
 -

TOPICS COVERED

- Concept of Congruence (Perfect Equality of Shape and Size)
- The Method of Superposition
- Criteria for Congruence of Triangles:
 - SSS (Side-Side-Side)
 - SAS (Side-Angle-Side)
 - ASA (Angle-Side-Angle)
 - RHS (Right angle-Hypotenuse-Side)
- CPCT (Corresponding Parts of Congruent Triangles)

LEARNING OBJECTIVES

Based on Bloom's Taxonomy, by the end of this lesson, learners will be able to:

- **Understand:** Define congruence and explain the method of superposition using concrete everyday objects.
- **Apply:** Correctly identify and implement the appropriate congruence rule (SSS, SAS, ASA, RHS) for a given pair of triangles.
- **Analyze:** Deduce unknown side lengths or angle measures by utilizing CPCT after logically establishing triangle congruence.
- **Evaluate:** Justify logically why AAA (Angle-Angle-Angle) or SSA (Side-Angle-Side) do not guarantee congruent triangles.

LEARNING OUTCOMES (COMPETENCY-BASED)

Students will successfully be able to:

- Recognize and point out congruent shapes in real-world environments, such as architectural patterns, bridges, and manufactured goods.

- Write formal geometric proofs for triangle congruence using standard mathematical notation ($\triangle ABC \cong \triangle PQR$).
- Extract missing geometric measurements confidently using CPCT without relying on physical measurement tools.
- Collaborate effectively in teams to build, test, and verify physical triangle models under structural constraints.

DURING CLASS ENTRY TICKET (5 Minutes)

- **Instructions:** Students answer the following three quick diagnostic questions on small slips of paper upon entering the classroom to check baseline prior knowledge.
1. Place your left hand over your right hand. Do they match perfectly? What is this property called in daily life?
 2. What are the three essential components that make up a triangle?
 3. Draw two line segments that are exactly 5 cm long in your notebook. Are they exact "twins"?

OPENING QUESTIONS (WARM-UP INQUIRY)

The teacher poses the following scenarios to trigger critical thinking and a growth mindset:

- *"If an automobile factory is manufacturing replacement doors for a specific car model, why is it mathematically critical that every single door produced is exactly the same size and shape?"*
- *"If I give you and your partner only 3 specific measurements to build a triangle, will your triangles always turn out to be perfect twins? Which specific sets of 3 measurements guarantee an absolute match?"*

TEACHER-DRIVEN LEARNING (CONCEPT DEVELOPMENT)

Step 1: The Concept of Superposition

- **Action:** Distribute pre-cut colored paper triangles to students. Have them place one triangle directly on top of another.
- **Explanation:** Introduce the concept that if one shape covers the other exactly with no overlaps or gaps, they are congruent. Introduce the formal mathematical symbol for congruence: $\cong$

Step 2: The Four Rules of Congruence

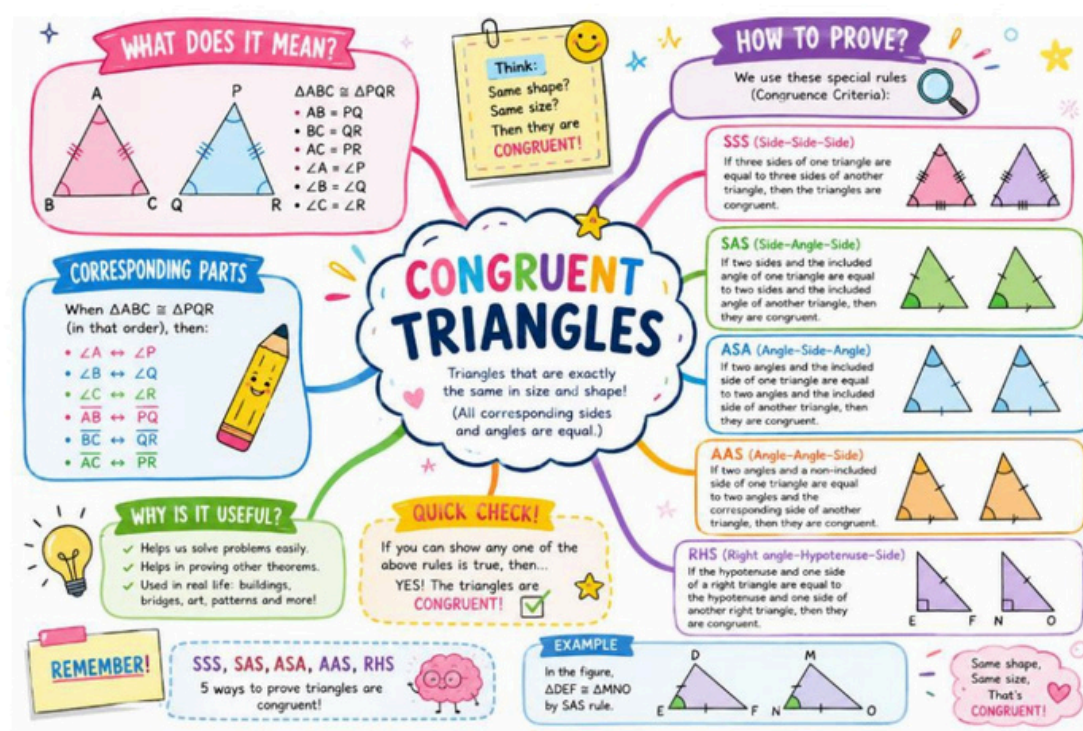
- **Explanation:** Explain that we do not need to measure all 6 parts (3 sides, 3 angles) to prove two triangles are identical. We only need 3 specific parts.
- **The Rules:**
 - **SSS:** All three pairs of corresponding sides are equal. This creates the most rigid structural frame.

- **SAS:** Two pairs of corresponding sides and the specific angle *included between them* are equal. (Demonstrated like a door hinge).
- **ASA:** Two pairs of corresponding angles and the *included side* between them are equal.
- **RHS:** In right-angled triangles, the hypotenuse and one pair of corresponding sides are equal.

Step 3: Mastering CPCT (The Reward Rule)

- **Explanation:** CPCT stands for Corresponding Parts of Congruent Triangles.
- **Core Concept:** Teach students that CPCT is their mathematical reward. Once they successfully prove that two triangles are congruent using any of the four rules, CPCT allows them to automatically declare that all the remaining unmeasured angles and sides are also perfectly equal.

MIND MAP



PEDAGOGICAL STRATEGIES

- **Concrete-Pictorial-Abstract (CPA) Approach:** Shifting from paper cutouts (Concrete) to drawing labeled figures on the board (Pictorial), to writing structured geometric proofs (Abstract).
- **Inquiry-Based Learning:** Challenging students to discover why rules like AAA fail by letting them experiment with constructions.
- **Peer-Led Learning:** Structured peer review of written geometric proofs.

9. PEDAGOGICAL VISUALIZATION MATRIX

Congruence Rule	Required Components	Practical Analogy / Representation	Status of Rule
SSS	3 Corresponding Sides	Rigid Wall Frame (No shifting possible)	VALID RULE
SAS	2 Sides + 1 Included Angle	Fixed Hinge Door (Angle locks the third side)	VALID RULE
ASA	2 Angles + 1 Included Side	Bridge Truss Section (Side locks angle spread)	VALID RULE
RHS	90° Angle + Hypotenuse + 1 Side	Perfect Sliding Ramps	VALID RULE
AAA	3 Corresponding Angles	Photo Zoom In / Zoom Out (Different sizes)	INVALID CRITERIA

REAL-WORLD & INTERDISCIPLINARY LINKAGES

- **Architecture & Civil Engineering:** Analyzing why structural triangular trusses are used in bridges and roofs (linking SSS rigidity to structural safety).
- **Industrial Manufacturing:** The concept of interchangeable parts—how mass production relies on creating congruent components so that any replacement part fits perfectly.

COLLABORATIVE GROUP ACTIVITIES

Activity 1: The Straw Construction Challenge (Testing SSS vs. AAA)

- **Task:** Divide students into groups of four. Provide them with plastic straws and scissors.
- **Challenge A:** Instruct all groups to build a triangle with sides measuring exactly 6 cm, 8 cm, and 10 cm. Compare across groups. (Result: All triangles are identical clones - proves SSS).
- **Challenge B:** Instruct all groups to build a triangle with angles measuring 40°, 60°, and 80°. Compare across groups. (Result: Triangles vary drastically in size - proves AAA is invalid).

Activity 2: The Hinge Game (Discovering SAS)

- **Task:** Pairs of students use two rulers joined at a vertex with an adjustable angle measured by a protractor.
- **Discovery:** Show that if the lengths of the two rulers are fixed and the angle between them is locked, there is only one exact length a third ruler can be to close the triangle. This physically models the SAS criteria.

INTEGRATION OF 21ST CENTURY SKILLS

- **Critical Thinking:** Analyzing a geometric figure to locate the correct "included" angle for SAS or the "included" side for ASA.
- **Communication:** Articulating mathematical arguments step-by-step using precise geometric symbols and reasons in brackets.
- **Collaboration:** Sharing responsibilities during physical modeling tasks to verify abstract theorems.

REVIEW OF THE PROCESS & FORMATIVE ASSESSMENT

- **Rapid-Fire Visual Quiz:** Display pairs of triangles with varied markings on the smartboard. Students call out which rule applies or if there is insufficient data.
- **Notebook Task 1:** If $\triangle ABC \cong \triangle XYZ$ under the SSS criteria, write down the three pairs of corresponding sides that are equal.
- **Notebook Task 2:** In a given figure where line AB bisects angle A and $AC = AD$, prove that $\triangle ABC \cong \triangle ABD$. State the reason why $BC = BD$ after the proof.

FEEDBACK & REMEDIAL STRATEGIES

- **Peer Correction:** Students swap notebooks to review the written layout of proofs. They check if every statement is backed by a valid reason in brackets (e.g., [Given], [Common Side], [Vertically Opposite Angles]).
- **Remedial Strategy (Overlapping Triangles):** For students facing visual processing difficulties with overlapping figures, teach the "Pull-Apart Method". Have them physically redraw the overlapping triangles as two completely separate figures side-by-side in their notebooks, color-coding corresponding equal parts with colored pens.

STUDENT SELF-REFLECTION

At the conclusion of the lesson, students complete an exit card answering:

- *The triangle congruence rule I find easiest to identify is...*
- *The rule or proof step that still confuses me is...*
- *In my own words, the purpose of using CPCT is...*



N.K. Bagrodia Public School

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

G. Science

Class – 7th

Exploring substances: Acids, Bases and Neutral Substances

Facilitator – Ms. Jasmine

TOPIC:

Acidic, Basic and Neutral Substances

BEFORE CLASS

LEARNING OBJECTIVES (FROM KNOWLEDGE TO SKILL ACQUISITION)

LEARNING OBJECTIVES:

Specific-

Students will identify acidic, basic and neutral substances using indicators.

Measurable-

Students will classify common household substances correctly during activities and worksheets.

Relatable-

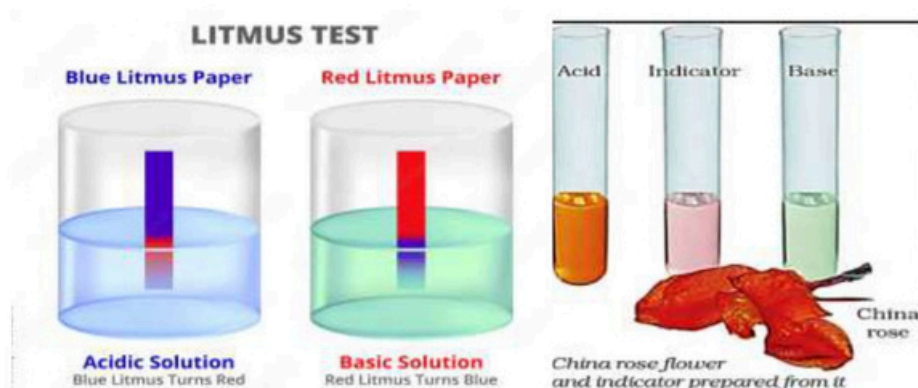
Students will connect the concept with everyday items like lemon juice, soap solution and water.

Timebound-

Students will understand the concept and complete related activities within the class duration.

TEACHING AIDS

PPT, litmus paper, turmeric paper, lemon juice, soap solution, vinegar, baking soda solution, chalkboard, videos and worksheet etc.



LEARNING OUTCOMES:

Students will be able to –

- Define acids, bases and neutral substances.
- Differentiate between acidic, basic and neutral substances.
- Observe colour changes using indicators.
- Identify examples of acids and bases from daily life.
- Apply the concept in real-life situations.

DURING CLASS

ENTRY CARD

Students will observe pictures of lemon, soap and water and guess whether they are sour, slippery or neutral in nature.

ICE BREAKING ACTIVITY-

“Kitchen Detective” Activity – Students will name substances found at home and predict whether they are acidic, basic or neutral.

OPENING QUESTION

Why does lemon taste sour while soap feels slippery?

TEACHER DRIVEN LEARNING

Visual aids, demonstration, explanation, experiential learning, group activities, brainstorming and integrating the topic with other subjects.

CONTENT

- Meaning of acids, bases and neutral substances
- Characteristics of acids and bases
- Indicators and their uses
- Effect of acids and bases on litmus paper
- Everyday examples of acidic, basic and neutral substances

- Importance of neutral substances in daily life

Common Acids		
Name	Formula	Use
Acetic Acid	CH_3COOH	Vinegar
Carbonic Acid	H_2CO_3	Carbonated Drinks
Hydrochloric Acid	HCl	Digestive juices in stomach
Nitric Acid	HNO_3	Fertilizer
Phosphoric Acid	H_3PO_4	Fertilizer
Sulfuric Acid	H_2SO_4	Car Battery

CONCEPT MAP

Acids → Sour taste → Turn blue litmus red

Bases → Bitter/slippery → Turn red litmus blue

Neutral substances → No change in litmus

Indicators → Litmus paper, turmeric, China rose indicator

INTERDISCIPLINARY AND REAL-LIFE LINKAGES:

Art:

Drawing and colouring a concept chart of acids and bases.

English:

Vocabulary building with words like indicator, neutralization and acidic.

Mathematics:

Tabulating observations from experiments.

G.K.:

Uses of acids and bases in industries and household products.

Value Education:

Safe handling of chemicals and teamwork during activities.

GROUP ACTIVITIES/EXPERIMENTS/HANDS-ON LEARNING

- Students will test lemon juice, soap solution and water using litmus paper.
- Group activity to sort household substances into acidic, basic and neutral categories.
- Observation table to record colour changes in indicators.

21st CENTURY SKILLS

Learning Skills (4C's) – Critical thinking, creativity, communication and collaboration during experiments and discussions.

Literary Skills – Language development and scientific vocabulary enrichment.

Life Skills – Observation, teamwork and problem-solving skills.

AFTER CLASS (EXIT CARD)

Students will write one acidic, one basic and one neutral substance found at home.

REMARKS

Students were provided with hands-on experiences and activities to understand the properties of acids, bases and neutral substances. Practical demonstrations helped them relate the concept with daily life.

CLASS MANAGEMENT

Interactive activities, demonstrations and group work were conducted to maintain active participation and curiosity among students. Proper guidance was provided during experiments for safety and discipline.

AHA MOMENT

Students were excited to observe the colour change in litmus paper during the activity.

FOCUSED AREA

Understanding indicators and classification of substances based on their nature.

ASSESSMENT

- Oral questioning
- Observation during experiments
- Worksheet and activity participation
- Exit card responses

RECAPITULATION/FEEDBACK

The topic and its concepts will be revised through quizzes, discussions and worksheets.

SELF REFLECTION

Hands-on activities and real-life examples made the topic engaging and easy to understand. Students participated actively and showed curiosity during experiments.\

REMEDIAL/EMPOWERMENT TEACHING PLAN

Additional worksheets, revision exercises and support classes will be provided to reinforce the concepts and clarify doubts.



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

G. Science
Class- 7th
Metals and Non-metals
Facilitator- Ms. Jasmine

TOPIC: Metals and Nonmetals – Physical and Chemical properties
BEFORE CLASS
LEARNING OBJECTIVES (FROM KNOWLEDGE TO SKILL ACQUISITION)
LEARNING OBJECTIVES: Specific- Students will be able to identify and classify metals and non-metals based on their properties. Measurable- To enhance their observation skills through experiments and reasoning. Relatable- To be able to describe physical and chemical properties of metals and non-metals. Timebound: To be able to connect the properties of metals and non-metals with their uses in daily life.
● TEACHING AIDS - PPT, videos, Samples of metals (iron nail, copper wire, aluminum foil), non-metals (sulphur, charcoal, pencil lead), hammer, candle, matchsticks, flash cards, riddles, chalkboard and worksheet etc.
LEARNING OUTCOMES: Students will be able to – • enhance their ability to observe, compare and classify. • acquire knowledge of the properties of metals and non-metals. • Describe the uses of metals and non-metals in daily life.

Metals



Gold



Copper



Iron



Nickel



Silver

Non-Metals



Diamond



Oxygen



Carbon



Silicon



Boron

DURING CLASS ENTRY CARD

OPENING QUESTION

Why are cooking utensils made of metals and not wood ?

TEACHER-DRIVEN LEARNING

Visual Aids, Demonstration, Explanation, Experiential Learning, Group activities, Brainstorming and Integrating the topic with other subjects.

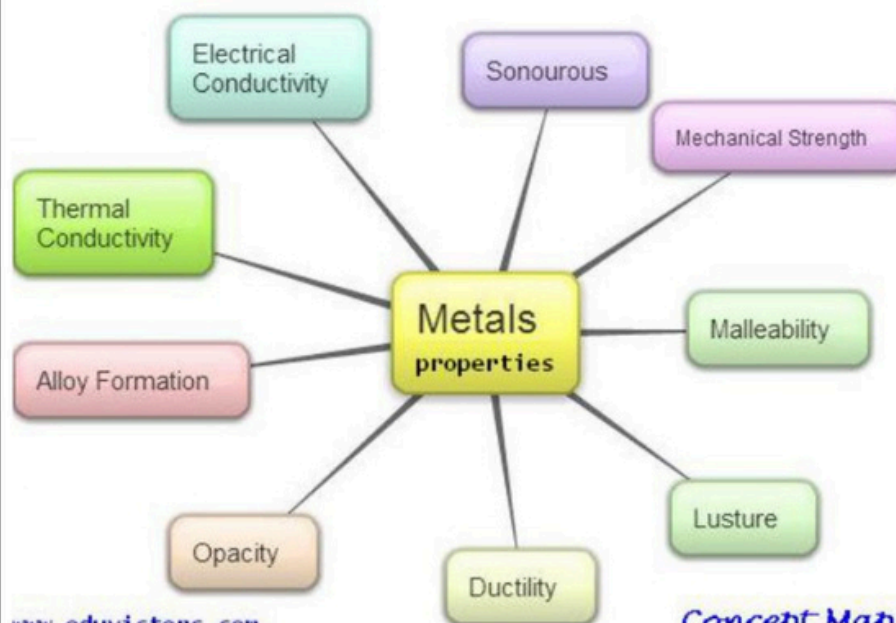
CONTENT

- **Physical properties of metals:** malleability, ductility, lustre, good conductors of heat and electricity.
- **Physical properties of non-metals:** brittle, non-lustrous, poor conductors.
- **Chemical properties:** reaction with oxygen, water, acids.
- **Uses in daily life:** cooking, machinery, medicine, fertilizers, ornaments.

CONCEPT MAP

Metals → Physical Properties → Uses

Non-Metals → Properties → Uses



INTERDISCIPLINARY AND REAL-LIFE LINKAGES:

G.K.: Famous monuments made of metals (Iron Pillar of Delhi).

Science: Link with electricity – copper wires, aluminium conductors.

Sports: Metals in sports equipment (bats, bicycles, javelins).

Geography: Minerals and ores as sources of metals.

Maths: Weight comparison of metals vs. non-metals.

Performing Arts: Skit – “Conversation between a Metal and a Non-Metal.”

Critical Thinking: Why gold does not rust but iron does?

Value Education: Responsible use of resources (metals are non-renewable).

GROUP ACTIVITIES/EXPERIMENTS/HANDS-ON LEARNING

Activity – Conduction Test

Connect the battery & bulb with different materials → note which conducts electricity.

21st CENTURY SKILLS

Learning Skills (4C's) - Critical thinking (categorizing examples), Creativity (Designing posters), communication and collaboration (during activity).

Literary Skills- Language and expressions during discussion and vocabulary enrichment.

Life Skills – Initiative in activities.

AFTER CLASS (EXIT CARD)

REMARKS

Students were provided with experiences and activities to deduce their understanding of the concepts

A basic procedure that entails preparation, execution and experimentation.

CLASS MANAGEMENT

Many activities were taken up to make the topic interesting and interactive. Activities were planned in a manner to provide opportunities for children to take the initiative. The class was well managed with varied activities and guided instruction for group activities.

AHA MOMENT

Students realized that graphite (a non-metal) conducts electricity.

FOCUSED AREA

Physical and chemical properties of metals and non-metals.
Uses in everyday life.

RECAPITULATION/FEEDBACK

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

SELF REFLECTION

Discussions and interactions make the topic more fun-filled. Group activities help to empower students with leadership skills and organizational skills.

REMEDIAL/EMPOWERMENT TEACHING PLAN

The worksheet and support class will be provided to reinforce the concept.



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

TOPIC – ADOLESCENCE: STAGE OF GROWTH AND CHANGE

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific:

Students will be able to explain adolescence and list the major physical, mental, emotional and social changes during this stage.

Measurable:

To enhance their understanding of puberty, hormones, and secondary sexual characteristics.

Attainable:

To be able to define adolescence, identify bodily changes, and create awareness about healthy habits.

Relatable:

To be able to distinguish between childhood and adolescence using real-life examples.

Time Bound:

To be able to complete concept understanding and activities within the allocated period.

Teaching Aids Selection:

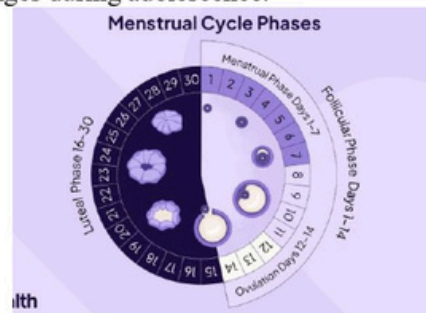
Charts, PowerPoint slides, animations, YouTube videos, flash cards, worksheets, and smartboard.



LEARNING OUTCOMES

The students will be able to:

1. Enhance scientific vocabulary related to growth and development.
 2. Acquire knowledge about hormonal changes.
- describe physical, emotional, and social changes during adolescence.



DURING CLASS

ENTRY TICKET:

Short oral questions related to growth differences between childhood and adulthood.

OPENING QUESTIONS:

How many of you have noticed changes in your height recently?
 What are some changes you observe in yourself?
 Where do these changes come from?

TEACHER-DRIVEN LEARNING:

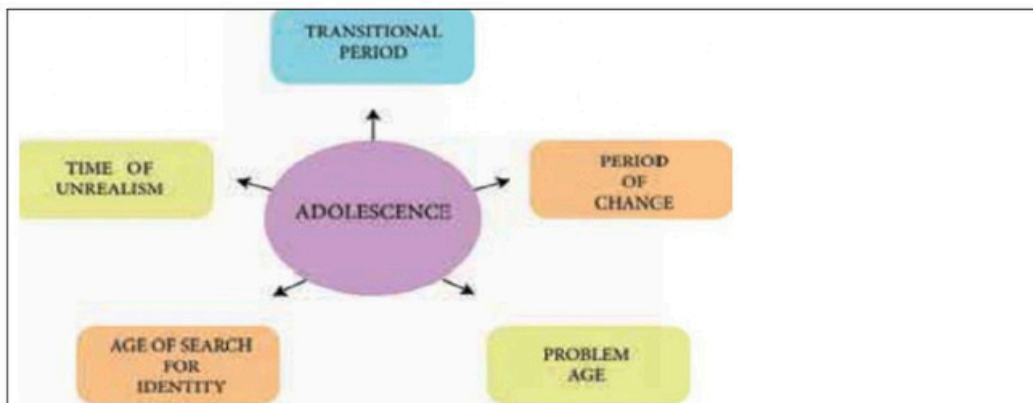
Explanation using charts and videos, interactive discussion, real-life examples and storytelling related to growth.

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM):

Meaning of adolescence, age period, puberty, role of hormones, secondary sexual characteristics, emotional changes, importance of balanced diet and personal hygiene.

CONCEPT MAP:

Adolescence → Puberty → Hormones → Physical Changes → Emotional Changes → Healthy Habits



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K.: Awareness about health and hygiene.

Science: Endocrine system and hormones.

Sports: Related: Importance of exercise during growth.

Geography: Population age structure.

Maths: Graphs showing growth rate.

Performing Arts: Expression of emotions through dance and drama.

Critical Thinking: Understanding myths vs facts.

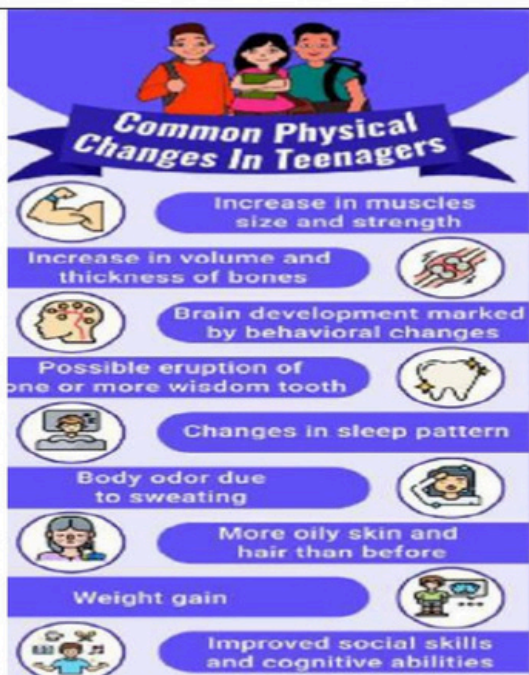
Value Education: Respect for self and others.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM:

Poster making, riddles, group discussion, and role play.

GROUP ACTIVITIES / HANDS-ON LEARNING:

Making a chart showing physical and emotional changes during adolescence.



21ST CENTURY SKILLS

Learning Skills (4Cs):

Critical thinking (questioning myths), Communication (discussion), Collaboration (group work), Creativity (poster making).

Literacy Skills :

Use of scientific terms and expressions.

Life Skills:

Confidence building, emotional balance, teamwork, and self-awareness.

AFTER CLASS (EXIT TICKET)

CLASS MANAGEMENT:

The class was interactive, disciplined, and participative.

AHA MOMENT:

Students realised that changes during adolescence are natural and common.

FOCUSSED AREA:

Identification of physical and emotional changes.

Define adolescence and puberty.

RECAPITULATION / FEEDBACK:

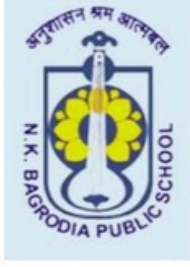
The topic will be recapitulated through a short quiz and discussion.

SELF REFLECTION:

The topic became engaging and relatable for students.

REMEDIAL / EMPOWERMENT TEACHING PLAN:

To further cement the ideas, additional worksheets and one-on-one interaction will be provided.



एन.के. बागड़ोडिया पब्लिक स्कूल, सेक्टर 9, रोहिणी, दिल्ली

पाठयोजना

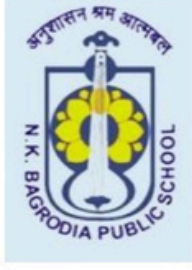
सूत्रधारिका नाम-ममता, विषय- संस्कृतम्, कक्षा - सप्तमी

अवधि - 35 निमेषाः, शीर्षक - उपपद् विभक्तिः

प्राक् कक्षा :- पूर्वज्ञान परीक्षण
शिक्षण उद्देश्य - - छात्रों में संस्कृत भाषा के प्रति रुचिवर्धन। - व्याकरणिक एवं भाषिक ज्ञानवर्धन
विशिष्ट - उपपद् विभक्तिः, मूलभाव अवबोधन
साध्य - उपपद् विभक्तिः अवबोधन, भाषिक उपयोगिता
संबद्धता - शब्दज्ञान, व्याकरणिक ज्ञान सक्षमता, उपपद् विभक्तिः अवबोधन
मापनीय - समर्थता, क्षमता विकास, भाषिक ज्ञान
समयबद्ध गतिविधि - यथा - एक समय में एक समूह के विद्यार्थियों को उपपद् विभक्तियुक्तशब्द, दूसरे समूह को उपपद् विभक्तियुक्तशब्द की विभक्ति बताने तथा तीसरे समूह को उपपद् विभक्तियुक्तशब्द से वाक्य निर्माण बोलने को कहा जाएगा। जो समूह उचित उत्तर 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 - उपपद् विभक्तिः ज्ञान , व्याकरणिक एवं भाषिक ज्ञानवृद्धि

प्राप्ति - भाषिक ज्ञान में वृद्धि,
व्याख्या - द्वितीया विभक्ति: - उभयतः, परितः, धिक्, प्रति, तृतीया विभक्ति -सह, चतुर्थी विभक्ति: - नमः , दा (धातु)
शीर्षक प्रवेश अधिकार :- पूर्व ज्ञान परीक्षण
क) परिचय - सामान्यशब्दज्ञान, कारक विभक्ति: ज्ञान
ख) परिभाषा
ग) प्रकार - उभयतः, परितः, धिक्, प्रति, सह, नमः, दा (धातु)
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, संबद्धता- गतिविधि
विषय वस्तु- संधि की मुख्य अवधारणा
अवधारणा रेखा चित्र उपपद विभक्तयः  <pre> graph TD A[उपपद विभक्तयः] --> B[शब्द] A --> C[अर्थ] A --> D[वाक्यानि] </pre>
विविध वैश्विक जीवन संबंधता
सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि- उपपद्युक्तशब्द, उपपद विभक्तियुक्त वाक्य
21वीं शताब्दी संबंध कौशल
अधिगम कौशल आलोचनात्मक चिंतन, संपर्क- संचार उपपद विभक्ति 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 उपपद विभक्ति ज्ञान, शब्दज्ञान
केंद्र बिंदु - उपपद विभक्ति:
पुनरावृत्ति - उपपद विभक्ति: ज्ञान, वाक्य ज्ञान,
गृहकार्य - उपपद विभक्ति आधारित प्रश्न



एन.के. बागड़ोडिया पब्लिक स्कूल, सेक्टर 9, रोहिणी, दिल्ली

पाठयोजना

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

अवधि - 35 निमेषाः, शीर्षक - प्रत्यय

प्राक् कक्षा :- पूर्वज्ञान परीक्षण
शिक्षण उद्देश्य - (ज्ञान से कौशल अर्जन तक) • छात्रों में संस्कृत भाषा के प्रति रुचिवर्धन। • व्याकरणिक एवं भाषिक ज्ञानवर्धन
विशिष्ट - • छात्र क्षमता : शीर्षक, विषय एवं वैषयिक अवधारणा अवगाहन
साध्य - प्रत्यय परिभाषा, पहचान, नव शब्द निर्माण क्षमता
संबद्धता - शब्दज्ञान, भाषिक उपयोगिता, प्रत्ययान्त उपयुक्त शब्द प्रयोग
मापनीय - समर्थता, क्षमता विकास, व्याकरणिक भाषिक ज्ञान
समयबद्ध गतिविधि - यथा - एक समय में एक समूह के विद्यार्थियों को कोई एक प्रत्यय युक्त पद दिया जाएगा। समूह के अन्य विद्यार्थी उसी प्रत्यय से नया पद बनाएँगे। जिस समूह द्वारा सबसे अधिक प्रत्यययुक्त पद बनाए जाएँगे, वही समूह विजेता होगा।
शिक्षण सहायक सामग्री - पाठ्यपुस्तक, स्मार्ट बोर्ड, गतिविधि, हरितपट्ट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - प्रत्ययान्त शब्द ज्ञान वृद्धि व्याकरणिक एवं भाषिक ज्ञानवृद्धि
प्राप्ति - भाषिक ज्ञान में वृद्धि,

व्याख्या - शब्द निर्माण प्रक्रिया, यथा - गम् + क्त्वा = गत्वा गम् + तुमुन् = गन्तुम् उप + गम् + ल्यप् = उपगम्य गम् + क्तवतु = गतवान्, गतवती, गतवत्
शीर्षक प्रवेश अधिकार :- पूर्व ज्ञान परीक्षण
क) परिचय - सामान्यशब्दज्ञान, प्रत्यय शब्द : क्त्वा, ल्यप्, तुमुन्,
ख) परिभाषा
ग) प्रकार - क्त्वा, ल्यप्, तुमुन्,
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, वीडियो, संबद्धता-खेल (मूक अभिनयात्मक)
विषय वस्तु- प्रत्यय की मुख्य अवधारणा
अवधारणा रेखा चित्र प्रत्यय  <pre> graph TD A[प्रत्यय] --> B[धातु] A --> C[प्रत्यय] A --> D[वाक्यानि] </pre>
विविध वैश्विक जीवन संबंधता
सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि- प्रत्यय युक्त वाक्य प्रयोग
21वीं शताब्दी संबंध कौशल

अधिगम कौशल - आलोचनात्मक चिंतन संपर्क-संचार - प्रत्यय युक्त शब्दाधारित संवाद प्रयास
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 प्रत्यय पद युक्त संवाद ज्ञान, शब्दज्ञान
केंद्र बिंदु - प्रत्यय प्रयोग
पुनरावृत्ति - प्रत्यय परिचय, परिभाषा, प्रकार एवं उदाहरण वाक्य ज्ञान,
गृहकार्य - प्रत्यय युक्त शब्द निर्माण, प्रत्यय संयोजन अथवा वियोजन आधारित प्रश्न।



एन के बागड़ोदिया पब्लिक स्कूल, रोहिणी

पाठ योजना

सूत्रधारिका : ममता

विषय : संस्कृतम् कक्षा : सप्तमी

कालांश समयावधि : 35 मिनट

शीर्षक : पाठ 7 - ईशावास्यम् इदं सर्वम्

प्राक् कक्षा : - शिक्षण उद्देश्य (ज्ञान से कौशल अर्जन तक)
विशिष्ट : - छात्र क्षमता - शीर्षक, पाठोल्लिखित घटना चर्चा, संदर्भ
मापनीयः - क्षमता विकास - शब्दार्थ, हिन्दी अनुवाद, व्याकरण ज्ञान
साध्य :- अनुवाद क्षमता विकास व्याकरण ज्ञान सहित
संबद्धता :- मानव जीवन में ईश्वरभक्ति की आवश्यकता
समयबद्ध गतिविधि : प्रह्लाद-चरित्र अभिनय प्रस्तुति
शिक्षण सहायक सामग्री : पाठ्यपुस्तक, स्मार्टबोर्ड, वीडियो, प्रश्नोत्तरी, हरितपट, चॉक आदि।
प्राप्ति : व्याकरणिक एवं मानवीय मूल्य ज्ञान

व्याख्या : अनुवाद सहित ईश्वरभक्ति चर्चा
शीर्षक / प्रवेशाधिकार : पूर्व ज्ञान परीक्षण - प्रश्नोत्तरी माध्यम
(क) परिचय - ईश्वरभक्ति
(ख) परिभाषा - विष्णु के दशावतार एवं शब्द निर्माण, पद परिचय
(ग) व्याकरणिक बिन्दु - शब्दरूप, धातुरूप, प्रत्यय, समास
(घ) आवश्यकता - संस्कृत भाषा अभिव्यक्ति, भाषिक सौन्दर्य, अनुवाद ज्ञान
शिक्षक संचालित शिक्षण : व्याख्या, परियोजना, वीडियो, संबद्धता-खेल (मूक अभिनयात्मक)
विषय वस्तु : ईशावास्यम् इदं सर्वम्

<pre> graph TD A[अवधारणा रेखा चित्र] --> B[शब्दार्थ] A --> C[अनुवाद] A --> D[मूल भाव] A --> E[व्याकरणिक ज्ञान] A --> F[शब्दार्थ] </pre>
विविध वैषयिक जीवन संबद्धता : भाषा का सामान्य ज्ञान, विज्ञान (तर्क आधारित शब्द निर्माण), ऐतिहासिक तथ्य ज्ञान, आलोचनात्मक चिंतन, भक्ति ज्ञान।
समावेशी कक्षा हेतु : शैक्षणिक रूपरेखा - चरित्र अभिनय प्रस्तुति
जीवन कौशल : नैतिक, सामाजिक मूल्य ज्ञान, ईश्वरभक्ति संचार, संस्कृत भाषा वक्तृत्व क्षमता, भाषाजन्य ज्ञान विस्तार।
साक्षरता कौशल : अनुवाद, व्याकरण ज्ञान, नव शब्द निर्माण
कक्षोपरान्त : शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया सम्बन्धित टिप्पणी :

मूल प्रक्रिया - अध्यापन योजना एवं व्यवहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में संभाषण
केंद्र बिंदु - त्वरित बुद्धि प्रयोग, व्याकरण सटीक प्रयोग
पुनरावृत्ति : पाठ अनुवाद, अभ्यास प्रश्न, ईश्वर व चरित्र परिचय
गृहकार्य : अभ्यास प्रश्न, व्याकरणिक प्रश्न

Lesson Plan –French

Book: Le Nouvel Apprenons le français - 3

Class: VI

Leçon 3 – La journée de Mme Lavigne

Topic

Daily Routine & Time Expressions in French

Duration

40–45 minutes

Teaching Objectives

- Students will be able to:
- Learn vocabulary related to daily routine.
- Tell time in French.
- Use common verbs related to daily activities.
- Read and understand the lesson text.
- Speak simple sentences in French about daily routine.

Teaching Aids

- Textbook
- Blackboard
- Flashcards/Pictures
- Clock chart
- Notebook

Previous KnowledgeStudents already know:

- Basic French greetings
- Simple verbs
- Basic sentence formation

Introduction (5 minutes)

Teacher asks:

"À quelle heure vous vous levez?"

"What do you do in the morning?"

Students answer in simple words.

Teacher introduces the topic: "Aujourd'hui, nous allons apprendre la journée de Mme Lavigne."

Presentation / Explanation (15 minutes)

Vocabulary

se lever – to get up

prendre le petit déjeuner – to have breakfast

aller à l'école – to go to school

déjeuner – to have lunch

dîner – to have dinner

endormir – to sleep

Time Expressions

Il est sept heures.

Il est huit heures et demie.

Reading

Teacher reads the lesson aloud with pronunciation.

Students repeat line by line.

Classroom Activity (10 minutes)

Activity 1

Match the activity with the correct time.

Activity 2

Students make 5 sentences about their own daily routine in French.

Example

Je me lève à six heures.

Je prends le petit déjeuner à sept heures.

Recapitulation (5 minutes)

Teacher asks:

Comment dit-on "to wake up" en français ?

Comment dire "It is 8 o'clock" ?

What does Mme Lavigne do in the morning?

Homework

Write 8 sentences on:

Ma journée (My Daily Routine)

Learning Outcome

Students can:

Speak simple sentences in French.

Tell time in French.

Describe daily routine activities.

CLASS



N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085
Curriculum – English
Topic – Poetry(Night)
Class – VIII
Facilitator – Ms. Jyoti Batra
Lesson Plan: "Night" by William Blake

TOPIC: Poetry - Night

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific: Students will be able to summarize the thematic progression of the poem and identify the core poetic devices used by William Blake.

Measurable: * To enhance their comprehension and analytical skills by completing a detailed literary analysis of the poem's shifts in tone and imagery.

Attainable: * To be able to define, identify, create, and discuss the main themes and symbols in the poem, including divine protection, innocence versus experience, and the symbolism of the lion and the lamb.

Relatable: * To be able to distinguish between different emotional tones (fear vs. peace), understand natural instincts, and relate the theme of comfort/security to real-life situations or personal experiences.

Time-bound: * To be able to complete a written critical summary, analyze poetic elements, and actively participate in a group discussion on the poem's symbolic shift, before concluding the unit.

YouTube Videos Using Smartboard / Multimedia Integration

Author Background: A short video or presentation introducing William Blake, focusing on his artistic style, his concept of "Innocence vs. Experience," and his deep love for nature and spirituality.

Auditory & Visual Imagery: An audio reading of the poem set against a backdrop of tranquil twilight imagery shifting into a safe, symbolic nighttime landscape to help students visualize Blake's vivid contrasts.

Creation of Plot / Structural Diagram

A poem follows a thematic progression rather than a traditional narrative plot diagram. For "Night," the structure moves from physical nature to spiritual transcendence.

Beginning (Stanzas 1–2): The physical setting of the evening. The sun sets, the moon smiles like a flower, and birds and beasts seek rest.

Middle (Stanzas 3–6): The introduction of the supernatural and divine. Wolves and tigers roar for prey, but God's angels descend to keep watch, blessing every living thing. If a predator succeeds, the victim's soul is received by angels.

End (Stanzas 7–8): The visionary transformation. In a higher, spiritual realm, the lion washes off its wild nature, weeps over the tender sheep, and becomes a peaceful guardian, lying down with the lamb in eternal harmony.

Learning Objectives

The students will be able to:

Enhance their understanding of poetic elements such as stanza structure, rhyme scheme (AABBCCDD), imagery, and personification through detailed analysis.

Acquire new vocabulary (e.g., bower, nestles, unceasing, pitying, immortal) and improve comprehension skills by unpacking 18th-century poetic language.

Describe the core themes (the protective hand of the divine, the transition from innocence to a higher spiritual peace, and the harmony of nature) clearly and accurately.

Entry Ticket (During Class)

Opening Questions

What feelings or emotions do you typically associate with the night? Is it scary, peaceful, or both?

What does a "lamb" traditionally symbolize in literature and culture? What about a "lion"?

How do you think animals feel when the sun sets and darkness falls?

What do you think is the difference between a physical place we can see and a "spiritual" or heavenly place?

Teacher-Driven Learning

1. Explanation

Themes and Symbols: The main themes (divine protection, the coexistence of vulnerability and comfort, and ultimate spiritual peace) and symbols (the Moon as a peaceful observer, the Lamb representing innocent purity, and the Lion representing transformed power) will be explained.

Poetic Devices: Identification and analysis of Blake's use of Personification ("The moon, like a flower / In heaven's high bower, / With silent delight / Sits and smiles on the night"), Visual Imagery (birds in nests, bright angels walking), and Auditory Imagery (wolves and tigers howling).

2. Poem Recitation & Narration

Read Aloud: Key stanzas of the poem will be read aloud to the class by the teacher, emphasizing the rhythmic, lullaby-like cadence and the shifting tone from physical twilight to mystical reassurance.

Choral Reading / Narration: Students will take turns reading pairs of lines, focusing on identifying the shifting moods between the vulnerability of the animals and the comforting presence of the angels.

3. Experiential Learning

Role-Playing / Visual Tableaux: Students will work in small groups to physically freeze-frame (create a living tableau of) scenes from the poem—such as the birds settling down, the angels softly blessing a sleeping creature, or the lion standing protectively over the lamb.

4. Brainstorming

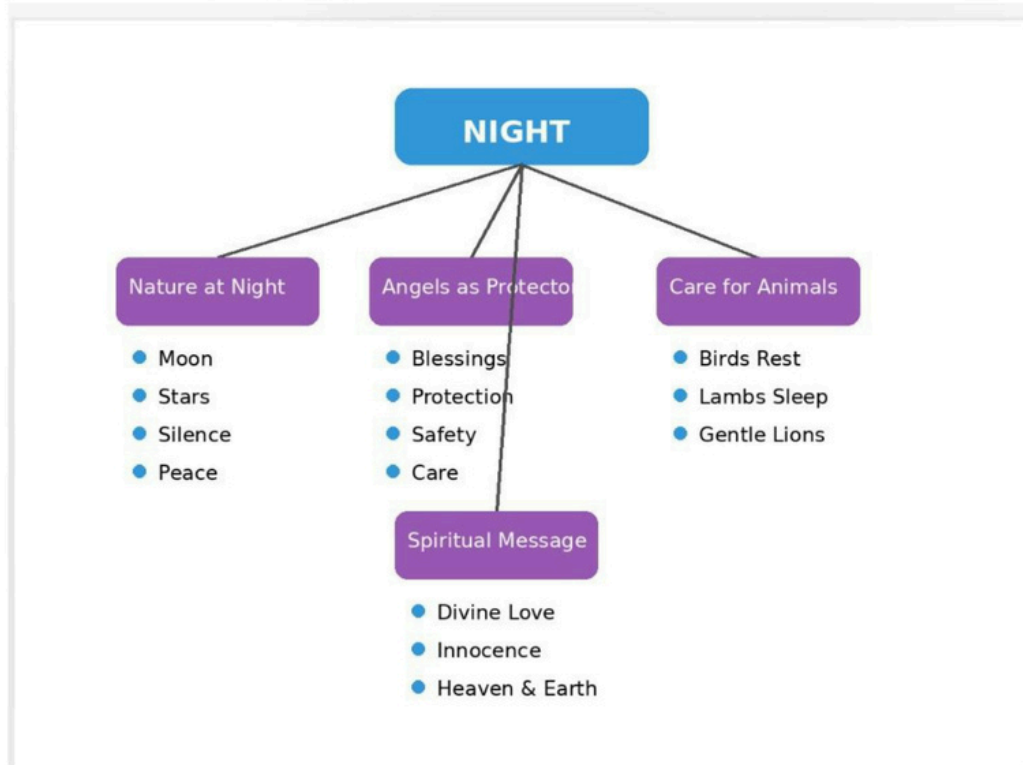
Theme Discussion: A guided brainstorming session on how Blake contrasts the dangers of the night (predators) with an overriding sense of security and peace.

Character / Creature Analysis: Brainstorming the dual nature of the beasts (the helpless sheep vs. the fierce beasts of prey) and how they change by the end of the poem.

5. Integrating the Topic with Art

Art: Students will create split-screen visual artwork or sketches: one side showing the physical earthly night (the moon, trees, sleeping birds) and the other side showing Blake's spiritual vision (angels with shining wings walking among the flocks, or the weeping lion guarding the lamb).

Content & Concept Map



Core Concepts

Poetic Structure & Rhythm: Understanding the driving 8-line stanza structure and its lyric, song-like quality.

Imagery & Contrast: Analyzing how Blake transitions from the dark, potentially dangerous physical night to a bright, golden spiritual dawn.

Spiritual / Philosophical Context: Introducing Blake's perspective that true innocence is never truly destroyed, only protected or carried into eternity by the divine.

Interdisciplinary & Real-Life Linkages

Science: Study the nocturnal behaviors of animals and how different species adapt to nightfall compared to humans.

Art & Design: Explore William Blake's original hand-colored illuminated printing plates for Songs of Innocence to see how he blended typography with visual art.

Value Education / Critical Thinking: Reflect on the concept of comfort. Who or what acts as a "protector" or a source of security in our everyday lives when we face fear or the "darkness" of difficult situations?

Inclusive Classroom Strategies (Riddles)

Riddle 1: * Question: I sit high in heaven's bower, smiling down at the quiet earth like a delicate, silent flower. What am I?

Answer: The Moon.

Riddle 2: * Question: We descend silently from brighter spheres, pouring blessings and washing away the tears of sleeping creatures. Who are we?

Answer: The Angels.

Riddle 3: * Question: In the physical world, I am feared for my fierce roar, but in Blake's heavenly vision, I weep out of pity and guard the sheep. What am I?

Answer: The Lion.

Riddle 4: * Question: I am the ultimate condition celebrated in this poem, where creatures feel safe, unthreatened, and deeply loved under a watchful eye. What am I?

Answer: Innocence / Divine Peace.

Group Activities & Hands-on Learning

1. Storyboarding the Poem

Students will work in pairs to divide the poem into 4 primary visual panels:

The descent of the sun and appearance of the moon.

Creatures of the earth going to sleep while predators stir.

Angels walking unseen among the fields blessing the animals.

The lion and the lamb living together in the immortal world.

2. Imagery Analysis Worksheet

A T-Chart activity where students identify and categorize lines from the poem into "Physical Worldly Imagery" (e.g., birds in their nest, sun descending) vs. "Spiritual Heavenly Imagery" (e.g., bright angels, immortal grove, gold spit).

21st Century Skills

Critical Thinking: Analyzing how Blake reconciles the harsh reality of nature (predators eating prey) with his concept of a loving, protective spiritual universe.

Creativity: Writing an original short stanza using Blake's formatting that describes another animal or natural element transitioning from day to night.

After Class (Exit Ticket)

Review of Process

Identification of poetic devices (Metaphor, Personification) and defining Blake's core themes.

Recapitulation / Feedback: Quick closing discussion: "In your own words, why does the lion stop being aggressive at the end of the poem?"

Remedial / Empowerment Teaching Plan

Guided Imagery Breakdown: For students struggling with 18th-century sentence structures, rewrite stanzas 1 and 2 into simplified modern English prose to establish the basic narrative line before analyzing the metaphors.

Empathy Exercise: Ask students: "How does it feel to be completely protected and safe when you are scared of the dark? Connect that feeling to how the sheep feel when the angels arrive."

Creative Expression Outlet: Students who express their understanding better through physical mediums can mold a small clay representation of the companionable Lion and Lamb or select music tracks that represent the "peaceful twilight" vs. the "angelic arrival."

N.K. Bagrodia Public School, Rohini
Subject – English
Class – VIII
Session: 2026–27
Lesson Plan

Topic: Email Writing

Learning Objectives

The students will be able to:

- Understand the format and purpose of email writing.
- Differentiate between formal and informal emails.
- Compose clear and meaningful emails using appropriate language.
- Use correct email etiquette while writing.

Measurable

- Students will draft emails with proper subject lines, greetings, body, and closing.

Attainable

- Students will practice writing emails related to school and daily life situations.

Relatable

- Big Ideas and Key Understandings:

Email writing is an important mode of communication in modern life.

Synopsis

- Students will learn the format, language, and etiquette of email writing through examples and activities.

Teaching Aids

- PPT Presentation
- Sample Emails
- Worksheet
- Flashcards
- Whiteboard and Markers
- Laptop/Projector

Learning Outcomes

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

- Recognize the structure of an email.
- Write informal emails appropriately.

- Use suitable vocabulary and tone in emails.
- Demonstrate understanding through activities and assessments.

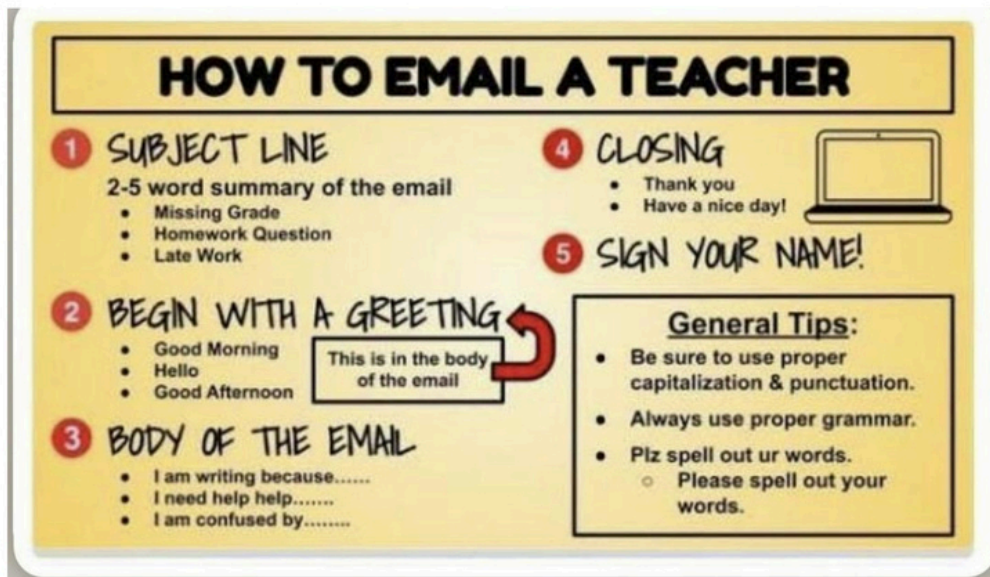
Entry Ticket

Testing prior knowledge by asking students:

- What is communication?
- Have you ever sent an email?
- What is the difference between a letter and an email?
- Why are emails important today?

Introduction of the Topic

- Step 1 – Teacher shows examples of emails on the screen.
- Step 2 – Students identify the parts of an email.
- Step 3 – Teacher introduces the concept and format of Email Writing.



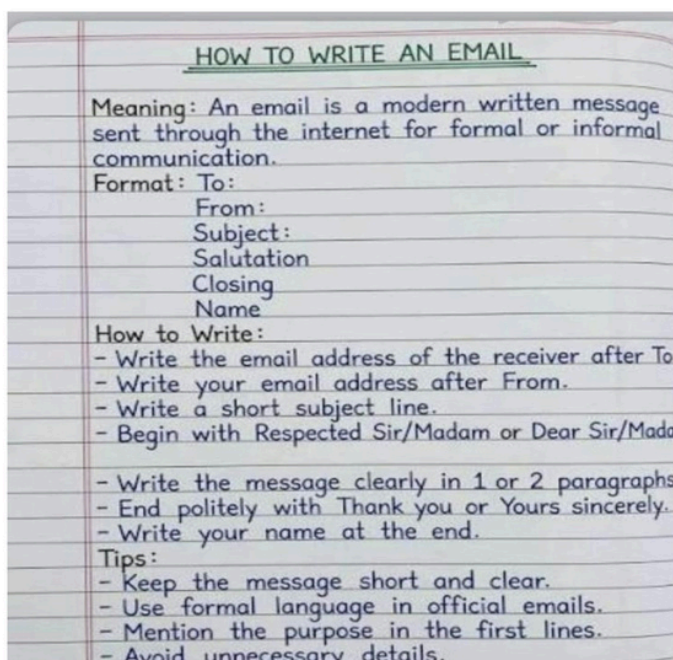
Teacher's Driven Learning

- Offline and online mode
- Use of PowerPoint Presentation
- Experiential learning
- Interactive email drafting activity
- Collaborative learning
- Use of voice modulation

Concept Map

- Email Address

- Subject Line
- Greeting/Salutation
- Body of the Email
- Closing and Signature
- Formal and Informal Language



Interdisciplinary Approach

- Computer Science: Use of digital communication tools.
- Social Studies: Emails related to social awareness campaigns.
- Science: Drafting emails for science exhibitions.
- Art: Designing creative email invitations.
- Critical Thinking: Understanding audience and purpose.
- Value Education: Promotes polite and respectful communication.

Interactive Activities

- Pair Activity – Students draft emails for different situations.
- Role Play – Sending and replying to emails.
- Error Detection – Identify mistakes in sample emails.
- Peer Review – Students exchange and review emails.

Assessment (Exit Ticket)

- Draft an informal email inviting a friend to a birthday party.

Pedagogical Strategies

- Multisensory Teaching – Visual aids, discussion, and activities

- Differentiated Instruction – Bilingual support
- Positive Reinforcement
- Reflective Activities
- Digital Aids
- Experiential Learning
- Collaborative Learning

21st Century Skills

- Critical Thinking
- Communication Skills
- Collaboration
- Creativity
- Digital Literacy

Recapitulation

- What are the important parts of an email?
- What is the difference between formal and informal emails?
- Why is email etiquette important?

Home Task

- Write an email to your friend informing her about your recent win in Inter School competition.

Remedial Plan

- Provide guided practice and email templates.
- Enrichment: Students draft emails for different situations.

Remarks for the Lesson

- Class Management: _____
- Wow Moment: _____
- Concept Coverage: _____
- Usage of Teaching Aids: _____



एन० के० बगड़ दिया पब्लिक स्कूल
सेक्टर १० हिण्डीदिल्ली ११००८५

पाठ योजना

शिक्षक/शिक्षिका नाम : स. निरंजन

दिन व दिनांक :

विषय : हिंदी

कक्षा : आठवीं

समयावधि : ३५ मिनट

प्रकरण कबीर के दोहे

उद्देश्य

विशिष्ट - ट

- विद्यार्थियों को कबीर के जीवन और काव्य से परिचित कर
- विद्यार्थियों को दोहों का सही उच्चारण और भावार्थ समझाना।

मापन योग्य - य

- विद्यार्थी चयनित दोहों का पाठ कर सकेंगे।
- विद्यार्थी दोहों का भावार्थ अपने शब्दों में समझा सकेंगे।

बोधोद्घात - मक

- विद्यार्थी कबीर के दोहों में निहित नैतिक व सामाजिक संदेश समझ पाएँगे।
- विद्यार्थी सीखेंगे कि दोहे आज भी जीवन में प्रयोगशुभक हैं।

समयबद्ध - ध

- निर्धारित समय में विद्यार्थी दोहों का पाठ, भाव स्पष्ट करना और चर्चा कर

शिक्षण सामग्री - सी. पी. टी., सुमाबीर, श्यामपट्ट चॉक

सीखने के प्रतीक

- विद्यार्थी कबीरदास का साहित्य तय कर पाएँगे।
- विद्यार्थी दोहों का भावार्थ लिख सकेंगे।
- विद्यार्थी दोहों को जीवन से जोड़ पाएँगे।

प रस् ज्ञावना

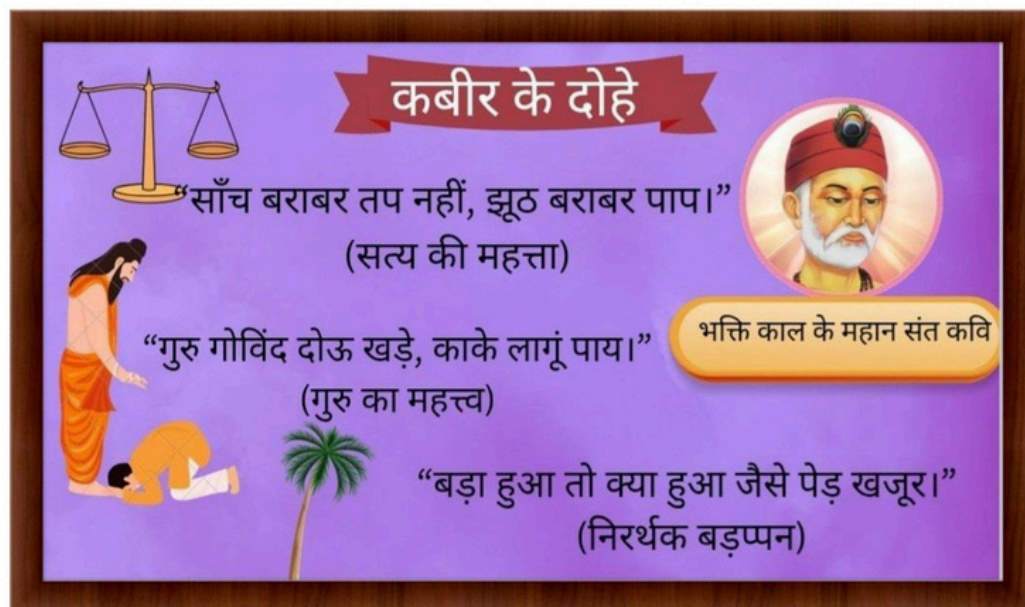
गतिविधि- विद्यार्थियों से पश्चर पूछा जाएगा कि क् या आपक ो क ोई द ोहा याद है
ब जसी विद् यार् थी क ो क ोई द ोहा उओतुन्हने केा लिए कहा जाएगा।

शिक्षण पद् धति

प रदशबिर् , आगमन विर् , निगमन विर् , स रश बिस्त् , स्मर्ा विर् र

प रकरण कबीर के द ोहे

सांकल् पना मानचित् र



मुख्य शिक्षण

1. कबीर का संक् षक्षप् तपस्त्रिभ्रा।
2. चयनित दोहों का सही उच् चारण।
3. दोहों का अर्थ व भाव स् पष् ट कइवाहरण - "साँच बराबर तप नहीं, झूठ बराबर पाप।" → सत् य की महत् ता।
4. आरुनिक जीवन से संबर् जोड़ना।

समूह गतिविधि-

- विद् यार्ि र्थयों-क केा समूहों में बाँटा जाएगा।

- प्रत्येक समूह को एक द्रष्टा दिया जाएगा।
- समूह उस द्रष्टा को उच्चारण करेगा और उसका भावार्थ समझाएगा।
- अन्य समूह उस पर प्रश्न पूछेंगे या जीवन से उदाहरण देंगे।

21वीं सदी के कौशल

सीखने के कौशल (4C's) –

आलोचनात्मक चिंतन- समाज-सुरा और नैतिकता का विश्लेषण।

रचनात्मक चिंतन- विद्यार्थी अपने अनुभवों से दोहों को जोड़ कर संदर्भ देंगे।

साक्षरता कौशल- विद्यार्थी दोहों को सरल भाषा में लिखेंगे।

जीवन कौशल- विद्यार्थी कबीर के संदेशों को दैनिक जीवन में अपनाएँगे।

कक्षा के बाद

आकर्षक बिंदु:

- विद्यार्थियों द्वारा द्रष्टा का सामूहिक पाठ।
- द्रष्टा के भाव पर चर्चा।
- कबीर के संदेशों का जीवन से संबंध।

मुख्य बिंदु:

- कबीर का जीवन परिचय।
- कबीर का साहित्य सामाजिक नैतिक संदेश।
- द्रष्टा की आज के जीवन में प्रासंगिकता

पुनरावृत्ति:

शिक्षक द्वारा विद्यार्थियों से प्रश्न पूछे जाएँगे:-

1. कबीर किस प्रकार के कवि थे?
2. “साँच बराबर तप नहीं झूठ बराबर पाप।” का भावार्थ लिखिए।
3. “बड़ा हुआ तू के सुआ जैसे पेड़ खजूर।” से कवि को क्या कहना चाहता है?
4. कबीर ने गुरु को वे विद्वानों भी ऊपर क्यों माना?
5. अपनी वाणी को मधुर बनाने का क्या साधन है?



एन० के० बगड़ दिया पब्लिक स्कूल
सेक्टर १० हिर्णीदिल् ली 10085

पाठ योजना

शिक्षक का नाम : सौ. अनिल कुमार

दिनांक :

विषय : हिंदी

कक्षा : आठवीं

समयावधि : 35 मिनट

प्रारंभिक रचना के आधार पर वाक्य भेद

उद्देश्य

विशिष्ट - ट

- विद्यार्थी सरल, संयुक्त और मिश्र वाक्यों का भेद स्पष्ट रूप से समझ सकेंगे।
- विद्यार्थी विभिन्न वाक्यों का विश्लेषण कर उनकी संरचना में अंतर प

मापन योग्य - य

- विद्यार्थी वाक्यों को सही श्रेणी रखकर भेद लिख सकेंगे।
- विद्यार्थी अपवाक्यों की पहचान करके उनका सही विश्लेषण प्रस्तुत कर सकेंगे।

बोधोद्घात - मक

- विद्यार्थी सौंदर्य और वाक्य-विन्यास महत्व को पहचान सकेंगे।
- विद्यार्थी विश्लेषण कर सकेंगे कि कौन-सा वाक्य किस आधार पर सरल/संयुक्त/मिश्र बसता है।

समयबद्ध - ध

- निर्धारित समय में विद्यार्थी वाक्यों का भेद लिख सकेंगे।
- निर्धारित समय में विद्यार्थी अपनी कौशल प्रदर्शन स्वरूप बनाकर लिख सकेंगे।

शिक्षण सामग्री - सी. पी. टी., स्मार्ट बोर्ड, श्रवण यंत्र, चॉक

सीखने के प्रतीक

- विद्यार्थी सरल, संयुक्त और मिश्र वाक्यों की परिभाषा और विशेषताएँ समझ सकेंगे।

- विद् यार्स् र्थसंग्रह, संयुक्त और मिश्र वक् बनाकर सही श् रेणी वर्गीकृत कर सकेंगे।
- विद् यार्भार्षी के सही वाक् निर्माण कौशल का प् रयकरेगसकेंगे, ब् जसकेनकी लिखित और मौखिक भाषा द् ोन्तुधरेगी।

प् रस् ज्ञावना

गतिविधि- श् यामपट् ढ्तीम्न वाक् य लिखे जाएँगे

1. राम स्कूल जाता है।
2. राम स्कूल जाता है और पढ़ाई करता है।
3. यदि राम मेहनत करेगा तो वह सफल होगा।

वाक्यों से संबंधित निम्नलिखित प्स्तवित प्श्नर पूछे जाएँगे:-

प् रस् तावित प् रश् न

- क् या ये तीनों वाक् य एक जैसे दिख रहे हैं?
- किस वाक् य में केवल एक ही बात कही गई है?
- किस वाक् य में दो बातें जोड़ कर कही गई हैं?
- किस वाक्य में एक बात दूसरी बात पर निर्भर है?

इन प् रश् नों के माध् यम से विद् यार्ि र्थयों का ध् यान वाक् यों की रचना (संरच) किया जाएगा।

शिक्षण पद् धति

प् रदर्विष्णि, आगमन विधि, निगमन विधि, प् रश् निष्णि, चर्चा विधि

प् रकरण रचना के आधार पर वाक् य भेद

सांकेतिक पना मानचित् र



मुख्य शिक्षण

1. सरल, संयुक्त और मिश्र वाक्य की परिभाषा तथा उदाहरण समझाना।
2. उदाहरणों के माध्यम से तीनों प्रकार के वाक्यों (सरल, संयुक्त, मिश्र) का अंतर स्पष्ट करवाना।
3. वाक्यों में प्रयुक्त संयोजक शब्दों की सहायता से वाक्य भेद पहचानना।

समूह गतिविधि-

- विद्यार्थियों को छोटे समूहों में बाँटा जाएगा।
- प्रत्येक समूह को 5-6 वाक्यों के कार्ड दिए जाएँगे जिनमें सरल, संयुक्त और मिश्र वाक्य मिलाकर होंगे।
- समूह के विद्यार्थी आपस में चर्चा करके वाक्यों को तीन श्रेणियों में विभाजित करेंगे—सरल, संयुक्त, मिश्र।
- प्रत्येक समूह से एक प्रतिनिधि आकर बताएगा कि किस वाक्य को किस श्रेणी में रखा गया और क्यों।
- बाकी समूह उस श्रेणी की पुष्टि करेंगे या सुधार सुझाएँगे।

21वीं सदी के कौशल

सीखने के कौशल (4C's) –

आलोचनात् मक-सोच

विद्यार्थी विभिन्न वाक्यों का विश्लेषण कर यह पहचानेंगे कि किस वाक्य उपवाक्य है और वह सरल, संयुक्त या मिश्र वाक्य क्यों है।

रचनात् मकता

विद्यार्थी स्वयं सरल, संयुक्त तथा मिश्र वाक्य बनाकर अपनी रचनात्मक भाषा-कौशल्य प्रदर्शित कर सकेंगे।

साक्षरता कौशल-

विद्यार्थी वाक्य-रचना का प्रयोग अपने विचारों को स्पष्ट, संसृष्ट और व्याकरणगत भाषा में व्यक्त कर सकेंगे।

जीवन कौशल-

विद्यार्थी के तार्किक प्रयोग सही वाक्य निर्माण और प्रभावी प्रेषण आदत विकसित करेंगे, जिससे उनकी बोलने और लिखने की क्षमताओं में सुधार होगा।

कक्षा के बाद

आकर्षक बिंदु:

- विद्यार्थी यथेष्ट छोटो-समूहों में बाँटकर बर्तन पर लिखे गए वाक्यों के अंतर खोजने की गतिविधि कराई जाएगी।
- समूहगत विधि के माध्यम से छात्र वाक्यों की रचना देखकर चर्चा करेंगे कि कौन-सा वाक्य सरल, संयुक्त या मिश्र है।
- विद्यार्थी ध्वनि वारु दैनिक जीवन के वाक्यों को पढ़ कर उनका प्रयोग रोजक कार्य कराया जाएगा।
- तीन अलग-अलग वाक्यों (सरल/संयुक्त/मिश्र) का त्वरित मिलान करवाकर विद्यार्थी ध्वनि वारु वाक्य रचना की ओर केंद्रित किया जाएगा।

मुख्य बिंदु:

- विद्यार्थी यथेष्टको सरल, संयुक्त और मिश्र वाक्य की परिभाषा व उदाहरण समझाना।
- संयोजक शब्दों (और, लेकिन, क्योंकि, यदि, तो आदि) द्वारा वाक्य के पहचानना।
- वाक्यों में सही उपवाक्य संरचना का प्रयोग करके भाषा की स्पष्टता व शुद्धता विकसित करना।

पुनरावृत्ति:

शिक्षक द्वारा विद्यार्थी यथेष्टसे प्रश्न पूछे जाएँगे:-

1. सरल वाक् य किसे कहते हैं?
 2. संयुक्त वाक्य का एक उदाहरण लिखिए।
 3. “यदि तुम पढ़ गौं त भेफल हूँ जाओगे।” – यह कौन-सा वाक् य है? क् यों?
 4. सांय ाजक शब्दों की सहायता से वाक् य भेद कैसे पहचाने जाते हैं?
 5. किसी भी एक वाक् य का भेद बताकर उसका कारण समझाइए।
-



N.K.Bagrodia Public School

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

Curriculum – CBSE

Topic- Proportional Reasoning

Class – 8

Period –

Date -

Sub Topic – Introduction and basic terms

Learning Objectives (From knowledge to skill acquisition)

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

1. Understand the meaning of proportion and proportional reasoning.
2. Identify situations involving direct proportion.
3. Solve real-life problems using proportional relationships.
4. Compare quantities using ratios and proportions.
5. Apply proportional reasoning in daily life situations.
6. Develop logical thinking, collaboration, and problem-solving skills.

Learning Outcomes

Students will be able to:

- * Explain proportional relationships with examples.
- * Determine whether two quantities are proportional.
- * Solve missing value problems using proportion.
- * Represent proportional situations through tables and graphs.
- * Apply mathematics to shopping, maps, recipes, speed, and science.

Time – bound

Students will be able to understand proportionality and its relatability within stipulated time.

Teaching Aids

Power point slides, smart board, flash card, chalk, board etc.

Development Goals for Integrated and Holistic Development

- **Cognitive Development:** Logical reasoning and problem-solving.
- **Social Development:** Collaborative learning through group tasks.
- **Creative Development:** Applying polygon concepts to art, architecture, and design.
- **Ethical Development :** Understanding fairness in sharing and scaling problems ethically.
- **21st Century Skills Integration**
 - Critical Thinking - Solving proportional problems
 - Collaboration - Group activities
 - Communication - Explaining reasoning
 - Creativity - Designing projects
 - Digital Literacy -Using spreadsheets/charts

RATIO AND PROPORTION

A ratio is a comparison of two quantities. A proportion is an equality of two ratios. To write a ratio: Determine whether the ratio is part to part or part to whole. Calculate the parts and the whole if needed.

Word	Ratio	Fraction
1 to 2	1:2	$\frac{1}{2}$

1:2

Ratio of yellow to green

$\frac{1}{2}$

2:3

$\frac{2}{5}$

3:1

$\frac{3}{4}$

4:2

$\frac{4}{6}$

2:3

$\frac{2}{5}$

3:1

$\frac{1}{4}$

4:2

$\frac{2}{6}$

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-Opening questions

1. If 2 notebooks cost ₹40, how much will 5 notebooks cost?
2. If 4 students need 8 bottles of water, how many bottles are needed for 10 students?
3. Why does doubling a recipe require doubling all ingredients?

Think-Pair-Share

Students discuss answers with partners.

Teacher-Driven Activities

Activity 1: Recipe Challenge

Teacher shows:

- * Recipe for 2 people
- * Students calculate ingredients for 6 people

Discussion:

“Why must all ingredients change proportionally?”

Activity 2: Scale Map Exploration

Students use a map scale:

1 cm = 5 km

Questions:

- * What does 3 cm represent?
- * How far is 7 cm?

Interdisciplinary Linkages

Science - Concentration and mixtures

Geography - Map scales

Home Science - Recipe measurements

Economics - Budgeting and shopping

Art - Enlarging designs proportionally

Project-Based Learning (PBL)

Project Title: Plan a Healthy Meal for 20 Students

Students:

- * Prepare a meal chart
- * Calculate ingredient quantities proportionally
- * Estimate budget
- * Present findings

Skills Developed

- * Collaboration
- * Financial literacy
- * Communication
- * Critical thinking

Pedagogical Strategies for Inclusive Classrooms

- * Peer tutoring
- * Visual aids and manipulatives
- * Flexible grouping
- * Scaffolded worksheets
- * Multilingual explanation when required
- * Real-life relatable examples
- * Slow-paced guided practice for struggling learners

Differentiation

For Advanced Learners

- * Multi-step word problems
- * Graph interpretation

For Support Learners

- * Concrete examples
- * Step-by-step templates

Remedial Measures

For students needing support:

- * Use pictorial representations
- * Practice with simple ratios
- * One-to-one guidance
- * Concrete objects and manipulatives
- * Repeated practice with daily-life examples

Empowerment Strategies

- * Encourage every child to present solutions.
- * Appreciate multiple solving methods.
- * Use positive reinforcement.
- * Promote leadership roles in groups.
- * Connect mathematics to daily life confidence.

AHA Moment

Teacher demonstrates:

"If 1 chocolate costs ₹10, then 10 chocolates cost ₹100."

Students realize:

"When quantities increase at the same rate, they are proportional!"

This builds conceptual clarity instead of rote learning.

Recapitulation Questions

1. What is proportion?
2. How do we identify proportional relationships?
3. Give one real-life example of proportion.
4. Is doubling always proportional?
5. Why are unit rates useful?

Self-Reflection Questions

Students write:

- * What did I understand well today?
- * Which question was challenging?
- * Where do I use proportion in real life?
- * How confident am I in solving proportional problems?

Homework Questions

1. If 3 pens cost ₹45, find the cost of 8 pens.
2. A car travels 120 km in 2 hours. How far will it travel in 5 hours at the same speed?
3. A recipe for 4 people uses 2 cups of rice. How much rice is needed for 10 people?
4. On a map, 1 cm represents 8 km. What distance does 6 cm represent?
5. Create one real-life example of proportional reasoning from your home.

Closure

Teacher concludes:

"Proportional reasoning helps us make smart decisions in daily life — from cooking and shopping to travel and science. Mathematics becomes meaningful when we connect it to the world around us."

Lesson Plan – Mathematics

- **Subject:** Mathematics
- **Class:** VIII
- **Topic:** Properties and Construction of Quadrilaterals
- **Teaching Aids / TLM:**
 - Geometry boxes (compass, protractor, ruler)
 - Straws or pipe cleaners and connectors (for 3D shape manipulation)
 - Paper cutouts of various quadrilaterals
 - Interactive board with dynamic presentation slides
 - Digital quiz tools (e.g., NCERT Exemplar) for formative assessment

Topics Covered

- Angle Sum Property of a Quadrilateral (360°)
- Classification of Quadrilaterals (Trapezium, Kite, Parallelogram, Rhombus, Rectangle, Square)
- Specific properties of sides, angles, and diagonals for each type
- Practical Geometry: Constructing quadrilaterals given:
 - 4 sides and 1 diagonal
 - 3 sides and 2 diagonals
 - 2 adjacent sides and 3 angles

Learning Objectives (Bloom's Taxonomy)

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

- **Understand:** Explain the distinct properties of different members of the quadrilateral family.
- **Apply:** Use the angle sum property and specific shape properties to calculate unknown angles and side lengths.
- **Analyze:** Compare and contrast shapes to deduce logical statements (e.g., "Why is every square a rectangle, but not every rectangle a square?").
- **Create:** Accurately construct various quadrilaterals using geometric tools based on given measurements.

Learning Outcomes (Competency Based)

Students will be able to:

- Identify and classify quadrilaterals found in their immediate environment and architectural structures.
- Logically deduce missing variables in a geometric figure using algebraic reasoning.
- Translate rough dimensional sketches into precise geometric constructions.
- Work collaboratively to verify properties like diagonal bisection through paper folding and measurement.

Entry Ticket (5 minutes)

Quick diagnostic questions to activate prior knowledge. Students answer on small slips of paper:

- What is the sum of the interior angles of a triangle?
- If you join two identical triangles side-by-side, what shape might you get?
- Name a real-world object that is shaped like a rectangle.
- *Purpose:* Bridges the gap between 2D triangles (Class 7) and 2D four-sided polygons.

Opening Questions (Warm-Up & Growth Mindset Inquiry)

Teacher asks the class:

- "If I give you 4 sticks of equal length, what shape can you build? Is a square the *only* option?" (Guides them to discover the rhombus).
- "Why are the frames of our classroom doors rectangular instead of parallelograms? What makes the rectangle structurally useful?"
- *This prompts students to think about geometry as a practical, physical concept rather than just rules in a textbook.*

Teacher-Driven Learning (Content Development)

Step 1: The Angle Sum Property

- **Action:** Draw a random quadrilateral on the board. Draw one diagonal to split it into two triangles.
- **Concept:** Since one triangle is 180° , two triangles equal 360° . Hence, the interior angles of any quadrilateral always sum to 360° .

Step 2: The Quadrilateral Family Tree (Properties)

- **Concept:** Introduce the shapes sequentially.
 - *Trapezium:* One pair of parallel sides.
 - *Parallelogram:* Two pairs of parallel sides. Opposite sides equal, opposite angles equal, diagonals bisect each other.
 - *Rectangle:* Parallelogram + all angles 90° + diagonals are equal.
 - *Rhombus:* Parallelogram + all sides equal + diagonals are perpendicular (intersect at 90°).
 - *Square:* The ultimate shape (Rectangle + Rhombus combined).
 - *Kite:* Two pairs of equal adjacent sides, diagonals intersect at 90° .

Step 3: Introduction to Construction

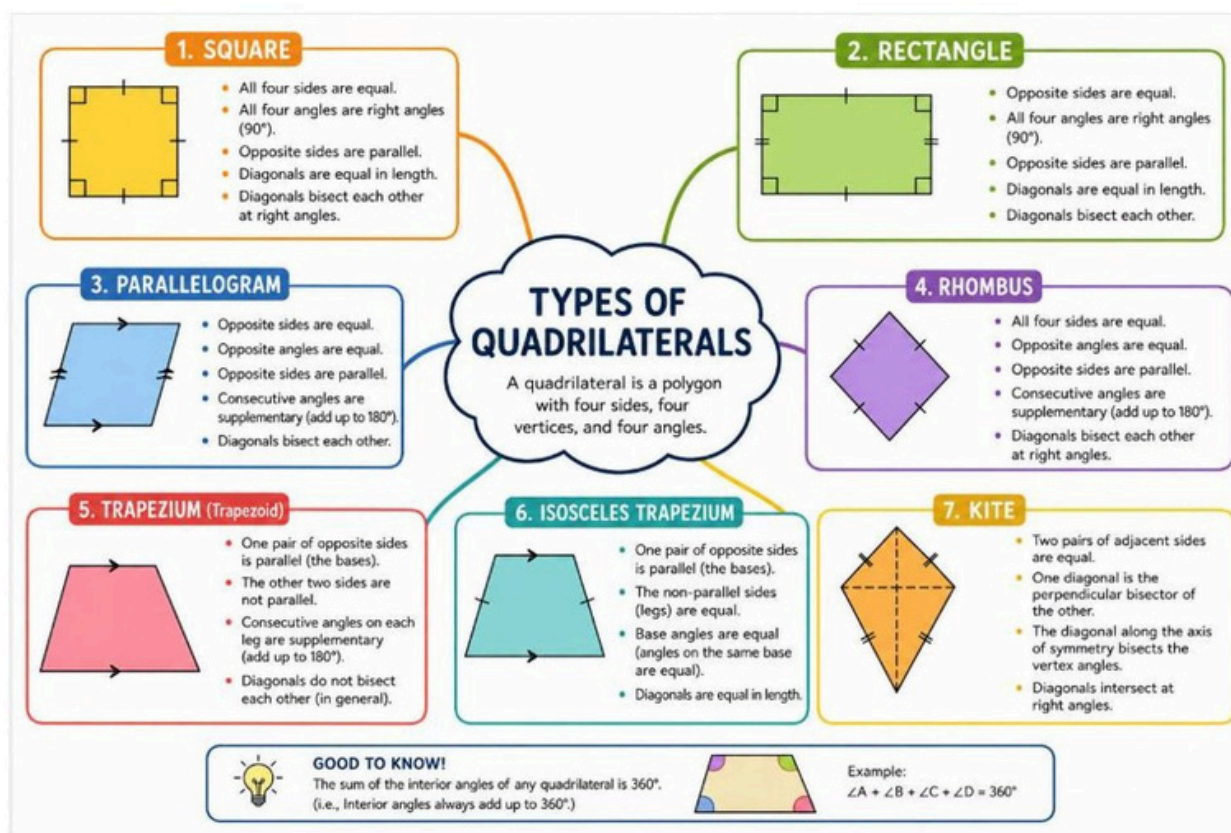
- **Action:** Demonstrate that to build a unique quadrilateral, we need exactly **5 specific measurements**.

- **Process:** Always enforce the "Rough Sketch Rule." Students must draw a freehand sketch and label the known dimensions *before* picking up their compass.

Concept Visualization (Summary Matrix)

Shape	Opposite Sides	All Angles 90°?	Diagonals Bisect?	Diagonals at 90°?
Parallelogram	Parallel & Equal	No	Yes	No
Rectangle	Parallel & Equal	Yes	Yes (and equal)	No
Rhombus	Parallel & Equal	No	Yes	Yes
Square	Parallel & Equal	Yes	Yes (and equal)	Yes

Mind Map (Student-Driven Playful Format)



Interdisciplinary Linkages

- **Architecture & Engineering:** Discussing why certain shapes (like rectangles and triangles) are used in building trusses, bridges, and floor plans for structural integrity.
- **Art:** Exploring geometric tessellations (how squares and rhombuses can tile a floor without leaving gaps, whereas kites might not).
- **Urban Planning:** Applying the concept of parallel lines and transversals to city road grids.

Pedagogical Strategies

- **Concrete-Pictorial-Abstract (CPA):** Moving from physical sticks to drawing figures, to solving algebraic angle equations.
- **Art-Integrated Mathematics:** Designing structures using specific geometric constraints.
- **Peer Learning:** Collaborative checking of geometric constructions.

Group Activities

- **Activity 1: The Shape Shifter (Properties)**
 - Provide groups with 4 strips of cardboard joined by brass fasteners (brads).
 - Have them build a rectangle, then gently "push" it. Ask: "What shape did it become?" (A parallelogram). "Did the side lengths change? Did the angles change?" This physically demonstrates why a rectangle is a special parallelogram.
- **Activity 2: Paper Folding Verification (Diagonals)**
 - Give students paper cutouts of a rhombus and a rectangle.
 - Ask them to fold the shapes along their diagonals. They will visually verify that the diagonals of a rhombus intersect at exactly 90° , while a rectangle's diagonals are equal in length.
- **Activity 3: The Architect's Challenge (Construction)**
 - Give groups a "land plot" assignment: Construct a quadrilateral blueprint where $AB = 4$ cm, $BC = 6$ cm, $CD = 5$ cm, $AD = 5.5$ cm and diagonal $AC = 7$ cm.
 - Groups must map the rough sketch, construct it precisely, and present their blueprint.

Integration of 21st Century Skills

- **Critical Thinking:** Deducing missing measurements using established properties rather than direct measurement.
- **Communication:** Explaining the steps of construction logically using proper geometric vocabulary (arcs, vertices, radii).
- **Creativity:** Applying geometry to design and art-integrated tasks.

Review of Learning Process

Teacher leads a rapid-fire "True or False" discussion:

- True or False: Every rhombus is a square. (False - requires 90° angles).
- True or False: The diagonals of a rectangle bisect each other. (True).
- True or False: You can construct a quadrilateral with only 4 side lengths. (False - the shape can shift; you need a diagonal or angle to lock it).

Formative Assessment

Quick tasks for students to solve in their notebooks:

1. **Algebraic:** In parallelogram ABCD, angle $A = (2x + 10)^\circ$ and angle $B = (3x - 20)^\circ$. Find the value of x and all angles. (*Hint: Adjacent angles are supplementary, summing to 180° .*)
2. **Practical:** Draw a rough sketch & construct a rhombus with diagonals of 6 cm and 8 cm.

Feedback

- **Self/Peer Correction:** Students swap notebooks to check the accuracy of each other's compass constructions using a ruler and protractor.
- **Teacher Feedback:** Circulating during the construction phase to correct compass holding techniques and ensure arcs are clearly visible.

Student Self-Reflection

Students complete a quick exit ticket:

- The easiest shape for me to construct is _____.
- I am still confused about the difference between a _____ and a _____.
- One real-world place I saw these shapes today was _____.

Remedial Strategies

- **For construction difficulties:** Provide tracing paper templates. Have students trace the final shape first, then use the compass to replicate the arcs over the tracing.
- **For property confusion:** Create a set of "Shape Flashcards." One side has the shape name, the other has a checklist of properties. Pair students up for quick 5-minute drills.



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.

Date:

Facilitator:

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

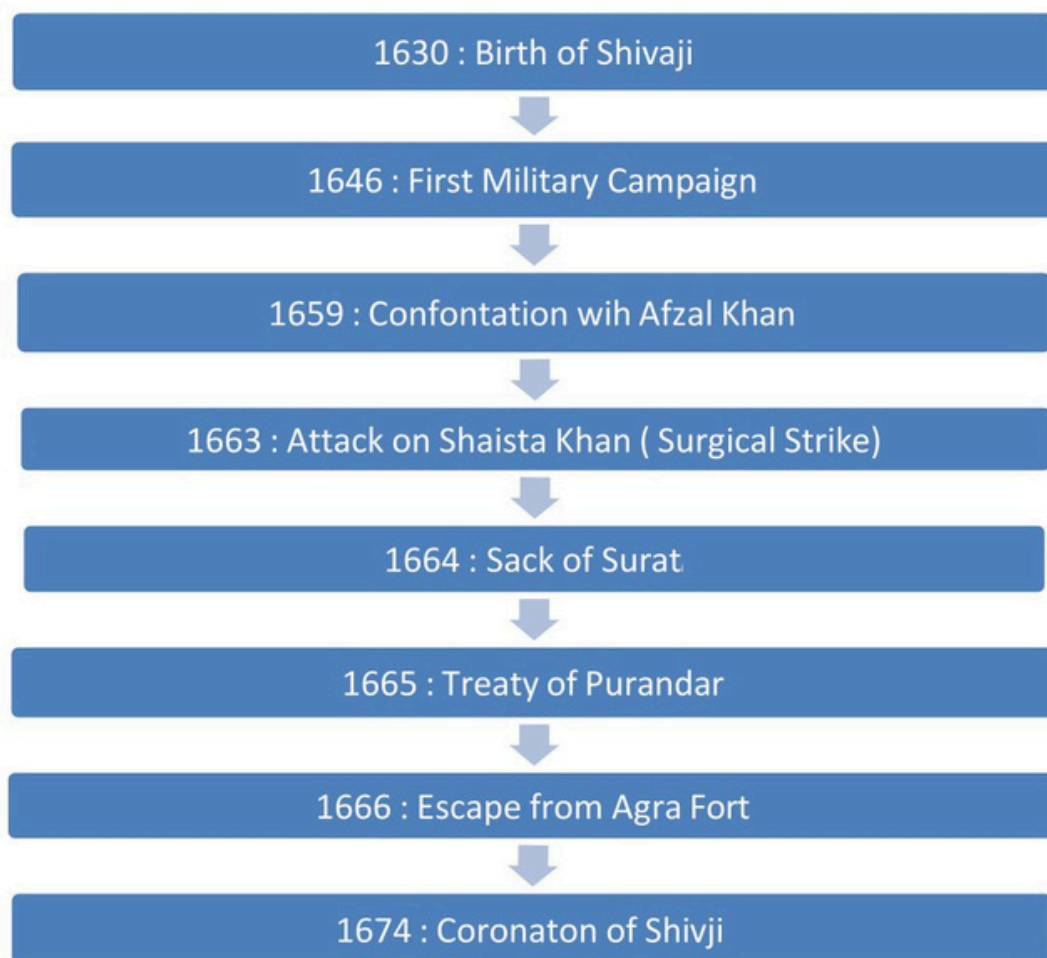
Rise of the Marathas - A warrior community from the Deccan region of western India.

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.

N.K. BAGRODIA PUBLIC SCHOOL
AHINSA MARG, SECTOR – 9, ROHINI, DELHI - 110085

Topic – RESISTANCE TO THE BRITISH RULE IN INDIA

Class – VIII

Date – August, 2026

TOPIC: Resistance to British Rule in India with special reference to:

- Sanyasi–Fakir Revolt
- Tribal Movements
- Vellore Mutiny (1806)
- Revolt of 1857
- Indigo Rebellion (1859)

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific – Students will be able to identify various forms of resistance against British rule before 1857.

Measurable – To enhance their ability to analyse causes, nature, and impact of different revolts.

Attainable – To be able to define, classify, and compare peasant, tribal, military, and mass uprisings.

Relatable – Connect the grievances of 19th-century indigo farmers to modern-day fair-trade concepts.

Time bound – Complete a case study analysis on the 1806 Mutiny within the allotted period.

Teaching Aids Selection - Smartboard (YouTube videos on 1857), PowerPoint on Tribal Revolts, Maps of British India, Primary Source excerpts (Bankim Chandra's Anandmath).

YOUTUBE LINKS:

SANYASI FAKIR REVOLT

<https://youtu.be/hk3Xz4aEVEY?si=6LMoDwh7XU9RzQyi>

VELLORE MUTINY

<https://youtube.com/shorts/PN1Yhd8Ai64?si=WPuUqiOtz3x-9bWy>

1857 REVOLT

<https://youtu.be/AHCGkBx1mLA?si=3fxp95PiM3Z-jOdI>

<https://youtu.be/WRmGrPotQUk?si=WunsHswN8liJP90P>

https://youtu.be/MV0fYMIvtyU?si=LzaA5n6N_h91pJrO

<https://youtu.be/WRmGrPotQUk?si=YqH00VqXN7k7mzbc>

LEARNING OUTCOMES

The students will be able to:

- enhance historical reasoning and chronological understanding.
- acquire skills of cause-effect analysis and comparison.
- describe resistance movements as expressions of economic, social, and cultural discontent.

DURING CLASS

ENTRY TICKET (Assessing Prior Knowledge)

Ask students:

- What were the various policies of the British in the sphere of economy, polity and society (religious)?

OPENING QUESTIONS

- How many of you have heard of a "revolt"? How is it different from a "protest"?
- What are the common things people fight for when they feel oppressed?
- Where would you go if your land was suddenly taken away by a foreign law?

TEACHER DRIVEN LEARNING

Story Narration: The legend of the Sanyasi and Fakir rebels—how displaced monks and sufis led a "people's war."

Experiential Learning: A "Simulated Courtroom" where students represent Indigo farmers vs. British Planters (Indigo Rebellion 1859).

Brainstorming: Why did the 1806 Vellore Mutiny (the precursor to 1857) fail to spread?

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

- **Sanyasi–Fakir Revolt:** Religious mendicants resisting British revenue policies and movement restrictions.
- **Tribal Movements:** Defence of forests, land, and traditional life against colonial exploitation.
- **Vellore Mutiny (1806):** Early military resistance triggered by interference in religious practices.
- **Revolt of 1857:** First large-scale united challenge involving soldiers, peasants, rulers, and artisans.
- **Indigo Rebellion (1859):** Peasant resistance against forced cultivation and economic exploitation.

CONCEPT MAP

British Policies → Economic Exploitation → Social & Religious Interference → Local Resistance → Mass Uprising

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. – Freedom fighters and regions of revolt

Science - Composition of the greased cartridges (Chemical analysis of fats) and its impact on religious sentiments.

Geography – Regions of revolts mapped across India

Maths – Calculating the percentage of land revenue increase by the British compared to the Mughal era.

Critical Thinking – Why some revolts failed and others spread

Value Education – Calculating the percentage of land revenue increase by the British compared to the Mughal era.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Riddle-based starters, poster making, role play, think-pair-share, differentiated worksheets

GROUP ACTIVITIES / EXPERIMENTS

Activity: competency-based riddle starters

Riddle 1 – Sanyasi–Fakir Revolt

I carry no crown, I rule no land,

Yet fear followed me wherever I went.

Taxes blocked my path, hunger followed my feet.

Who am I, and why did I resist?

Riddle 2 – Tribal Movements

*The forest was my home, the river my guide,
A new law came and pushed me aside.
No paper said I owned the land,
So why did I fight back?*

Riddle 3 – Vellore Mutiny (1806)

*My weapon was ready, my loyalty was strong,
But my turban and faith were declared wrong.
One order crossed a sacred line—
What turned a soldier into a rebel?*

Riddle 4 – Revolt of 1857

*A cartridge touched faith, a kingdom was taken,
Promises broken, trust was shaken.
Many voices rose as one that year—
Why did silence finally disappear?*

Riddle 5 – Indigo Rebellion (1859)

*My field was blue, my stomach was empty,
The profit was yours, the loss was plenty.
I did not hold a sword or gun—
Still, my refusal shook an empire. Who am I?*

Students guess **who** and **why** (not just name)

21ST CENTURY SKILLS**Learning Skills (4Cs) –**

Critical Thinking: Evaluating if the 1857 revolt was truly the "First War of Independence" or a "Sepoy Mutiny."

Collaboration: Working in groups to create a "Manifesto" for a tribal leader.

Literacy Skills (IMT)

- Historical vocabulary, expression of arguments, source-based discussion

Life Skills (FLIPS)

- Initiative, leadership, empathy, social awareness through group activities

EXIT TICKET**FOCUSED AREA**

- Identification of causes of resistance
- Defining differences between tribal, peasant, and military revolts

RECAPITULATION / FEEDBACK

The recap of the topic will be done through a quick quiz and student-generated summary.

REMEDIAL/EMPOWERMENT TEACHING PLAN

- Extra support for students struggling with concepts through simplified explanations and more examples.
- Visual timelines, simplified comparison tables, peer mentoring, and short video explanations to further cement concepts.
- Advanced learners can research the "Role of the Indian Press" during the Indigo Rebellion of 1859.



एन के बागड़ोदिया पब्लिक स्कूल, रोहिणी

पाठ योजना जुलाई-सितंबर 2026 सूत्रधारिका डॉ सुषमा मेहता

विषय संस्कृतम् कक्षा अष्टमी व्याकरण 2 (कृत् प्रत्यय) अवधि 35 मिनट

प्राक् कक्षा : -- शिक्षण उद्देश्य (ज्ञान से कौशल अर्जन तक)
विशिष्ट - छात्र सक्षमता - शीर्षक, विषय एवं वैषयिक अवधारणा अवगाहन
मापनीय - क्षमता विकास - व्याकरणिक भाषिक ज्ञान
साध्य :- प्रत्यय परिभाषा, पहचान, नव शब्द निर्माण सक्षमता
संबद्धता :- भाषिक उपयोगिता, प्रत्ययान्त उपयुक्त शब्द प्रयोग
समयबद्ध गतिविधि :- यथा - एक समय में एक समूह के विद्यार्थियों को कोई एक प्रत्यय युक्त पद दिया जाएगा। समूह के अन्य विद्यार्थी उसी प्रत्यय से नया पद बनाएंगे। जिस समूह द्वारा सबसे अधिक प्रत्यय बनेंगे वही विजेता होगा ।
शिक्षण सहायक सामग्री : -- पाठ्य पुस्तक, स्मार्टबोर्ड, वीडियो, खेल, पहेलियाँ, हरितपट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - प्रत्ययान्त शब्द ज्ञान वृद्धि।
प्राप्ति - व्याकरणिक ज्ञान
व्याख्या - शब्द निर्माण प्रक्रिया, यथा - गम्+क्त्वा(गत्वा), गम्+तुमुन् (गन्तुम्), गम्+ल्यप् (आगम्य), गम्+तव्यत् (गंतव्यः), गम्+अनीयर् (गमनीयः)

शीर्षक प्रवेशाधिकार : -- पूर्व ज्ञान परीक्षण - प्रश्नोत्तरी माध्यम
क) परिचय - प्रत्यय शब्द - क्त्वा,ल्यप्,तुमुन्,तव्यत्,अनीयर्
ख) परिभाषा
ग) प्रकार कृत, तद्धित - क्त्वा,ल्यप्,तुमुन्,तव्यत्,अनीयर्
घ) आवश्यकता
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, वीडियो, संबद्धता- खेल (मूक अभिनयात्मक)
विषय वस्तु - प्रत्यय मुख्य अवधारणा
अवधारणा रेखाचित्र

विविध वैषयिक जीवन संबद्धता
विविध वैषयिक अवधारणा एकीकरण - भाषा का सामान्य ज्ञान, विज्ञान (तर्क आधारित शब्द निर्माण), प्रत्यय युक्त शब्दों की मूक अभिनयात्मक प्रस्तुति, आलोचनात्मक चिंतन, यथा - क्त्वा एवं तुमुन् प्रत्यय युक्त शब्द
समावेशी कक्षा हेतु शैक्षणिक रूपरेखा - पहेली, पोस्टर,

सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि - प्रत्यय युक्त वाक्य प्रयोग
21 वीं शताब्दी संबद्ध कौशल
अधिगम कौशल - आलोचनात्मक चिंतन, संपर्क-संचार - प्रत्यय युक्त शब्दाधारित संवाद प्रयास, सहयोग - विविध प्रत्ययों से, चर्चा कर विविध शब्द निर्माण, रचनात्मकता - नवीन शब्द निर्माण
साक्षरता कौशल - प्रत्ययान्त नव शब्द निर्माण
जीवन कौशल - संस्कृत भाषा वक्तृत्व क्षमता वैशिष्ट्य, भाषाजन्य ज्ञान विस्तार।
कक्षोपरान्त : -- शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया सम्बद्ध टिप्पणी : --
मूल प्रक्रिया - अध्यापन योजना एवं व्यावहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में प्रत्यय पद युक्त संवाद
केंद्र बिंदु - प्रत्यय सटीक प्रयोग
पुनरावृत्ति - प्रत्यय परिचय, परिभाषा, प्रकार एवं उदाहरण
गृहकार्य - प्रत्यय युक्त शब्द निर्माण, प्रत्यय संयोजन अथवा वियोजन आधारित प्रश्न



एन के बागड़ोदिया पब्लिक स्कूल, रोहिणी

पाठ योजना जुलाई-सितंबर 2026 सूत्रधारिका डॉ सुषमा मेहता

विषय संस्कृतम् कक्षा अष्टमी कालांश समयावधि 35 मिनट

शीर्षक पाठ 4 प्रणम्यो देशभक्तोऽयं गोपबन्धुर्महामनाः

प्राक् कक्षा : -- शिक्षण उद्देश्य (ज्ञान से कौशल अर्जन तक)
विशिष्ट - छात्र सक्षमता - शीर्षक, पाठोल्लिखित घटना चर्चा, संदर्भ
मापनीय - क्षमता विकास - शब्दार्थ, हिन्दी अनुवाद, व्याकरण ज्ञान
साध्य :-- अनुवाद क्षमता विकास व्याकरण ज्ञान सहित
संबद्धता :-- मानव जीवन में देश भक्ति की आवश्यकता
समयबद्ध गतिविधि :-- गोपबन्धु- चरित्र अभिनय प्रस्तुति
शिक्षण सहायक सामग्री : -- पाठ्य पुस्तक, स्मार्टबोर्ड, वीडियो, प्रश्नोत्तरी, हरितपट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - भारतीय स्वतंत्रता आंदोलन संबंधित व संस्कृत भाषा शब्द ज्ञान वृद्धि।
प्राप्ति - व्याकरणिक एवं मानवीय मूल्य ज्ञान
व्याख्या - अनुवाद सहित नैतिक शिक्षा चर्चा
शीर्षक प्रवेशाधिकार : -- पूर्व ज्ञान परीक्षण - प्रश्नोत्तरी माध्यम
क) परिचय - भारत, भारतीय स्वतंत्रता आंदोलन, क्रांतिकारी, कथा चर्चा
ख) परिभाषा - भारत, भारतीय, स्वतंत्रता व शब्द निर्माण, पद परिचय

ग) व्याकरणिक बिन्दु - संधि, प्रत्यय, समास
घ) आवश्यकता - संस्कृत भाषा अभिव्यक्ति, भाषिक सौन्दर्य, अनुवाद ज्ञान
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, वीडियो, संबद्धता- खेल (मूक अभिनयात्मक)
विषय वस्तु - प्रत्यय मुख्य अवधारणा
अवधारणा रेखाचित्र
<pre> graph TD K[किम्] --- P((पाठ)) KR[किमर्थ] --- P KS[कीदृशी] --- P P --- K1[कथम्] P --- K2[कदा] P --- A[अनुवाद] P --- V[व्याकरण] P --- B[अभ्यास] </pre>
विविध वैषयिक जीवन संबद्धता
विविध वैषयिक अवधारणा एकीकरण - भाषा का सामान्य ज्ञान, विज्ञान (तर्क आधारित शब्द निर्माण), ऐतिहासिक तथ्य ज्ञान, आलोचनात्मक चिंतन, भौगोलिक ज्ञान, त्वरित बुद्धि प्रयोग क्षमता जाँच (पाठ की परिस्थिति अनुसार)
समावेशी कक्षा हेतु शैक्षणिक रूपरेखा - चरित्र अभिनय प्रस्तुति
सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि - प्रत्यय युक्त वाक्य प्रयोग, अनुवाद, भाषण
21 वीं शताब्दी संबद्ध कौशल

अधिगम कौशल - आलोचनात्मक चिंतन, संपर्क-संचार - प्रत्यय युक्त शब्दाधारित संवाद प्रयास, भाव अवगाहन ,सहयोग - कार्य सहयोग, स्वतंत्रता आंदोलन प्रस्तुति, रचनात्मकता - नवीन शब्द निर्माण
साक्षरता कौशल - अनुवाद, व्याकरण ज्ञान, नव शब्द निर्माण
जीवन कौशल - नैतिक, सामाजिक मूल्य ज्ञान, देश भक्ति संचार, संस्कृत भाषा वक्तृत्व क्षमता, भाषाजन्य ज्ञान विस्तार।
कक्षोपरान्त : -- शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया सम्बद्ध टिप्पणी : --
मूल प्रक्रिया - अध्यापन योजना एवं व्यावहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में भाषण
केंद्र बिंदु - त्वरित बुद्धि प्रयोग, व्याकरण सटीक प्रयोग
पुनरावृत्ति - पाठ अनुवाद, अभ्यास प्रश्न, देश व चरित्र परिचय
गृहकार्य - अभ्यास प्रश्न, व्याकरणिक प्रश्न

N.K. Bagrodia Public School , Rohini

Lesson Plan – French

Book: Le Novel Apprenons le Français -4

Lesson: Coco Chanel

Class; VIII

Topic: Life and Achievements of Coco Chanel

Duration: 40–45 Minutes

Teaching Objectives

Students will be able to:

- Read and understand the lesson on Coco Chanel.
- Learn new French vocabulary related to fashion and personality.
- Improve pronunciation and reading skills.
- Speak and write simple sentences in French.
- Know about the life and achievements of Coco Chanel.

Teaching Aids

- Textbook
- Blackboard
- Flashcards
- Pictures of Coco Chanel
- Notebook
- Previous Knowledge
- Students already know:
 - Basic French sentence formation
 - Simple verbs and adjectives
 - Introduction vocabulary

Introduction (5 Minutes)

Teacher asks:

“Connaissez-vous Coco Chanel ?”

“Qu’est-ce que la mode ?”

Teacher shows a picture of Coco Chanel and introduces the lesson.

Presentation / Explanation (15 Minutes)

About Coco Chanel

Coco Chanel was a famous French fashion designer known for modern and elegant clothing styles. She founded the Chanel fashion house and changed women’s fashion.

New Vocabulary

la mode – fashion

une couturière – dressmaker

célèbre – famous
élégant(e) – elegant
une boutique – shop
travailler – to work
réussir – to succeed
le parfum – perfume

Reading Activity

Teacher reads the lesson aloud with proper pronunciation.
Students repeat paragraph by paragraph.
Teacher explains difficult words and meanings.

Grammar Focus

Past Tense Introduction (Simple Use)

Examples:

Coco Chanel est née en 1883.

Elle a travaillé dans la mode.

Teacher explains simple sentence formation.

Classroom Activities (10 Minutes)

Activity 1

Match French words with English meanings.

Activity 2

Write 5 sentences about Coco Chanel in French.

Example:

Coco Chanel est française.

Elle est une grande couturière.

Activity 3

Oral speaking practice: Students describe Coco Chanel in 2–3 sentences.

Blackboard Work

French

English

la mode

fashion

une couturière

dressmaker

célèbre

famous

le parfum

perfume

Recapitulation (5 Minutes)

Teacher asks:

Qui est Coco Chanel ?

Quelle profession avait-elle ?

Comment dit-on "fashion" en français ?

Pourquoi Coco Chanel est-elle célèbre ?

Homework

Write:

Coco Chanel

in 8–10 simple French sentences.

Learning Outcomes

Students can:

Read and understand the lesson.

Learn vocabulary related to fashion.

Frame simple French sentences.

Speak confidently about Coco Chanel.

CLASS



Bharat Our Land

Curriculum – CBSE (English Literature)

Topic – Bharat Our Land (Kaveri Textbook)

Class – IX

Learning Objectives (From Knowledge to Skill Acquisition):

- **Specific** – Students will be able to understand the theme, poetic devices, and patriotic spirit expressed in the poem *Bharat Our Land*.
- **Measurable** – To enhance students' comprehension, interpretation, and appreciation of poetry.
- **Attainable** – To enable students to identify literary devices, explain imagery, and interpret the poet's message.
- **Relatable** – To help students connect the poem with India's culture, heritage, unity, and natural beauty.
- **Time bound** – To complete textual explanation, activities, and assessment within 40 minutes.

Teaching Aids Selection:

Smartboard (video/audio recitation of the poem), Chalkboard, PPT (images of India's landscapes and heritage), Flashcards (poetic devices and vocabulary).

Learning Outcomes:

- Develop appreciation for patriotic poetry and Indian heritage.
- Improve literary and analytical skills through poetic interpretation.
- Identify poetic devices, imagery, and themes in the poem.
- Express ideas confidently through discussion and creative activities.

Entry Ticket:

Quick oral interaction: "What makes you feel proud of India?"

Opening Questions:

- Why is India often called a land of diversity?
 - What natural features make our country unique?
 - What do you understand by patriotism?
 - How can poetry express love for one's nation?
-

Teacher Driven Learning:

- Brief introduction to the poet and background of the poem.
- Recitation of the poem with proper rhythm and expression.
- Explanation of difficult vocabulary and poetic lines.
- Discussion on poetic devices such as imagery, alliteration, repetition, and personification.
- Brainstorming activity: "How can today's youth contribute to the progress of the nation?"

Core Concepts:

Themes: Patriotism, unity in diversity, natural beauty of India, cultural heritage.

Poetic Devices: Imagery, alliteration, personification, rhyme, repetition.

Contemporary Connection: Importance of national unity, respecting diversity, and preserving heritage in modern India.

Concept Map:

India's beauty → Rivers, mountains, culture, traditions → Unity → Patriotism → Responsibility of citizens

INTERDISCIPLINARY & REAL-LIFE LINKAGES

G.K. – Indian heritage, national symbols, famous rivers and mountains.

History – India's cultural legacy and freedom struggle.

Geography – Physical features of India mentioned in the poem.

Art & Performing Arts – Poem recitation and poster-making on "Unity in Diversity."

Critical Thinking – Discussion: "What qualities make a nation strong?"

Value Education – Respect for the country, unity, harmony, and responsibility towards society.

PEDAGOGICAL STRATEGIES FOR INCLUSIVE CLASSROOM

- Group recitation of the poem for better participation.
 - Visual learning through pictures/maps of India.
 - Vocabulary support for slow learners.
 - Pair discussion and peer learning activities.
-

Group Activities / Hands-on Learning:

- Poster making on "My India, My Pride."
 - Group discussion: "How can students contribute towards nation building?"
 - Recitation competition with voice modulation and expression.
 - Identify and explain poetic devices from selected lines.
-

21ST CENTURY SKILLS

- **Critical Thinking** – Interpreting the poet's message and themes.
 - **Communication** – Poem recitation and classroom discussion.
 - **Collaboration** – Group activities and presentations.
 - **Creativity** – Poster-making and poetic expression activities.
- Literacy Skills (IMT)** – Vocabulary building and interpretation of poetic language.
- Life Skills (FLIPS)** – Empathy, patriotism, cooperation, and social awareness.
-

Exit Ticket:

- **Review of Process** – Students share one line or idea from the poem they liked the most.
- **Class Management** – Active participation through recitation and discussion.
- **Aha Moment** – Realization that India's strength lies in its unity and diversity.
- **Focussed Area** – Identification of themes and poetic devices.
- **Recapitulation/Feedback** – Oral quiz on poetic devices and central idea.
- **Self Reflection** – Students reflect on how they can show love and respect for their country.
- **Remedial/Empowerment Teaching Plan** –

Weak learners: Guided reading and vocabulary practice.

Advanced learners: Write a short patriotic poem or paragraph on India.

Factual Description

Curriculum – CBSE (English Writing Skills)

Topic – Factual Description Writing

Class – IX

Learning Objectives (From Knowledge to Skill Acquisition):

- **Specific** – Students will be able to understand the format, features, and language used in factual description writing.
- **Measurable** – To enhance students' observation, descriptive, and writing skills.
- **Attainable** – To enable students to organize ideas logically and present factual information clearly.
- **Relatable** – To help students connect writing skills with real-life situations such as describing people, places, events, and objects.
- **Time bound** – To complete explanation, guided practice, and writing activity within 40 minutes.

Teaching Aids Selection:

Smartboard (sample descriptions/images), Chalkboard, PPT (format and examples of factual descriptions), Flashcards (descriptive vocabulary and linking words).

Learning Outcomes:

- Develop effective descriptive and observational writing skills.
- Improve sentence construction, vocabulary, and organization of ideas.
- Identify the structure and language features of factual description writing.
- Express factual information clearly, accurately, and systematically.

Entry Ticket:

Quick oral interaction: "How would you describe your classroom to someone who has never seen it?"

Opening Questions:

- What is meant by factual description?
 - How is factual writing different from imaginative writing?
 - Why is observation important in description writing?
 - What details should be included while describing a person or place?
-

Teacher Driven Learning:

- Introduction to factual description and its importance in communication.
- Explanation of structure: introduction, main details, concluding statement.
- Discussion on the use of simple present tense, adjectives, and sequence/order.
- Demonstration of a sample factual description on the board.
- Brainstorming activity: "What details make a description effective?"

Core Concepts:

Types of Description: Person, place, object, event, and process description.

Language Features: Clear and precise vocabulary, sequence, factual tone, and sensory details.

Contemporary Connection: Importance of descriptive writing in reports, travel blogs, advertisements, and academic tasks.

Concept Map:

Observation → Collection of facts → Organizing details → Descriptive vocabulary → Clear factual description

INTERDISCIPLINARY & REAL-LIFE LINKAGES

G.K. – Description of famous monuments, personalities, and events.

Science – Describing experiments and processes systematically.

Social Science – Describing historical places and cultural events.

Art & Performing Arts – Visual interpretation and description of paintings or scenes.

Critical Thinking – Discussion: "What makes a factual description accurate and effective?"

Value Education – Importance of clarity, honesty, and accuracy in communication.

PEDAGOGICAL STRATEGIES FOR INCLUSIVE CLASSROOM

- Visual prompts and picture-based learning.
 - Guided writing for slow learners.
 - Pair discussion and peer review activities.
 - Vocabulary support through word banks and flashcards.
-

Group Activities / Hands-on Learning:

- Describe a picture/place shown on the smartboard in groups.
 - Pair activity: Describe your partner using factual details.
 - Writing task: Describe your school library/classroom in 80–100 words.
 - Vocabulary matching activity using descriptive words.
-

21ST CENTURY SKILLS

- **Critical Thinking** – Selecting relevant details and organizing ideas logically.
 - **Communication** – Expressing observations clearly in written form.
 - **Collaboration** – Peer review and group writing tasks.
 - **Creativity** – Presenting factual information effectively with descriptive language.
- Literacy Skills (IMT)** – Vocabulary building, grammar usage, and coherent writing.
- Life Skills (FLIPS)** – Observation, clarity of expression, confidence, and communication skills.
-

Exit Ticket:

- **Review of Process** – Students share one important feature of factual description writing.
- **Class Management** – Active participation through observation and writing tasks.
- **Aha Moment** – Realization that good descriptions depend on careful observation and organization.
- **Focussed Area** – Use of descriptive vocabulary and proper structure.
- **Recapitulation/Feedback** – Short oral quiz on format and language features.
- **Self Reflection** – Students reflect on how descriptive writing helps in daily communication.
- **Remedial/Empowerment Teaching Plan** –

How I Taught My Grandmother to Read

Curriculum – CBSE (English Literature)

Topic – How I Taught My Grandmother to Read by Sudha Murty

Class – IX

Learning Objectives (From Knowledge to Skill Acquisition):

- **Specific** – Students will be able to understand the theme, characters, and message of the story *How I Taught My Grandmother to Read*.
- **Measurable** – To enhance students' reading comprehension, communication, and analytical skills.
- **Attainable** – To enable students to identify values, narrative style, and character traits from the lesson.
- **Relatable** – To help students connect the story with the importance of education and lifelong learning.
- **Time bound** – To complete textual explanation, discussion, and activities within 40 minutes.

Teaching Aids Selection:

Smartboard (video/audio narration of the story), Chalkboard, PPT (author introduction and visuals related to literacy), Flashcards (new vocabulary and values).

Learning Outcomes:

- Develop appreciation for education and self-learning.
- Improve comprehension and interpretative skills through prose analysis.
- Identify the central idea, values, and character development in the lesson.
- Express opinions confidently through discussion and storytelling activities.

Entry Ticket:

Quick oral interaction: "Have you ever taught something to an elder at home?"

Opening Questions:

- Why is education important at every stage of life?
 - Can age become a barrier to learning?
 - How do grandparents influence our lives?
 - What qualities make a good learner?
-

Teacher Driven Learning:

- Brief introduction to the author Sudha Murty and her writing style.
- Narration and explanation of the story with proper voice modulation.
- Explanation of difficult vocabulary and important incidents.
- Discussion on themes such as literacy, determination, respect, and emotional bonding.
- Brainstorming activity: "Why should education be available to everyone?"

Core Concepts:

Themes: Importance of education, determination, self-respect, lifelong learning, family bonding.

Literary Elements: Narrative style, characterization, emotional appeal, simple language.

Contemporary Connection: Adult literacy programs and the importance of continuous learning in today's world.

Concept Map:

Grandmother's desire to read → Determination to learn → Granddaughter as teacher → Literacy → Self-confidence and independence

INTERDISCIPLINARY & REAL-LIFE LINKAGES

G.K. – Literacy campaigns in India and famous social reformers.

History – Development of education and adult literacy in India.

Social Science – Importance of equal educational opportunities in society.

Art & Performing Arts – Role play of grandmother and granddaughter conversation.

Critical Thinking – Discussion: "Is learning possible at any age?"

Value Education – Respect for elders, perseverance, humility, and value of education.

PEDAGOGICAL STRATEGIES FOR INCLUSIVE CLASSROOM

- Storytelling and read-aloud method for better engagement.
 - Visual aids and simplified explanation for slow learners.
 - Pair discussion and peer learning activities.
 - Encouraging personal experiences related to learning and teaching.
-

Group Activities / Hands-on Learning:

- Role play based on scenes from the story.
 - Group discussion: "How can we help promote literacy?"
 - Write a short paragraph on "My role model in life."
 - Vocabulary and character-trait matching activity.
-

21ST CENTURY SKILLS

- **Critical Thinking** – Understanding the moral and emotional aspects of the story.
 - **Communication** – Story narration and classroom discussion.
 - **Collaboration** – Group activities and presentations.
 - **Creativity** – Writing personal reflections and role play.
- Literacy Skills (IMT)** – Vocabulary enhancement and reading comprehension.
- Life Skills (FLIPS)** – Empathy, respect, perseverance, and social awareness.
-

Exit Ticket:

- **Review of Process** – Students share one lesson they learnt from the story.
- **Class Management** – Interactive participation through discussion and role play.
- **Aha Moment** – Realization that learning has no age limit.
- **Focussed Area** – Identification of themes, values, and character traits.
- **Recapitulation/Feedback** – Oral quiz on important incidents and moral values.
- **Self Reflection** – Students reflect on how education changes lives.
- **Remedial/Empowerment Teaching Plan** –

एन. के. बगड़ोदिया पब्लिक स्कूल

सेक्टर-9, रोहिणी, दिल्ली-110085

पाठ योजना (Lesson Plan)

निबंध: क्या लिखूँ ?

लेखक: पदुमलाल पुन्नालाल बखशी

सामान्य जानकारी

कक्षा: 9 विषय: हिंदी

पुस्तक: गंगा पाठ : क्या लिखूँ ?

विधा: निबंध

कालांश: 35 मिनट

शिक्षण विधि: प्रश्नोत्तर, चर्चा, व्याख्या

अधिगम उद्देश्य (Learning Outcomes)

विद्यार्थी—

पाठ का शुद्ध एवं प्रभावपूर्ण वाचन कर सकेंगे।

निबंध लेखन की प्रक्रिया को समझ सकेंगे।

लेखक के विचारों एवं हास्य शैली को पहचान सकेंगे।

“दूर के ढोल सुहावने” कहावत का अर्थ समझ सकेंगे।

अपने विचारों को लिखित एवं मौखिक रूप में व्यक्त कर सकेंगे।

पूर्व ज्ञान परीक्षण

क्या आपने कभी सोचा है कि “क्या लिखें”?

निबंध लिखते समय किन कठिनाइयों का सामना करना पड़ता है?

“दूर के ढोल सुहावने” कहावत का क्या अर्थ है?

शिक्षण सामग्री

पाठ्यपुस्तक

श्यामपट्ट

चार्ट / PPT

महत्वपूर्ण शब्द कार्ड

शिक्षण प्रक्रिया

1. प्रस्तावना

शिक्षक विद्यार्थियों से लेखन अनुभव पर चर्चा करेंगे तथा लेखक का परिचय देंगे।

2. वाचन कार्य

शिक्षक आदर्श वाचन करेंगे।

विद्यार्थी क्रम से पाठ पढ़ेंगे।

3. व्याख्या

निबंध लेखन की कठिनाइयाँ

सामग्री एवं शैली का महत्व

“दूर के ढोल सुहावने” का भावार्थ

समाज सुधार एवं परिवर्तन के विचार

4. शब्दार्थ

क्षुब्ध

अशांत

तरुण

युवा

प्रगतिशील

आगे बढ़ने वाला

असंतोष

संतुष्टि का अभाव

कक्षा गतिविधि

“यदि मुझे निबंध लिखना हो...” विषय पर 5 पंक्तियाँ लिखें।

समूह चर्चा - “वर्तमान और भविष्य में कौन बेहतर?”

मूल्यांकन प्रश्न

लेखक को सबसे बड़ी कठिनाई क्या थी?

“दूर के ढोल सुहावने” का क्या अर्थ है?

निबंध के दो मुख्य अंग कौन-से हैं?

लेखक ने समाज सुधार के बारे में क्या कहा है?

गृहकार्य

“मेरा प्रिय विषय” पर 80-100 शब्दों का छोटा निबंध लिखिए।

विशिष्ट अवलोकन (Specific Observation)

अवलोकन बिंदु

विशिष्ट अवलोकन

पठन कौशल

विद्यार्थी उचित उच्चारण एवं भाव के साथ पाठ पढ़ते हैं।

समझ क्षमता

विद्यार्थी निबंध के मुख्य विचारों को स्पष्ट रूप से बताते हैं।

अभिव्यक्ति कौशल

विद्यार्थी अपने विचार आत्मविश्वास से व्यक्त करते हैं।

सहभागिता

विद्यार्थी चर्चा एवं गतिविधियों में सक्रिय भाग लेते हैं।

लेखन कौशल

विद्यार्थी सरल एवं क्रमबद्ध भाषा में निबंध लिखने का प्रयास करते हैं।

तार्किक सोच

विद्यार्थी वर्तमान, अतीत और भविष्य के विचारों की तुलना कर पाते हैं।

एन.के.बगड़ोदिया पब्लिक स्कूल

सेक्टर 9 रोहिणी दिल्ली 110085

कक्षा 9 हिंदी - पाठ योजना

पाठ: दो बैलों की कथा

लेखक: मुंशी प्रेमचंद विषय: हिंदी

पाठ के उद्देश्य

ज्ञानात्मक:

1. छात्र प्रेमचंद की कहानी कला और पशु-मानव संबंधों को समझेंगे।
2. हीरा-मोती के माध्यम से स्वतंत्रता और स्वाभिमान का महत्व जानेंगे।

कौशलात्मक:

1. कहानी का सार अपने शब्दों में लिख सकेंगे।
2. पात्रों के चरित्र चित्रण कर सकेंगे।
3. मुहावरों और तत्सम-तद्भव शब्दों का प्रयोग सीखेंगे।

भावात्मक:

1. पशुओं के प्रति संवेदनशीलता और प्रेम विकसित होगा।
2. अन्याय के विरुद्ध आवाज उठाने की प्रेरणा मिलेगी।

शिक्षण सामग्री

ब्लैकबोर्ड, चॉक, चार्ट पेपर, हीरा-मोती के चित्र, प्रेमचंद का फोटो, शब्द-पट्टियाँ, प्रोजेक्टर यदि उपलब्ध हो।

पूर्व ज्ञान परीक्षण

1. क्या आपके घर में कोई पालतू पशु है?
2. पशु और मालिक के बीच कैसा रिश्ता होता है?

3. प्रेमचंद का नाम सुना है? उनकी कोई कहानी पढ़ी है?

कालांशवार योजना

कालांश 1: प्रस्तावना सस्वर वाचन

1. *प्रस्तावना 5 मिनट* प्रेमचंद का परिचय - 'कलम का सिपाही' ग्रामीण जीवन के चित्रकार। कहानी का काल 1930 के आसपास।

2. *सस्वर वाचन 20 मिनट*: शिक्षक आदर्श वाचन करेगा। कठिन शब्द: कृतज्ञ, नाद, विद्रोह, अत्याचारी, स्वामीभक्त।

3. *मौन वाचन 10 मिनट*: छात्र स्वयं पढ़ेंगे

4. *गृहकार्य*: कठिन शब्दों के अर्थ लिखकर लाना।

कालांश 2: व्याख्या भाग-1: गया के घर से भागना

1. *पुनरावृत्ति 5 मिनट*: कल क्या पढ़ा?

2. *व्याख्या 20 मिनट*:

- हीरा-मोती का परिचय: बैलों में मानव गुण

गया का अत्याचार: पेट भर भूसा नहीं, मारपीट

झूरी के पास वापसी: स्वामीभक्त और स्वतंत्रता प्रेम

- कांजीहौस प्रकरण: अन्याय का विरोध

3. *प्रश्न-उत्तर 5 मिनट*: हीरा-मोती बार-बार क्यों भागते थे? गया कैसा मालिक था?

कालांश 3: व्याख्या भाग-2: नया मालिक और विद्रोह

1. *व्याख्या 20 मिनट*:

नए मालिक का व्यवहार: गया से भी क्रूर

हीरा-मोती का विद्रोह: बैलों का 'सत्याग्रह'

झूरी से मिलन: भावुक दृश्य, पशु-प्रेम की पराकाष्ठा

कहानी का संदेश: स्वतंत्रता सबका जन्मसिद्ध अधिकार

2. *चरित्र चित्रण 10 मिनट*: हीरा-मोती, झूरी, गया - चार्ट पर लिखवाना

3. *गृहकार्य*: 'यदि मैं हीरा होता तो...' पर 80 शब्द अनुच्छेद

कालांश 4: भाषा कार्य मूल्यांकन

1. व्याकरण 10 मिनट

मुहावरे: आँखों में धूल झोंकना, जान पर खेलना

संवाद शैली: कहानी में संवाद का महत्व

तत्सम-तद्भव: स्वामी-सर, क्षेत्र-खेत

2. *मूल्यांकन 10 मिनट*: मौखिक + लिखित

हीरा-मोती में क्या अंतर था?

कहानी का शीर्षक सार्थक है? कैसे?

- प्रेमचंद ने पशुओं के माध्यम से क्या संदेश दिया?

3. *सहगामी क्रिया 5 मिनट*: 'पशु क्रूरता रोकथाम' पर पोस्टर बनाना

6. मूल्यांकन प्रश्न

लघु उत्तरीय: [2-3 अंक]

1. हीरा और मोती के स्वभाव में क्या अंतर था?

2. कांजीहौस में बैलों ने क्या किया?

मूल्य परक प्रश्न

1. 'दो बैलों की कथा' शीर्षक की सार्थकता स्पष्ट कीजिए।

2. हीरा-मोती के चरित्र की विशेषताएँ लिखिए।

7. गृहकार्य / प्रोजेक्ट

1. अपने किसी पालतू पशु/पक्षी पर डायरी का एक पन्ना लिखिए।

2. प्रेमचंद की अन्य पशु-पक्षी आधारित कहानी पढ़कर समीक्षा लिखिए।

8. अधिगम प्रतिफल

पाठ के अंत में छात्र:

1. कहानी के मुख्य बिंदु बता पाएँगे।
 2. पशुओं के प्रति मानवीय दृष्टिकोण अपना पाएँगे।
 3. स्वतंत्रता और स्वाभिमान के मूल्य समझ पाएँगे।
-

कक्षा 9 हिंदी - पाठ योजना

पाठ: लक्ष्मण-परशुराम संवाद |

रचनाकार: गोस्वामी तुलसीदास |

पाठ्यपुस्तक गंगा

1. सामान्य जानकारी

कक्षा 9वीं

विषय हिंदी

पाठ का नाम लक्ष्मण-परशुराम संवाद

विधा काव्य - संवाद शैली, रामचरितमानस बालकांड से

अवधि 3-4 कालांश, 40 मिनट प्रत्येक

प्रसंग सीता स्वयंवर में शिव-धनुष टूटने के बाद परशुराम का आगमन

2. पाठ के उद्देश्य

ज्ञानात्मक:

1. छात्र अवधी भाषा की विशेषताओं और तुलसी की काव्य-कला से परिचित होंगे।
2. वीर रस, रौद्र रस और हास्य रस का भेद समझेंगे।
3. संवाद शैली के माध्यम से चरित्र-चित्रण सीखेंगे।

कौशलात्मक:

1. सस्वर वाचन में उचित लय, आरोह-अवरोह का प्रयोग कर सकेंगे।
2. कठिन शब्दों का संदर्भ सहित अर्थ स्पष्ट कर सकेंगे।
3. दोहा-चौपाई में अंतर बता पाएँगे।

भावात्मक:

1. लक्ष्मण के शौर्य, निर्भीकता और वाक्पटुता से प्रेरणा लेंगे।

2. क्रोध पर नियंत्रण और बड़ों के प्रति मर्यादा का महत्व समझेंगे।

3. शिक्षण सामग्री

ब्लैकबोर्ड, चॉक, चार्ट पर कठिन शब्द-अर्थ, परशुराम-लक्ष्मण के चित्र, रामचरितमानस की प्रति, ऑडियो क्लिप यदि उपलब्ध हो

4. पूर्व ज्ञान परीक्षण

1. रामायण के किन पात्रों के नाम जानते हो?
2. परशुराम कौन थे? उन्हें 'परशुराम' क्यों कहा जाता है?
3. क्रोध आने पर मनुष्य क्या करता है? क्या क्रोध हमेशा गलत होता है?

5. कालांशवार योजना

कालांश 1: प्रसंग सस्वर वाचन शब्दार्थ

1. *प्रसंग 8 मिनट*: राजा जनक के यहाँ सीता स्वयंवर। सभी राजा धनुष नहीं उठा पाते। राम धनुष तोड़ देते हैं। उसकी टंकार सुनकर परशुराम क्रोधित होकर आते हैं।
2. *आदर्श वाचन 15 मिनट*: शिक्षक भावानुसार वाचन करेगा - परशुराम के लिए रौद्र स्वर, लक्ष्मण के लिए व्यंग्य मिश्रित वीर स्वर।
3. *कठिन शब्दार्थ 12 मिनट*:
 - रिस = क्रोध, कुठार = फरसा, बिहसि = हँसकर, टुक = थोड़ा
 - सरासन = धनुष, सुभायँ = स्वभाव, बिलगाउ = अलग करना
4. *गृहकार्य*: 5 दोहे याद करके लिखना।

कालांश 2: व्याख्या भाग-1: परशुराम का क्रोध

1. *पुनरावृत्ति 5 मिनट* प्रसंग दोहराना।
2. *व्याख्या 25 मिनट*

छंद 1-3: परशुराम का परिचय देना - "भृगुपति", शिवभक्त, सहस्रबाहु वध

- क्रोध का कारण: शिव-धनुष का टूटना = शिव का अपमान

- राम से प्रश्न: "कहु जइ धनु को तोरा?"

- राम की विनम्रता: "नाथ संभु धनु भंजनि हारा। होइहि केउ एक दास तुम्हारा।"

3. *भाव स्पष्ट 10 मिनट*: परशुराम का अहंकार vs राम की शालीनता।

कालांश 3: व्याख्या भाग-2: लक्ष्मण की वीरता हास्य

1. *व्याख्या 25 मिनट*:

- लक्ष्मण का प्रवेश: राम की विनम्रता देखकर नहीं रहा गया

- व्यंग्य बाण: "बहु धनुही तोरीं लरिकाईं... कबहुँ न अस रिस कीन्हि गोसाईं"

- "इहाँ कुम्हड़बतिया कोउ नाही" - परशुराम को चिढ़ाना

- परशुराम का और भड़कना: "सुनि मुनि बचन लखन मुसुकाने..."

- विश्वामित्र द्वारा लक्ष्मण को रोकना: बालक समझकर क्षमा करो

2. *रस परिचय 10 मिनट*: रौद्र रस - परशुराम का क्रोध, वीर रस - लक्ष्मण का तेज, हास्य रस - व्यंग्योक्तियाँ

3. *गृहकार्य*: 'क्रोध पर नियंत्रण क्यों जरूरी है' 100 शब्द अनुच्छेद

कालांश 4: भाषा कार्य मूल्यांकन अभिनय

1. *व्याकरण 10 मिनट*:

- अवधी के शब्द: मोहि, तोहि, करहु, गोसाईं

- अलंकार: अनुप्रास - "बिहसि लखन बोले मृदु बानी"

- मुहावरा: आँख दिखाना, ताव आना

2. *मूल्यांकन 15 मिनट*:

- मौखिक: लक्ष्मण ने परशुराम को कैसे जवाब दिया?

- लिखित: "सौरज धीरज तेहि रथ चाका" का भाव लिखो।

3. *सहगामी क्रिया 15 मिनट*: 4 छात्रों से रोल-प्ले - राम, लक्ष्मण, परशुराम, विश्वामित्र

6. मूल्यांकन प्रश्न

अति लघु उत्तरीय: [1 अंक]

1. परशुराम के फरसे का क्या नाम था?
2. 'बालकु बोलि बधौं नहिं तोही' किसने किससे कहा?

लघु उत्तरीय: [2-3 अंक]

1. परशुराम के क्रोध का क्या कारण था?
2. "बहु धनुही तोरीं लरिकाई" का आशय स्पष्ट करो।

दीर्घ उत्तरीय: [5 अंक]

1. लक्ष्मण के चरित्र की विशेषताएँ संवाद के आधार पर लिखिए।
2. 'लक्ष्मण-परशुराम संवाद' में कौन-कौन से रस मिलते हैं? उदाहरण सहित बताइए।

7. गृहकार्य / प्रोजेक्ट

1. रामचरितमानस से कोई 2 दोहे चित्र सहित चार्ट पर लिखिए।
2. 'मर्यादा और निर्भीकता का संतुलन' विषय पर परिचर्चा करके मुख्य बिंदु लिखिए।

8. अधिगम प्रतिफल

पाठ के अंत में छात्र:

1. अवधी भाषा के 10 शब्दों का अर्थ बता पाएँगे।
2. वीर रस और रौद्र रस में अंतर कर पाएँगे।
3. संवाद में छिपे व्यंग्य को समझ पाएँगे।
4. क्रोध और वीरता में अंतर समझकर जीवन में उतार पाएँगे।



N.K.Bagrodia Public School

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

Topic- I'm up and down and round and round

Duration – 35 minutes

Class – 9

Period –

Date -

Learning Objectives

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

- * Define and identify parts of a circle: center, radius, diameter, chord, arc, sector, segment, tangent, and secant.
- * Understand and apply formulas for circumference and area of a circle.
- * Explore relationships between angles and arcs in a circle.
- * Solve real-life problems involving circular shapes.

Learning Outcomes

Students will demonstrate the ability to:

- * Accurately label and draw parts of a circle.
- * Calculate circumference and area using appropriate formulas.
- * Apply geometric concepts to solve practical problems.
- * Collaborate effectively in group activities.

Development Goals for Integrated and Holistic Development

- * **Cognitive:** Enhance analytical and problem-solving skills through geometric reasoning.
- * **Affective:** Foster appreciation for geometry in everyday life.
- * **Psychomotor:** Develop precision in drawing and measuring circular figures.

Teacher-Driven Learning

- * Use visual aids and interactive tools to explain concepts.
- * Facilitate discussions to encourage critical thinking.
- * Provide real-life examples to illustrate applications of circle geometry.

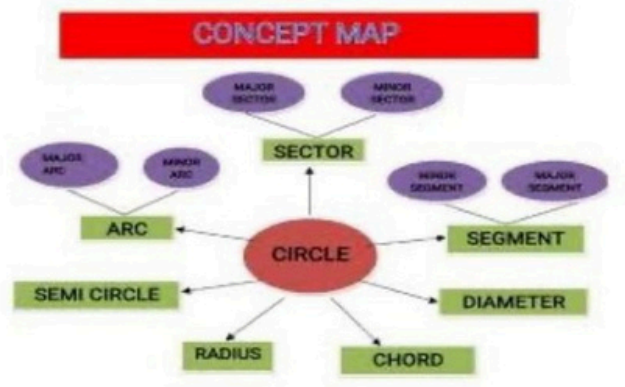
Opening Questions

- * Can you identify objects around you that are circular?
- * What do you think is common among all circles?
- * How do you think the diameter and radius are related?

Core Conceptual Learning Beyond Classroom

- * Understand the significance of π (pi) in calculations.
- * Explore the use of circles in architecture, engineering, and nature.
- * Investigate the role of circular motion in physics.

Concept Map



Interdisciplinary and Real-Life Linkages

- * **Physics:** Circular motion and rotational dynamics.
- * **Art:** Use of circles in design and patterns.
- * **Geography:** Understanding latitudes and longitudes.
- * **Biology:** Circular structures in cells and organisms.

Pedagogical Strategies for an Inclusive Classroom

- * Use differentiated instruction to cater to diverse learning needs.
- * Incorporate visual, auditory, and kinesthetic learning activities.
- * Encourage peer teaching and collaborative learning.
- * Provide additional support and resources for students with learning difficulties.

Group Activities

- * **Activity 1:** In groups, students draw and label parts of a circle on chart paper.
- * **Activity 2:** Solve real-life problems involving circles, such as calculating the area of a circular garden.
- * **Activity 3:** Create a collage of circular objects found in daily life.

21st Century Skills Focus

- * **Critical Thinking:** Analyzing problems and applying geometric concepts.
- * **Collaboration:** Working effectively in teams.
- * **Communication:** Presenting solutions and explaining reasoning.
- * **Creativity:** Designing projects involving circles.

Recapitulation and Feedback

- * Conduct a quiz to assess understanding.
- * Encourage students to share what they learned and found interesting.
- * Provide constructive feedback on group activities.

Self-Reflection

- * Students write a short paragraph on how they can apply the concept of circles in real life.
- * Reflect on group work experience and personal contributions.

Remedial or Empowerment Teaching Plans

- * **Remedial:** Provide additional worksheets and one-on-one sessions for students needing extra help.
- * **Empowerment:** Offer advanced problems and projects for students who grasp concepts quickly.

Homework Questions

Draw a circle and label its parts: center, radius, diameter, chord, arc, sector, segment, tangent, and secant.

Lesson Plan – Mathematics

- **Subject:** Mathematics
- **Class:** IX
- **Topic:** Linear Growth and Linear Decay (Introduction to Polynomials)
- **Teaching Aids / TLM:**
 - Interactive board / Digital presentation tools
 - Graph paper and geometric tools
 - Play money for depreciation activities
 - AI-driven feedback tools for formative assessment

Topics Covered

- Linear Polynomials in real-world contexts
- Linear Growth patterns
- Linear Decay patterns
- Linear Relationships expressed as $y = ax + b$
- Formulating equations from data points

Learning Objectives (Bloom's Taxonomy)

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

- **Understand:** Define the concepts of linear growth and linear decay in real-world situations.
- **Apply:** Construct tables of values showing how variables change over equal intervals.
- **Analyze:** Formulate linear expressions to model specific phenomena, such as travel cost or water tank levels.
- **Evaluate:** Determine the values of constants a and b in the linear relationship $y = ax + b$ based on given scenarios.

Learning Outcomes (Competency Based)

Students will be able to:

- Identify linear patterns where a quantity increases or decreases by a constant amount.
- Calculate future values using algebraic models, such as the remaining pages in a book or the depreciation of a mobile phone.
- Graph linear equations and identify the starting value and the constant rate of change.
- Collaborate to solve data-driven real-world problems.

Entry Ticket (5 minutes)

Quick diagnostic questions to check prior knowledge on basic algebraic expressions.

Students answer on slips or verbally:

- If you have a prepaid balance of ₹600 and it reduces by ₹15 every day, will your balance go up or down?
- How do we write "a number multiplied by 10, plus 5" in algebra?
- *Purpose:* Activates prior knowledge and connects basic algebra to daily life.

Opening Questions (Warm-Up & Growth Mindset Inquiry)

Teacher asks:

- "Suppose a plant has a height of 1.75 feet and grows exactly 0.5 feet each month. How can we figure out its height in exactly 7 months without waiting to measure it?"
- "A mobile phone is bought for ₹10,000. Why does its value drop by ₹800 every year, and can math help us predict its exact value 3 years from now?"
- *This leads students naturally toward recognizing predictable patterns.*

Teacher-Driven Learning (Content Development)

Step 1: Introduction to Linear Relationships

- Teacher introduces the general equation for a linear relationship: $y = ax + b$.
- Explain that x and y are variables, while a determines the rate of change and b is the starting point.

Step 2: Linear Growth

- **Concept:** Linear growth describes a pattern where a quantity increases by a constant amount over equal intervals.
- **Example:** The cost of a journey is modeled by $C(d) = 100 + 60d$, where C is total cost and d is distance in km.
- **Action:** Build a table showing d from 0 to 5 km, demonstrating that as d increases by 1, C increases by a fixed amount of ₹60.

Step 3: Linear Decay

- **Concept:** Linear decay describes a pattern where a quantity decreases by a constant amount over equal intervals.
- **Example:** Water in a tank is modeled by $h(t) = 3 - 0.5t$, where h is height and t is months.
- **Action:** Build a table showing t from 0 to 4 months, demonstrating the height decreasing by a fixed 0.5 m each month.

Step 4: Finding the Relationship ($y=ax+b$)

- **Example:** A telecom bill is ₹350 for 10 GB and ₹550 for 20 GB.
- **Action:** Guide students to set up the equations $350=10a+b$ and $550=20a+b$ and solve for $a=20$ and $b=150$.

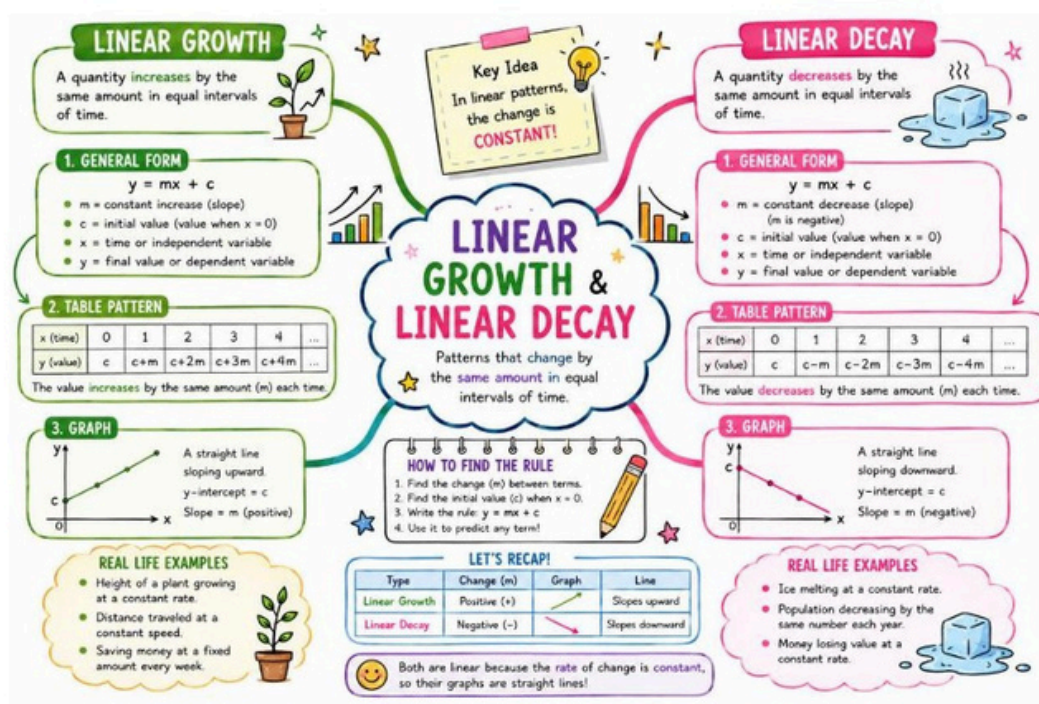
Types of Linear Patterns (Summary Table)

Concept	Rate of Change	Real-World Scenario	Example Equation
Linear Growth	Constant Increase (+)	Initial village population is 750, increasing by 50 people every year.	$P(t)=750+50t$
Linear Decay	Constant Decrease (-)	Telecom balance of ₹600 reduces by ₹15 each day.	$b(x)=600-15x$

Concept Visualization

- Use digital boards to show the graphs of the journey cost and the water tank height.
- Teacher explains: Upward sloping lines represent growth, while downward sloping lines represent decay.

Mind Map (Student-Driven Playful Format)



Interdisciplinary Linkages

- **Economics:** Understanding the depreciation of assets, like a mobile phone losing value over time.
- **Biology:** Modeling plant growth mathematically over consecutive months.
- **Demographics:** Tracking population migration, such as people moving from a city to a village.

Pedagogical Strategies

- Growth Mindset for Inquiry
- Art-Integrated Mathematics
- AI in the Loop (using digital tools for graphing and feedback)
- Collaborative Problem Solving

Group Activities

- **Activity 1: The Depreciation Station (Decay)**
 - Give groups play money. Present the scenario: A mobile phone is bought for ₹10,000 and decreases by ₹800 every year.
 - Students must physically remove ₹800 from their pile for each "year" and record the data in a table from 0 to 8 years to model the depreciation.
- **Activity 2: Art-Integrated Island Demographics (Growth)**
 - Connecting to previous projects, have students create a visual chart representing a village with an initial population of 750, growing by 50 people a year.
 - They will plot the growth over 10 years and visually decorate the graph.
- **Activity 3: Telecom Tycoons (Linear Relationships)**
 - Provide the telecom data points (10 GB for ₹350, 20 GB for ₹550).
 - Challenge groups to solve the equations $350=10a+b$ and $550=20a+b$ on chart paper.

Integration of 21st Century Skills

- **Critical Thinking:** Determining whether a word problem represents growth or decay.
- **Collaboration:** Working in groups to solve the telecom tycoons challenge.
- **Digital Literacy:** Utilizing tools like NCERT Exemplar to practice multiple-choice equations on these concepts.

Review of Learning Process

Teacher asks:

- What does linear growth look like in an equation compared to linear decay?
- In the formula $y=ax+b$, what part represents the fixed initial amount?

Formative Assessment

Quick problems for students to solve in notebooks:

1. Sarita is reading a book of 500 pages. She reads 20 pages every day. How many pages will be left after 15 days? Express this as a linear pattern.
2. A rally starts with 120 members. Each hour, 9 members drop out. Find a linear expression to represent the members remaining at the end of the n^{th} hour.

Feedback

Teacher observes:

- Accuracy of tables generated during group activities.
- Proper identification of variables in algebraic modeling.
- *Feedback methods:* AI-driven instant feedback on digital quizzes, peer correction on chart papers, and targeted verbal guidance.

Student Self-Reflection

Students complete on an exit slip:

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

Remedial Strategies

- For students struggling with the algebra: Start with smaller numbers and rely heavily on the tables rather than jumping straight to the $y=ax+b$ equation.
- Use physical counters to represent the telecom balance dropping by ₹15 a day to make the decay concrete.



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.

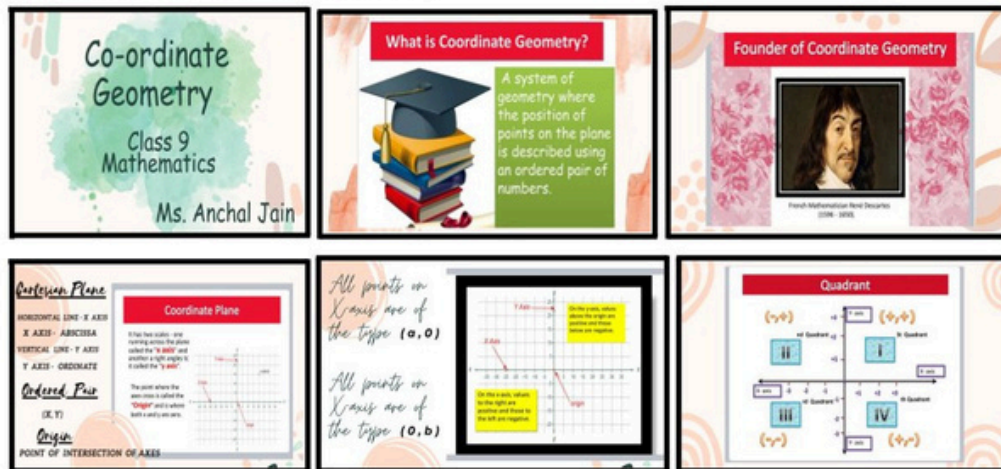
Teaching Aids:

- 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

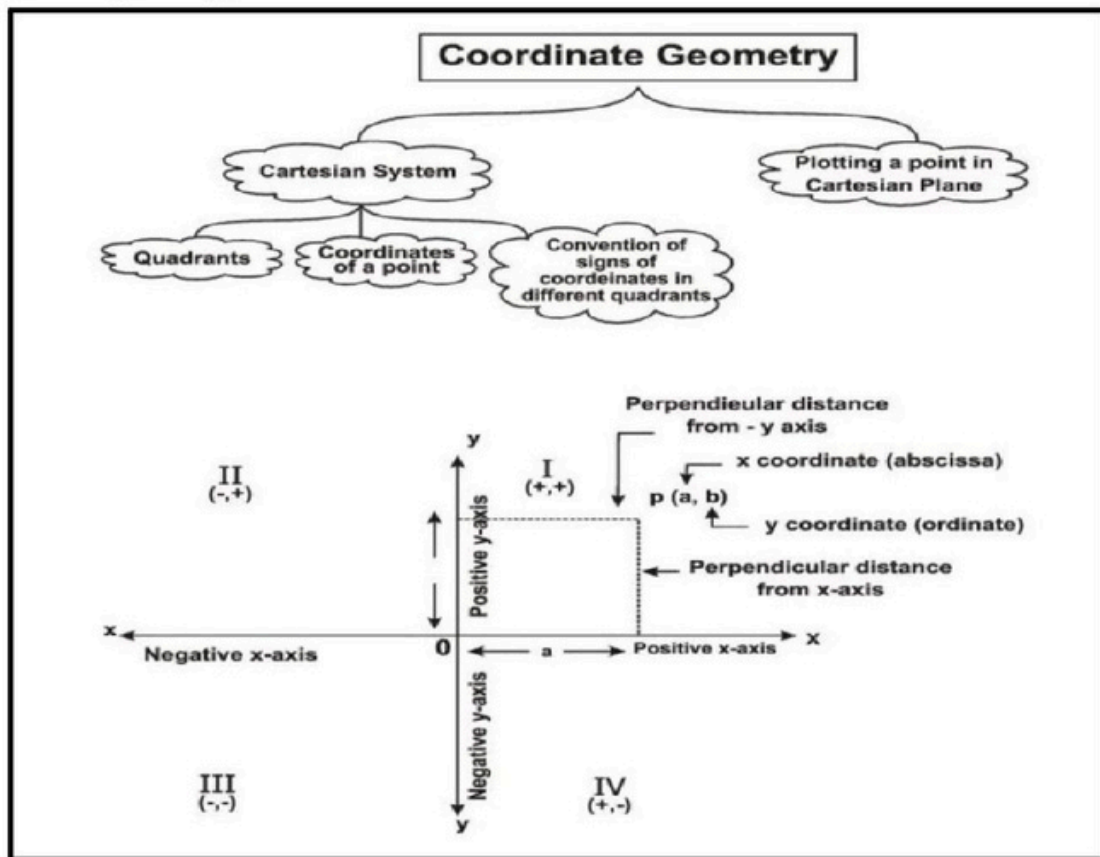
- Offline mode
- Use of PowerPoint Presentation
- Paper folding Activity
- Experiential learning
- Use of Art integration
- Use of voice modulation
- Case Study

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:

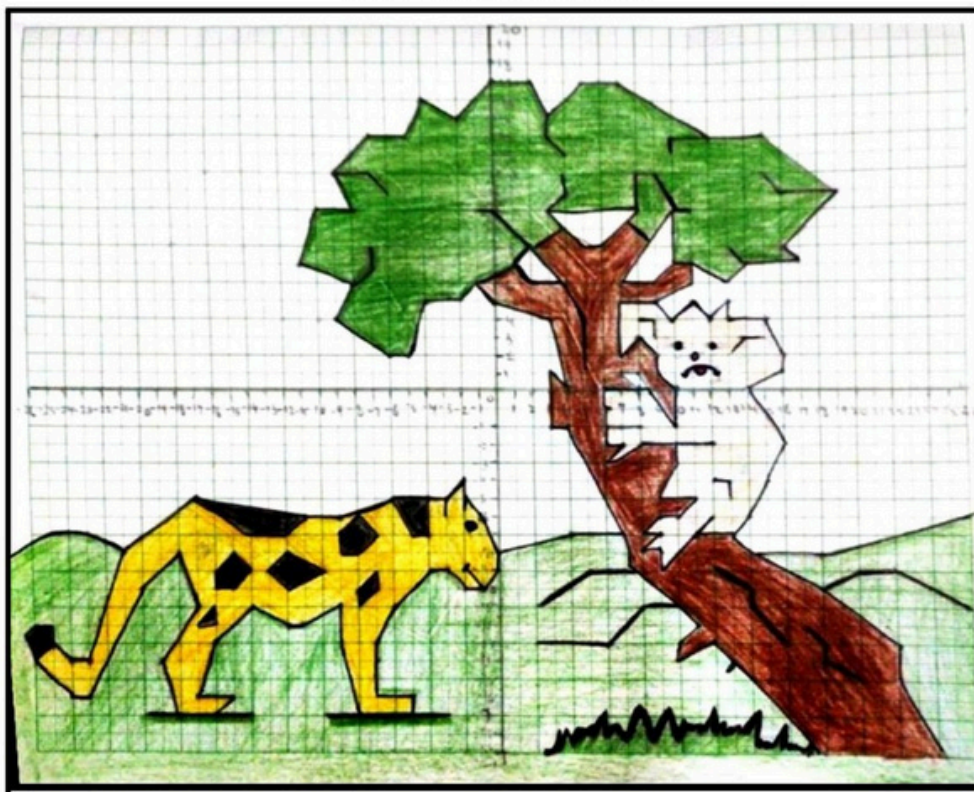
- Critical thinking (Case Study)
- Collaboration (Integration of various subjects in the lesson)
- Creativity (Converting map into graph)
- Literary Skills (Vocabulary enrichment)

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 - 110085

Curriculum – CBSE (New NCERT)

Topic – Separation Techniques: Crystallization and Simple Distillation

Class – IX

Date – _____

Facilitator – _____

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific

- Students will be able to explain the principles of crystallization and simple distillation and identify situations where these methods are used.

Measurable

- To enhance their understanding of separation techniques used for obtaining pure substances.

Attainable

- To be able to define, identify and differentiate between crystallization and simple distillation with suitable examples.

Relatable

- To be able to distinguish between various separation methods used in daily life and industries.

Time Bound

- To be able to complete classification and application-based activities within the allotted time.
-

Teaching Aids Selection

Samples of salt solution, copper sulphate crystals, beaker, burner, distillation apparatus, PowerPoint slides, animations, smartboard videos, flash cards, worksheets, laboratory demonstration and chalk board.

LEARNING OUTCOMES

The students will be able to:

- enhance understanding of separation techniques.
 - acquire skills to select appropriate methods for separating mixtures.
 - describe the processes of crystallization and simple distillation with examples.
-

DURING CLASS

ENTRY TICKET

Information about previous knowledge testing:

- What is a mixture?
 - Why do we need to separate components of a mixture?
 - Name any separation methods studied earlier.
 - How is salt obtained from seawater?
-

OPENING QUESTIONS

- How can we obtain pure salt from an impure sample?
 - What are separation techniques?
 - Where do we observe crystallization in daily life?
 - What is the difference between evaporation and distillation?
-

TEACHER DRIVEN LEARNING

- Demonstration of crystallization using copper sulphate solution.
 - Demonstration/model of simple distillation apparatus.
 - Brainstorming on purification of water and salt.
 - Audio-visual presentation showing industrial applications.
 - Interactive questioning and experiential learning.
 - Integration of ICT through animations and simulations.
-

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

1. Crystallization

- A process used to obtain pure solid crystals from an impure solution.

Steps:

1. Prepare a saturated solution.
2. Filter impurities.
3. Allow the solution to cool.
4. Pure crystals separate out.

Examples:

- Purification of copper sulphate crystals.
- Preparation of pure salt from impure samples.

Advantages:

- Produces highly pure solids.
 - Prevents decomposition caused by excessive heating.
-

2. Simple Distillation

- A method used to separate a liquid from dissolved solids or from another liquid with a large difference in boiling points.

Principle:

- Based on difference in boiling points.

Process:

1. Heat the mixture.
2. Liquid changes into vapour.
3. Vapour is cooled in a condenser.
4. Pure liquid is collected.

Examples:

- Obtaining pure water from salt water.
- Purification of drinking water.

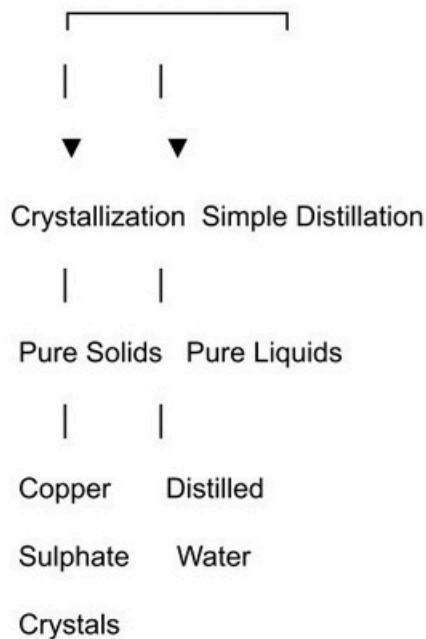
CONCEPT MAP

SEPARATION OF MIXTURES

|



Separation Techniques



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines:

G.K.

- Distillation is widely used in water purification plants.

Science

- Understanding changes of state and purification techniques.

Sports Related

- Purified water is essential for athletes and sports events.

Geography

- Desalination plants convert seawater into usable water.

Maths

- Measuring temperature and recording observations.

Performing Arts

- Students present a role play demonstrating separation methods.

Critical Thinking

- Which method would you choose to obtain pure water from seawater and why?

Value Education

- Importance of conserving and purifying water resources.
-

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Riddles on mixtures and separation techniques.
 - Poster making on purification of water.
 - Think-Pair-Share activities.
 - Visual demonstrations and concept mapping.
 - Peer tutoring and collaborative learning.
-

GROUP ACTIVITIES / EXPERIMENTS / HANDS ON LEARNING / DEMONSTRATION

Activity Information

Group Activity 1: Crystallization

Students observe the formation of copper sulphate crystals from a saturated solution and record their observations.

Group Activity 2: Distillation Model

Students label parts of a distillation apparatus and explain the function of each component.

21ST CENTURY SKILLS

Learning Skills (4C's)

Critical Thinking – Selecting suitable separation methods.

Communication – Explaining observations and conclusions.

Collaboration – Working in groups during activities.

Creativity – Designing flowcharts and posters.

Literacy Skills (IMT)

- Focus on scientific vocabulary such as saturated solution, condenser, distillate and crystallization.

Life Skills (FLIPS)

- Development of observation, analytical thinking, teamwork and experimental skills through laboratory activities.

AFTER CLASS (EXIT TICKET)

1. Define crystallization.
 2. State the principle of simple distillation.
 3. Name one real-life application of crystallization.
 4. Why is simple distillation preferred for obtaining pure water from salt water?
-

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS

- A systematic procedure involving observation, experimentation, explanation and application of concepts.
-

CLASS MANAGEMENT

- The class was interactive, disciplined and actively engaged in practical learning.
-

AHA MOMENT

- Students realized that the same scientific principles are used in industries for obtaining pure substances and drinking water.
-

FOCUSSED AREA

- Identification of suitable separation techniques.
 - Define crystallization and simple distillation.
 - Compare their applications.
-

RECAPITULATION / FEEDBACK

The recap of the topic will be done through questioning, worksheet exercises, concept maps and demonstration-based discussion.

SELF REFLECTION

- The topic became more meaningful and interesting through hands-on activities and real-life examples.
-

REMEDIAL / EMPOWERMENT TEACHING PLAN

- To further cement the ideas, additional practice worksheets, diagrams of distillation apparatus, and observation-based activities will be provided for reinforcement and enrichment.

N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085
Curriculum – Science
Topic – Tissues: Plant Tissues
Class – IX
Date – _____
Facilitator – _____

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific: Students will be able to explain the concept of tissues, differentiate between plant and animal tissues, and classify plant tissues into meristematic and permanent types.

Measurable: To enhance their ability to identify and distinguish different plant tissues (like parenchyma, collenchyma, sclerenchyma, xylem, and phloem) under a microscope or through diagrams.

Attainable: To be able to define, locate, and demonstrate the structural modifications of plant tissues through temporary slide preparation or chart analysis.

Relatable: To be able to link the structure of plant tissues to their specific functions (like growth, support, flexibility, and transport) in daily observed plants.

Time-bound: To be able to complete the observation of permanent slides, classification exercises, and related worksheet questions within the class period.

Teaching Aids Selection: Smartboard videos on tissue differentiation, microscopic animations, PowerPoint slides, permanent slides of plant tissues (meristematic region, parenchyma, sclerenchyma), compound microscopes, fresh twigs of Tradescantia or Money plant, charts of complex permanent tissues, flashcards for matching games.

LEARNING OUTCOMES

The students will be able to:

Enhance their observation, handling (microscope), and analytical reasoning skills.

Acquire structural knowledge of how plant cells group together to perform specialized survival functions.

Describe real-life examples and functions of tissues, such as the grit in pears (sclerenchyma), flexibility in climbers (collenchyma), and wood properties (xylem).

DURING CLASS

ENTRY TICKET

Quick review: Ask students about the structural unit of life (Cells) and how unicellular organisms differ from multicellular organisms regarding division of labor.

OPENING QUESTIONS

Why do plants stay upright and withstand strong winds without breaking?

How does water absorbed by the roots reach the topmost leaves of a tall Eucalyptus tree?

Do plants grow from all parts of their body throughout their life, or only from specific regions?

What is the layer protecting the outer surface of a leaf or a tree trunk called?

TEACHER DRIVEN LEARNING

Demonstration: Show permanent slides of apical meristem and simple permanent tissues under the compound microscope. Demonstrate the flexibility of a fresh herbaceous stem (collenchyma) vs. the hardness of a coconut husk (sclerenchyma).

Explanation: Use graphic organizers and comparative tables to explain the structural differences between simple permanent tissues and complex permanent tissues (vascular bundles).

Story Narration: Discuss the historical discovery of vascular tissues in plants and how the evolution of xylem and phloem allowed plants to leave water and colonize dry land.

Integration: Link with Art (sketching cellular structures accurately), Health/PE (comparing plant structural support with the human skeletal system), and ICT (using virtual labs/simulations to explore plant anatomy).

CONTENT (CORE CONCEPTS/LEARNING BEYOND CLASSROOM)

Concept of Tissue and Division of Labor.

Meristematic Tissue: Characteristics, types based on location (Apical, Intercalary, Lateral meristems), and their roles in plant growth.

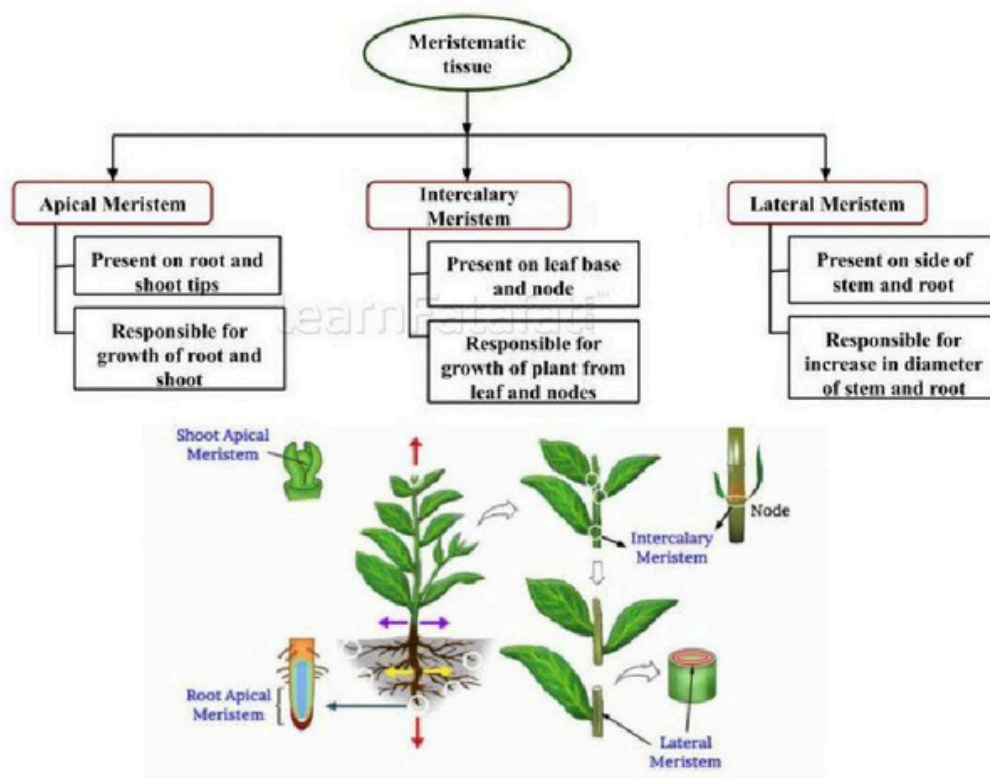
Permanent Tissue: Differentiation process.

Simple Permanent Tissues: Parenchyma (Aerenchyma & Chlorenchyma), Collenchyma, Sclerenchyma.

Protective Tissues: Epidermis (Stomata structure and function) and Cork/Bark.

Complex Permanent Tissues: Xylem (Tracheids, Vessels, Xylem Parenchyma, Xylem Fibres) and Phloem (Sieve tubes, Companion cells, Phloem Parenchyma, Phloem Fibres).

CONCEPT MAP



INTERDISCIPLINARY & REAL-LIFE LINKAGES

G.K.: Deepest roots in nature and the age of trees determined by growth rings (Dendrochronology).

Science: Linking tissue structures to physical properties like tensile strength and capillary action in xylem.

Sports: Materials used to make sports equipment (e.g., lightweight willow wood for cricket bats, hemp/jute fibres in mats).

Geography: Adaptation of plant tissues in different biomes (e.g., dense aerenchyma in aquatic plants, thick waxy epidermis/cuticle in desert cacti).

Maths: Calculating the surface-area-to-volume ratio of different cell shapes; counting stomatal density per square millimeter.

Performing Arts: A short mime or roleplay tracking a water molecule's journey up the xylem pipeline.

Critical Thinking: Analyzing why stripping the bark all the way around a tree trunk will eventually kill it.

Value Education: Understanding interdependence through vascular networks; environmental empathy by realizing how pollution clogs leaf stomata.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Visual/Kinesthetic Learners: Tissue identification using color-coded flashcards and interactive board drag-and-drop games.

Auditory Learners: Concept riddles (e.g., "I am dead, thick-walled, and give you your jute ropes. Who am I?").

Graphic Organizers: Partially filled-in tree diagrams for students tracking the classification.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING

Experiment 1: Observing growth of onion root tips in water over days to demonstrate apical meristem function.

Experiment 2: Peeling the epidermis of a Rheo or Money plant leaf to set up a slide and observe stomata/guard cells under a microscope.

Activity 3: "Touch and Feel" texture analysis of varied plant components (soft leaf blade, flexible petiole, coarse coconut coir, wood shavings) to deduce tissue properties.

21ST CENTURY SKILLS

Learning Skills (4Cs):

Critical thinking – Deducing how structural modifications of a tissue perfectly align with its physiological function.

Communication – Collaboratively labeling and explaining tissue diagrams to peers.

Collaboration – Sharing microscope tasks, slide preparation duties, and record-keeping in teams.

Creativity – Designing functional 3D structural models of plant tissues using eco-friendly household waste items.

Literacy Skills (IMT): Using correct botanical and anatomical terms (e.g., lignified, companion cells, differentiation) during presentations.

Life Skills (FLIPS): Safe handling of glass slides, cover slips, and laboratory stains (Safranin/Glycerine); building patience and focus during biological observations.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

Students turn to their neighbors and summarize two structural differences between Parenchyma and Sclerenchyma, and one major function of Xylem.

REMARKS ABOUT THE PROCESS

The session will systematically move from concrete real-world specimens to abstract microscopic structures, closing with an interactive classification map.

CLASS MANAGEMENT

Students will work in structured groups of four during lab exploration, with predefined roles (microscopist, recorder, material manager, presenter) to ensure orderly and safe handling of tools.

AHA MOMENT

When students locate the distinct bean-shaped guard cells of stomata under the microscope and realize they are looking at the actual structures responsible for a plant's breathing.

FOCUSSED AREA

Distinguishing simple permanent tissues based on cell wall thickness and intercellular spaces.

Understanding the structural component components of Xylem and Phloem.

RECAPITULATION/FEEDBACK

A quick 5-question digital poll or show-of-hands rapid fire round on tissue locations, backed by structural references drawn on the board.

SELF REFLECTION

Did the integration of fresh plant specimens (like celery strings or coconut husk) make the structural concepts clearer than relying purely on textbook diagrams? How can microscope access time be optimized for larger classes?

REMEDIAL/EMPOWERMENT TEACHING PLAN

Remedial Support: Students struggling with terms will be provided with a simplified, illustrated visual glossary matching tissue shapes to single-word functions.

Empowerment / Fast Learners: Fast-paced learners will explore how lateral meristems form annual rings in woody trees, or research tissue culture techniques used to grow entire plants from single tissue samples

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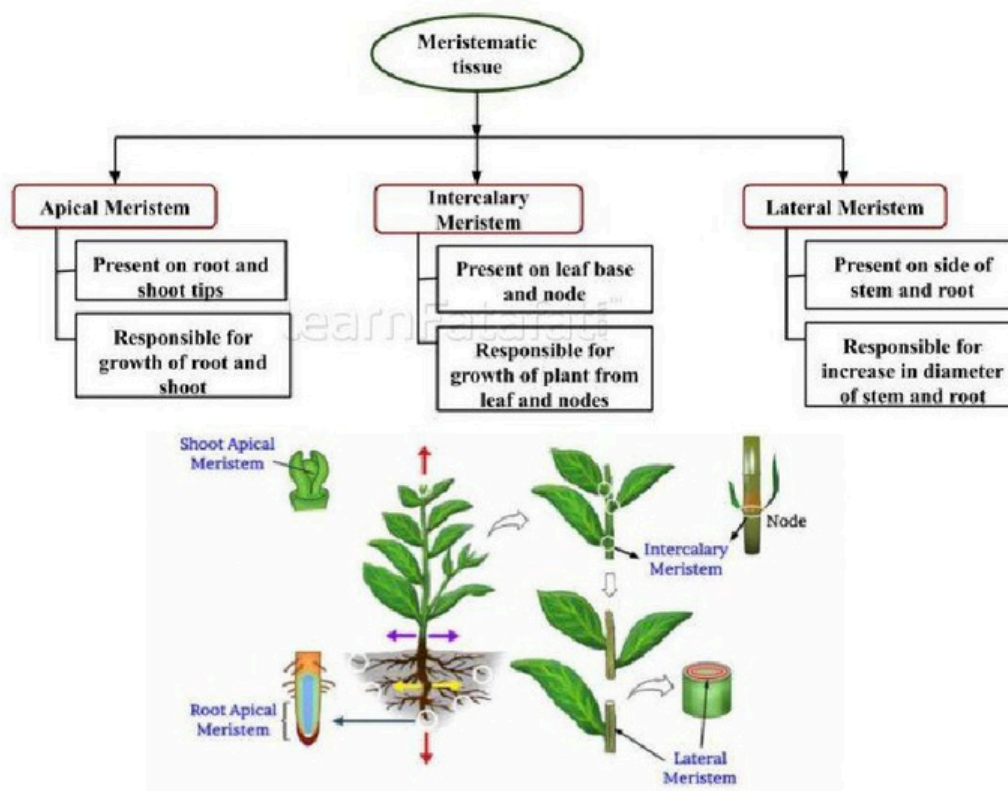
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Geography: Adaptation of plant tissues in different biomes (e.g., dense aerenchyma in aquatic plants, thick waxy epidermis/cuticle in desert cacti).

Maths: Calculating the surface-area-to-volume ratio of different cell shapes; counting stomatal density per square millimeter.

Performing Arts: A short mime or roleplay tracking a water molecule's journey up the xylem pipeline.

Critical Thinking: Analyzing why stripping the bark all the way around a tree trunk will eventually kill it.

Value Education: Understanding interdependence through vascular networks; environmental empathy by realizing how pollution clogs leaf stomata.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

Visual/Kinesthetic Learners: Tissue identification using color-coded flashcards and interactive board drag-and-drop games.

Auditory Learners: Concept riddles (e.g., "I am dead, thick-walled, and give you your jute ropes. Who am I?").

Graphic Organizers: Partially filled-in tree diagrams for students tracking the classification.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING

Experiment 1: Observing growth of onion root tips in water over days to demonstrate apical meristem function.

Experiment 2: Peeling the epidermis of a Rheo or Money plant leaf to set up a slide and observe stomata/guard cells under a microscope.

Activity 3: "Touch and Feel" texture analysis of varied plant components (soft leaf blade, flexible petiole, coarse coconut coir, wood shavings) to deduce tissue properties.

21ST CENTURY SKILLS

Learning Skills (4Cs):

Critical thinking – Deducing how structural modifications of a tissue perfectly align with its physiological function.

Communication – Collaboratively labeling and explaining tissue diagrams to peers.

Collaboration – Sharing microscope tasks, slide preparation duties, and record-keeping in teams.

Creativity – Designing functional 3D structural models of plant tissues using eco-friendly household waste items.

Literacy Skills (IMT): Using correct botanical and anatomical terms (e.g., lignified, companion cells, differentiation) during presentations.

Life Skills (FLIPS): Safe handling of glass slides, cover slips, and laboratory stains (Safranin/Glycerine); building patience and focus during biological observations.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

Students turn to their neighbors and summarize two structural differences between Parenchyma and Sclerenchyma, and one major function of Xylem.

REMARKS ABOUT THE PROCESS

The session will systematically move from concrete real-world specimens to abstract microscopic structures, closing with an interactive classification map.

CLASS MANAGEMENT

Students will work in structured groups of four during lab exploration, with predefined roles (microscopist, recorder, material manager, presenter) to ensure orderly and safe handling of tools.

AHA MOMENT

When students locate the distinct bean-shaped guard cells of stomata under the microscope and realize they are looking at the actual structures responsible for a plant's breathing.

FOCUSSED AREA

Distinguishing simple permanent tissues based on cell wall thickness and intercellular spaces.

Understanding the structural component components of Xylem and Phloem.

RECAPITULATION/FEEDBACK

A quick 5-question digital poll or show-of-hands rapid fire round on tissue locations, backed by structural references drawn on the board.

SELF REFLECTION

Did the integration of fresh plant specimens (like celery strings or coconut husk) make the structural concepts clearer than relying purely on textbook diagrams? How can microscope access time be optimized for larger classes?

REMEDIAL/EMPOWERMENT TEACHING PLAN

Remedial Support: Students struggling with terms will be provided with a simplified, illustrated visual glossary matching tissue shapes to single-word functions.

Empowerment / Fast Learners: Fast-paced learners will explore how lateral meristems form annual rings in woody trees, or research tissue culture techniques used to grow entire plants from single tissue samples

N.K. BAGRODIA PUBLIC SCHOOL

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

Curriculum: Science (Biology)

Class: IX (NCERT Chapter 5)

Topic: Cell Organelles: Mitochondria & Plastids

Date: _____

Facilitator: _____

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

Specific	Students will be able to explain the structures, features, and core functions of Mitochondria and Plastids (Chloroplasts, Chromoplasts, and Leucoplasts).
Measurable	To enhance their ability to correlate cellular functions with real-world energy transformations (e.g., factory power plants, solar panels, and food storage).
Attainable	To be able to define, identify, sketch, and differentiate between semiautonomous organelles through structural diagrams and group analysis.
Relatable	To distinguish between cellular respiration (energy release) and photosynthesis (energy synthesis), identifying why these organelles have their own DNA/ribosomes.
Time bound	To successfully complete structural mapping, differential worksheets, and hands-on peer activities within the allotted class period.

Teaching Aids Selection

Smartboard interactive 3D animations of cellular structures, PowerPoint slides, high-magnification micrographs of plant tissues, structural charts, permanent slides of Rheo leaf / Elodea (to observe chloroplasts), compound microscopes, flashcards for organelle matching, and clay models.

Learning Outcomes

The students will be able to:

- Enhance their observation, structural diagramming, and analytical reasoning skills.
- Acquire deep knowledge of how cellular energy is synthesized by plastids and processed/packaged by mitochondria.
- Describe real-life analogies and biological phenomena like cellular energetics, leaf coloration shifts, and starch storage mechanism in root crops.

DURING CLASS

Entry Ticket

Quick review: Ask students about their prior knowledge regarding cell structures, the basic role of the plasma membrane, cytoplasm, and why a cell needs continuous energy to survive.

Opening Questions

- Where does a cell get the structural energy needed to perform specialized metabolic tasks?
- Why is the mitochondrion widely famously referred to as the "Powerhouse of the Cell"?
- Why do plant leaves look green, while flowers and fruits display a variety of bright colors?
- What makes Mitochondria and Plastids uniquely different from all other cell organelles (e.g., ER, Golgi apparatus) regarding their genetic material?

Teacher Driven Learning

- **Demonstration:** Use interactive 3D animations to showcase the double-membrane structure of a mitochondrion (smooth outer membrane vs. deeply folded inner membrane/cristae) and a chloroplast (stroma, thylakoids, and grana).
- **Explanation:** Utilize detailed cross-sectional board diagrams to explain the synthesis of ATP (Adenosine Triphosphate) via cellular respiration, and the function of different plastids (Chloroplasts, Chromoplasts, and Leucoplasts).
- **Story Narration:** Narrate the fascinating evolutionary concept of *Endosymbiotic Theory*—how ancient, free-living prokaryotic bacteria were engulfed by primitive eukaryotic hosts and gradually evolved into modern-day mitochondria and plastids, explaining their strange possession of independent DNA and 70S ribosomes.
- **Integration:** Link with **Art** (creating a color-coded "Cell Energy Blueprint" poster), **Sports** (correlating high mitochondrial density in physical athletes' muscle tissue with stamina), and **ICT** (exploring simulated virtual microscopes).

Content (Core Concepts / Learning Beyond Classroom)

- **Mitochondria:** Double membrane structure, Cristae (surface area optimization), Mitochondrial Matrix, ATP synthesis as energy currency.
- **Plastids (Plant-exclusive):**
 - *Chromoplasts:* Colored plastids containing carotenoid pigments (responsible for flower and fruit coloration).
 - *Chloroplasts:* Chlorophyll-containing plastids vital for conducting photosynthesis.
 - *Leucoplasts:* Colorless storage plastids targeting starch, oils, and protein granules.
- **Semiautonomous Nature:** Presence of independent circular DNA and ribosomes enabling self-replication and autonomous protein synthesis.

Concept Map

Cell Organelle → Mitochondria → Double Membrane → Cristae → ATP Generation (Powerhouse)

Cell Organelle → Plastids → Chromoplasts (Color) / Chloroplasts (Photosynthesis) / Leucoplasts (Storage) → Own DNA/Ribosomes

Interdisciplinary & Real-Life Linkages

- **G.K.:** Historical discovery by Richard Altmann / Carl Benda (Mitochondria) and Ernst Haeckel / Schimper (Plastids).
- **Science:** Linking biology with chemical concepts of exothermic oxidation reactions during ATP release.
- **Sports:** Understanding muscle cramps, lactic acid buildup, and oxygen debts relative to mitochondrial efficiency during aerobic vs anaerobic states.
- **Geography:** Comparing structural chloroplast functions to sustainable green solar grids and ecological carbon cycles.
- **Maths:** Calculating total surface-area-to-volume ratio variations caused by the deep folding of cristae membranes.
- **Performing Arts:** Short creative skits featuring students roleplaying as ATP molecules distributing energy to desperate cellular organelles.
- **Critical Thinking:** Analyzing what would happen to an organism if its genetic inheritance mutated its mitochondrial DNA.
- **Value Education:** Drawing life lessons from cellular efficiency—interdependence, resource optimization, and waste avoidance.

Pedagogical Strategies for an Inclusive Classroom

- Rapid-fire organelle riddle quiz cards tailored to accommodate multi-tiered learning paces.
- Tactile clay modeling or felt-board assemblies for visually/kinesthetically inclined learners to construct membranes.
- Role play activity: A localized mock trial or interactive skit titled "The Working of the Plant Factory: Plastids vs Mitochondria."

Group Activities / Experiments / Hands-On Learning

- Collaborative mapping of structural parts by using pre-cut organelle jigsaw puzzles.
- Microscopic laboratory observation of temporary mounts using *Hydrilla* or *Rheo* leaves to visualize real chloroplast orientation.
- Comparative group data analysis contrasting the structural features of Mitochondria vs. Chloroplasts through Venn diagrams.

21st Century Skills

Learning Skills (4Cs):

- *Critical Thinking*: Deduce why structural failure of mitochondria causes total systemic cellular collapse.
- *Communication*: Clearly explaining team laboratory slide findings to classmates.
- *Collaboration*: Shared accountability during lab microscope setups.
- *Creativity*: Conceptualizing original models of autonomous organelles.

Literacy & Life Skills:

- *Literacy Skills (IMT)*: Mastering rigorous biochemical terminology (ATP, Cristae, Stroma, Thylakoid) during presentations.
- *Life Skills (FLIPS)*: Leadership in peer groups, problem-solving under laboratory constraints, and systematic scientific investigation.

AFTER CLASS (EXIT TICKET)

Review of Process

Students turn to neighbors to recap two structurally unique characteristics that isolate Mitochondria and Plastids from other organelles.

Focussed Area

- Double membrane surface adaptations.
- Functional differentiation of Plastid variants.
- Semiautonomous self-replication mechanics.

Remarks About the Process

The layout smoothly transitioned from a baseline structural recall into complex evolutionary concepts (Endosymbiosis) and functional tracking.

Class Management

Students stayed highly engaged with tactile 3D visuals; group microscope dynamics remained highly disciplined and well-paced.

Aha Moment

When students suddenly connected that plant leaves change color in autumn because green chlorophyll breaks down, revealing pre-existing chromoplast pigments!

Recapitulation / Feedback

Conducted an interactive oral quiz alongside finishing a comparative structural matrix on the class chalkboard.

Self Reflection

The incorporation of endosymbiotic storytelling made an abstract molecular biology topic deeply engaging, memorable, and clear.

Remedial / Empowerment Plan

Support Track: Flashcard matching exercises targeting structural keywords vs basic organelle roles.

Extension Track: Investigate the maternal pattern of mitochondrial DNA inheritance in human lineages.

N.K. BAGRODIA PUBLIC SCHOOL

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

Curriculum – Science | Topic: Cell Organelles (Fundamental Unit of Life)

Class	IX (NCERT Chapter 5)	Date	_____
Subject	Science (Biology)	Facilitator	_____

BEFORE CLASS

Learning Objectives (From Knowledge to Skill Acquisition)

- **Specific:** Students will be able to describe the structure, location, and specialized functions of key cell organelles including the Nucleus, Endoplasmic Reticulum (RER & SER), Golgi Apparatus, Lysosomes, Mitochondria, Plastids, and Vacuoles.
- **Measurable:** To enhance their ability to differentiate between plant and animal cells based on organelles and correlate structural modifications with metabolic functions.
- **Attainable:** To be able to identify, sketch, and label various cell organelles and demonstrate plasmolysis or observe onion peel/cheek cells under a microscope.
- **Relatable:** To be able to analogize cell organelles to parts of a highly organized factory or city infrastructure (e.g., Mitochondria as the Powerhouse, Golgi as post office) to comprehend cellular coordination.
- **Time bound:** To complete the structural breakdown, interactive analogies, microscopic analysis, and review exercises within the allotted institutional block periods.

Teaching Aids Selection: Smartboard animations of cellular transport, 3D molecular models of a cell, PowerPoint slides, fresh red onion peels, rheo leaf, compound microscopes, slides, coverslips, iodine stain, flashcards of organelle structures and nicknames.

LEARNING OUTCOMES

The students will be able to:

1. Enhance their micro-spatial observation, critical analysis, and structural reasoning skills.
2. Acquire comprehensive knowledge of how cellular division of labor sustains life processes through highly specialized internal organelle structures.
3. Describe real-life medical and biological applications such as lysosomal storage diseases, detoxification processes in the liver, and the genetic inheritance via mitochondrial DNA.

DURING CLASS

Entry Ticket (Quick Review)

Assess prior knowledge regarding structural organization: Ask students about the structural definition of a cell, the core differences between prokaryotic and eukaryotic organisms, and what prevents a cell's contents from leaking into the outer environment.

Opening Questions

- If a cell is considered a fully functioning, self-sustaining industrial city, where is the administrative city hall, and where is the primary power generation plant?
- What would happen to a cell's metabolic waste if its waste disposal system suddenly ruptured completely?
- Why do plants possess distinct structural parts that allow them to manufacture food out of thin air, whereas animals must ingest it?
- How do proteins manufactured at one specific site find their way to the outer cell boundary or outside the cell?

TEACHER DRIVEN LEARNING

- **Demonstration:** Setting up a compound microscope slide of a rheo leaf or an onion peel to display distinct cellular boundaries, visible nuclei, and massive central vacuoles. Demonstrate plasmolysis using a hypertonic sugar solution.
- **Explanation:** Utilize detailed cross-sectional Smartboard diagrams to describe the mechanical flow of the endomembrane system: Nuclear envelope → Endoplasmic Reticulum (protein/lipid synthesis) → Golgi Apparatus (packaging, modification, dispatch) → Lysosomes / Cell membrane. Detail the endosymbiotic nature of Mitochondria and Chloroplasts (own DNA and ribosomes).
- **Story Narration:** Detail the historical accounts of Camillo Golgi discovering the internal reticular apparatus via his "black reaction" silver staining technique, and Christian de Duve's serendipitous discovery of lysosomes during centrifugal experiments.
- **Integration:** Link with *Art* (constructing a 3D structural cell model using scrap materials), *Sports* (correlating ATP production rate in muscle mitochondria to athletic stamina and physical training), and *ICT* (exploring interactive online virtual cell exploration software).

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

- **The Endomembrane Framework:** Rough Endoplasmic Reticulum (ribosome-studded, protein synthesis) vs. Smooth Endoplasmic Reticulum (lipid/steroid synthesis, detoxification in vertebrate liver cells). Golgi Apparatus (cis/trans faces, sorting proteins).
- **The Power and Waste Management Matrix:** Mitochondria (double membrane, deeply folded cristae maximizing surface area for ATP generation via cellular respiration). Lysosomes ("Suicide bags" rich in hydrolytic enzymes functioning at acidic pH, performing autolysis and heterophagy).
- **Plant-Specific Adaptations & Storage:** Plastids (Chloroplasts containing thylakoids/stroma for photosynthesis; Chromoplasts for pigmentation; Leucoplasts for starch, oil, and protein storage). Vacuoles

(massive, turgid structures in plants containing cell sap; small/temporary in animals; contractile in Amoeba for osmoregulation).

CONCEPT MAP

[Eukaryotic Cell] |— Cytoplasm → Living Matrix supporting Organelles | |— Control Center → Nucleus (DNA/Chromatin) → Directs Protein Synthesis | |— Endomembrane Factory → ER (SER/RER) → Golgi Apparatus → Lysosomes (Hydrolytic) | |— Energy Generators → Mitochondria (ATP via Cristae) & Plastids (Chloroplast/Stroma) | — Osmotic Regulators → Vacuoles → Provides Turgidity & Rigidity (Plants)

INTERDISCIPLINARY & REAL-LIFE LINKAGES

- **G.K.:** Nobel prize history associated with cell biology discoveries (e.g., Golgi, De Duve, Palade).
- **Science:** Linking the chemical nature of phospholipids forming structural bilayers to the hydrophobic/hydrophilic molecular interactions.
- **Sports:** Mitochondrial density adaptation in skeletal muscles during high-intensity interval training (HIIT).
- **Geography:** Comparing distribution frameworks of global supply chains to the Golgi-mediated intracellular macromolecular sorting pathway.
- **Maths:** Calculating the surface-area-to-volume ratio changes as a spherical organelle increases in radius, explaining why cristae must fold.
- **Performing Arts:** A synchronized classroom roleplay where groups move materials sequentially representing vesicular transport.
- **Critical Thinking:** Analyzing the physiological outcomes of organelle malfunction, such as structural fat accumulation in the liver due to SER toxicity overload.
- **Value Education:** Cultivating internal coordination awareness—how microscopic structures cooperate flawlessly for a macro-organism's survival.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- **Organelle Riddle Challenge:** Distribute cards with statements like "I am double-membraned, have my own genetic code, and generate power currency. Who am I?" to accommodate verbal-linguistic learners.
- **Visual Model Creation:** Tactile assignment involving creating tactile outline diagrams using yarn, beads, and clay for kinesthetic and visually-impaired learners.
- **Differentiated Guided Worksheets:** Tiered questioning pathways ranging from basic matching exercises to complex comparative scenarios regarding cellular poisoning.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING

- **Cell Factory Cooperative Simulation:** Students divide into specific operational units (Nucleus-Management, RER-Production, Golgi-Packaging, Mitochondria-Power, Lysosomes-Janitorial) and simulate processing a raw material order into an exported product.
- **Microscopic Analysis:** Practical lab session preparing slide mounts of *Allium cepa* (onion epidermal peel) to identify structural differences between outer cell walls and internal cytoplasm.

21ST CENTURY SKILLS

- **Learning Skills (4Cs):** *Critical Thinking:* Predicting structural collapse scenarios if specific organelle channels are selectively blocked; *Communication:* Synthesizing complex physiological information into accessible organelle functional profiles; *Collaboration:* Aligning roles in team wet-mount preparation; *Creativity:* Formulating unique industrial analogies for cell systems.
- **Literacy Skills (IMT):** Accessing digital micro-photography repositories to differentiate structural artifacts from genuine organic organelles.
- **Life Skills (FLIPS):** Fostering precision handling of delicate laboratory instruments, leadership within lab groups, and objective diagnostic deduction.

AFTER CLASS (EXIT TICKET)

Review of Process

Students must write down one unique structural adaptation of an organelle and its direct functional output on an index card before leaving the room.

Remarks & Class Management Notes

Focus Area	Observations & Standardized Parameters
Process Remarks	The dual delivery model utilizing direct visual microscopic evidence alongside structured conceptual industrial analogies was highly successful. Moving from macroscopic metaphors to microscopic realities helped solidify structural comprehension.
Class Management	Microscope handling rotations were managed cleanly by creating peer-led station managers. Lab safety guidelines concerning sharp coverslips and stain application were adhered to perfectly.
Aha! Moment	Occurred when students linked the physical concept of surface area expansion (seen in geography/physics) to the structural folding of mitochondrial cristae and thylakoid stacks, realizing nature's engineering logic.
Focused Area	

	Differentiating structural features of protein-synthesizing pathways vs lipid-synthesizing pathways; recognizing autonomous organelles (Mitochondria/Plastids).
Recapitulation	Conducted a rapid multi-choice clicker round on the smartboard, immediately followed by the completion of the structural comparative concept map on the board.

Remedial / Empowerment Teaching Plan

- **Remedial Support Plan:** For students experiencing cognitive overload with biochemical terminology, provide structural coloring worksheets mapping out organelles by color codes, combined with simplified definition cards focusing on singular primary functions.
- **Fast Learner Extension:** Direct advanced students to research the Endosymbiotic Theory in deep detail, constructing an evidence-based defense chart outlining why Mitochondria and Chloroplasts were once independent ancestral prokaryotes.



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

LESSON PLAN

Curriculum – Social Science (Economics)
Topic – Building Blocks in Economics
Facilitator –

Class – IX
Date –

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific

- Students will be able to explain the meaning of scarcity, opportunity cost and economic choices.
- Students will understand different economic systems and the role of economists.

Measurable

- To enhance their understanding of resource allocation and decision making in daily life.

Attainable

- To be able to define, identify and compare market, centrally planned and mixed economic systems.

Relatable

- To be able to distinguish between wants and limited resources using real-life examples.

Time bound

- To be able to complete classroom activities and worksheets within the allotted time.

Teaching Aids Selection

Smartboard, YouTube video on scarcity and choices, PowerPoint Slides, flash cards, newspaper articles, role play cards, chalk board, activity sheets and concept map.

LEARNING OUTCOMES

The students will be able to:

- enhance critical thinking and decision-making abilities.
- acquire knowledge about basic economic concepts and systems.
- describe the importance of scarcity, opportunity cost and welfare economy in society.

DURING CLASS (ENTRY TICKET)

Students will answer simple questions related to their daily choices such as spending pocket money, selecting subjects or managing time.

OPENING QUESTIONS

- How many wants can we satisfy with limited money?
- What are scarce resources?
- Where do we face choices in daily life?
- What is the opportunity cost?

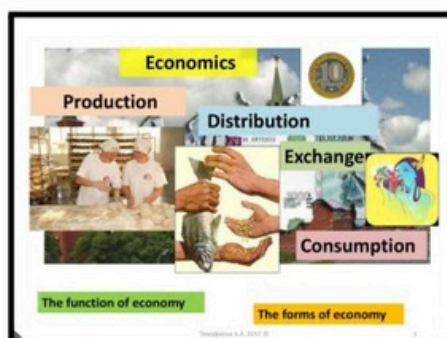
TEACHER DRIVEN LEARNING

- Explanation of scarcity using classroom examples.
- Story narration on how families make economic choices with limited income.
- Brainstorming activity on “needs and wants”.
- Discussion on “What do economists do?” through current economic issues.
- Use of charts and videos to explain market, centrally planned and mixed economic systems.
- Integration of ICT through PowerPoint presentation and online quiz.
- Experiential learning through role play where students act as producers, consumers and government planners.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASSROOM)

1. Scarcity of Resources

Human wants are unlimited while resources are limited. Therefore, resources must be used carefully.



2. Opportunity Cost

The value of the next best alternative that is sacrificed while making a choice.

3. Need for Making Choices

Individuals, businesses and governments must choose how to use limited resources effectively.

4. What do Economists Do?

Economists study production, consumption, distribution and economic problems to suggest solutions for better growth and welfare.

5. What to Produce?

Deciding which goods and services should be produced according to society's needs.

6. How to Produce?

Choosing suitable methods and techniques of production.

7. For Whom to Produce?

Determining how goods and services are distributed among people.

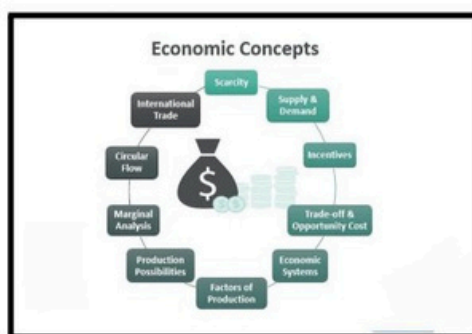
8. Difference between Economic Systems

Market Economy	Centrally Planned Economy	Mixed Economy
Private ownership	Government ownership	Both government and private ownership
Profit motive	Welfare motive	Balance of welfare and profit
Market forces decide	Government decides	Shared decision making

9. Welfare Economy

An economic system where government policies aim at improving the well-being and living standards of people.

CONCEPT MAP



Scarcity of Resources → Need for Choice → Opportunity Cost → Economic Questions (What to Produce? How to Produce? For Whom to Produce?) → Economic Systems → Welfare Economy

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines (subjects)

- G.K. – Current economic issues and inflation.
- Science – Efficient use of natural resources and sustainable development.
- Sports Related – Selection of players and allocation of sports resources.
- Geography – Distribution and utilization of natural resources.
- Maths – Budget calculation, graphs and data interpretation.
- Performing Arts – Role play on economic decision making.
- Critical Thinking – Analysing how families and governments make choices.
- Value Education – Importance of responsible consumption and social welfare.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Group discussion, role play, poster making on “Save Resources”, think-pair-share activity, simplified notes and peer learning.

GROUP ACTIVITIES/EXPERIMENTS /HANDS ON LEARNING/ DEMONSTRATION

Activity Information

Students will be divided into groups and given imaginary budgets. Each group will decide how to spend money on education, food, entertainment and savings while explaining opportunity cost.

21ST CENTURY SKILLS

Learning Skills (4C's)

- Critical Thinking – analysing scarcity and choices.
- Communication – presenting group decisions and ideas.
- Collaboration – working in teams during activities.
- Creativity – designing posters and role plays on economic systems.

Literacy Skills (IMT)

- Focus on language, reasoning, interpretation of data and expressions through discussions and worksheets.

Life Skills (FLIPS)

- Decision making, financial awareness, social participation and problem-solving through classroom activities.

AFTER CLASS (EXIT TICKET)

Students will write one real-life example of scarcity and identify its opportunity cost.

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS

CLASS MANAGEMENT

AHA MOMENT

FOCUSSED AREA

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through oral questioning, quiz and worksheet discussion.

SELF REFLECTION

The topic became interesting and relatable through real-life examples and activities.

REMEDIAL/EMPOWERMENT TEACHING PLAN

To further cement the ideas, additional worksheets, simplified notes and peer support activities will be provided for slow learners.

Lesson Plan

Subject: Social Science

Class: IX

Topic: Elections

Subtopic: The Election Commission of India (ECI) and its Role

Facilitator:

Date: 2026

LEARNING OBJECTIVES

Students will be able to:

- **Specific:** Understand the composition, powers and independent nature of the Election Commission of India.
- **Measurable:** List at least five major powers of the ECI and explain the Model Code of Conduct.
- **Attainable:** Analyse how the ECI ensures free and fair elections.
- **Relatable:** Connect the role of the ECI with BCCI.
- **Time-bound:** To complete group activity and topics within class duration.

Pre-requisite Knowledge

Students already have:

- Basic understanding of what an election is and why a democratic country needs elections.
- Familiarity with the concept of "Universal Adult Suffrage".

Teaching Aids Selection

- Power point presentation.
- Smart board /Blackboard.
- Flashcards
- Web charts
- Collage

LEARNING OUTCOMES

Students will be able to:

- Describe the composition of the Election Commission of India.
- Evaluate how the constitutional independence of the Chief Election Commissioner (CEC) prevents political interference.
- Classify and explain the core functions of the ECI.

DURING CLASS

ENTRY TICKET – OPENING QUESTIONS

- Look at the collage shown below and answer the ensuing questions.

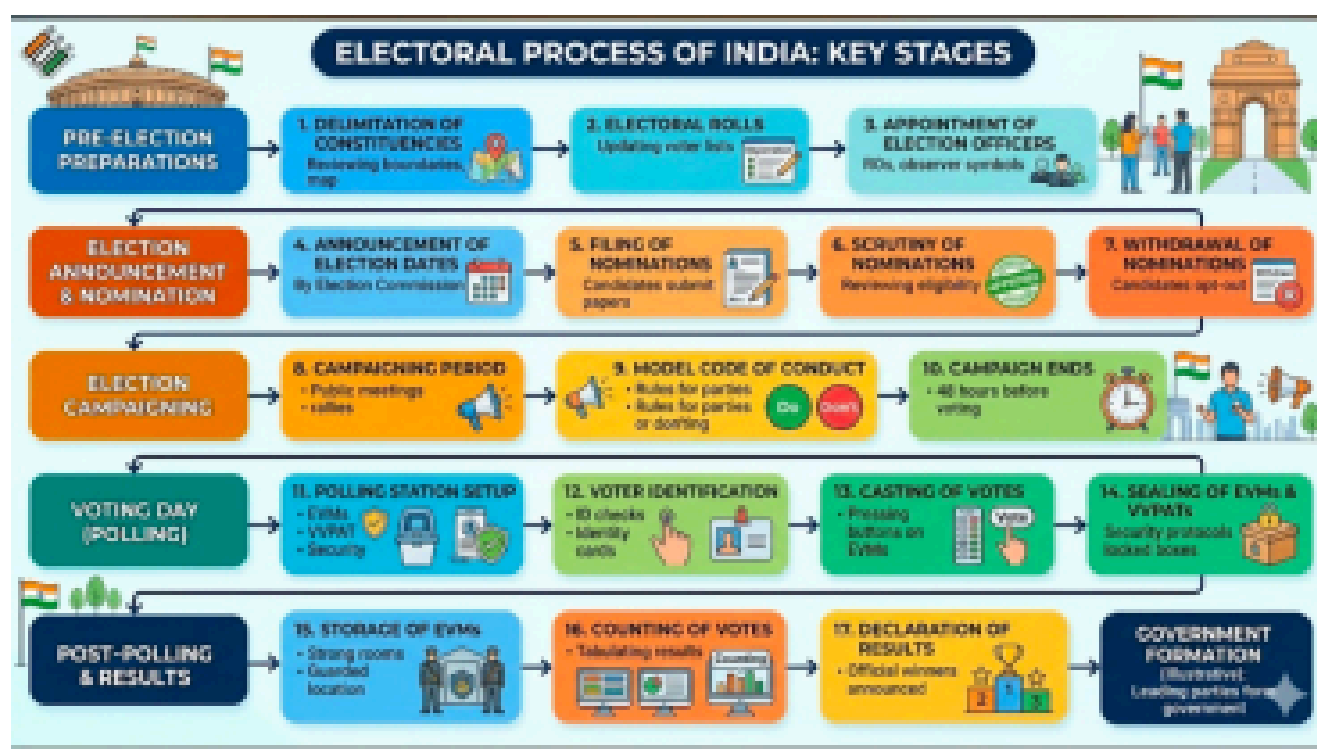


- Have you ever seen an ink mark on your parents' fingers? What does the ink mark on the finger represent?
- Which device is used by voters to cast their votes during elections?
- Name any two National parties shown through election symbols in the collage.

TEACHER-DRIVEN LEARNING

Methods Used: Interaction, Comparative method, Real life examples, Quiz

CONCEPT MAP



INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K.:

- Who is the current Chief Election Commissioner of India?
- Where is the headquarters of the ECI?

Geography:

Understanding Delimitation of Constituencies across different states based on population density.

Maths:

Calculating voter turnout percentages

Civics/Value Education:

Discussing the value of Integrity and Fairness in Democratic system.

Performing Arts:

Role play and designing party symbols for their own parties.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use simple language where needed
- Encourage team work and learning.

GROUP ACTIVITIES / HANDS-ON LEARNING

- Designing electoral symbol and Party name.
- Framing Model code of conduct for class elections.

21ST CENTURY SKILLS

Critical thinking: Analyse challenges faced by ECI.

Communication:

- Present group activities confidently.
- Sharing general observations during election period.

Collaboration: Work as a team for Class elections.

Creativity: Draw Party symbols/Create slogans.

RECAPITULATION:

- Rapid-fire Quiz based on the subtopics.
- Draw a Flowchart to explain electoral process in India.

SELF-REFLECTION

The topic was developed with the help of real-life examples and students prior knowledge.

REMEDIAL / EMPOWERMENT TEACHING PLAN

- For students who struggle: visuals and simple terms were used.
- Peer learning was encouraged.

HOMEWORK

- Ask your parents or grandparents about their experience at a polling station during the last election.
- Create a catchy slogan for own party.

CLASS



N.K. Bagrodia Public School

Curriculum – CBSE English Communicative

Topic – Virtually True (Prose)

Class – X

Date –

Facilitator – Ms. Pawaneet Kaur

TOPIC:

Virtually True – Exploring reality, illusion, and the impact of technology in modern life

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to understand the theme of virtual reality and its effect on human perception as presented in the prose.

Measurable-

- To enhance their analytical reading, comprehension, and interpretation of abstract ideas.

Attainable-

- To be able to define key terms like “virtual reality,” “illusion,” and “human cognition,” and identify examples from daily life.

Relatable-

- To be able to distinguish between reality and illusion in media, technology, and human interaction.

Time bound-

- To complete the reading, class discussion, and written exercises within the allocated time frame.

Teaching Aids Selection:

- Smartboard with PowerPoint slides summarizing key points
 - YouTube video clips demonstrating virtual reality applications
 - Chalkboard for key terms and notes
 - Worksheets for comprehension questions
 - Flashcards for vocabulary
 - Charts and diagrams explaining perception vs reality
-

LEARNING OUTCOMES

The students will be able to:

- enhance their understanding of modern technological influences on human thinking.
 - acquire skills to critically analyze content and distinguish between fact and illusion.
 - describe how technology shapes reality, human behavior, and relationships.
-

DURING CLASS

ENTRY TICKET

- Ask students to write one example of where they or someone they know confused virtual experience with reality.

OPENING QUESTIONS

- What is virtual reality?
- How do digital platforms influence our perception?

- Can technology create illusions that feel real?
- Why is it important to understand the difference between virtual and real experiences?

TEACHER DRIVEN LEARNING

- Demonstration: Show a short VR video clip.
- Explanation: Discuss the central theme of the prose and explain key terms.
- Story narration: Describe real-life scenarios where virtual experiences have affected decisions.
- Audio/Video: Play a podcast or news story about virtual technology.
- Brainstorming: Ask students to share experiences where online content seemed real.
- Integration: Connect the prose's theme to psychology, media studies, and ethics.

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

- Understanding virtual reality and illusion
- Analyzing human perception and judgment
- Exploring the psychological and social effects of technology
- Reflecting on ethical concerns and personal responsibility
- Relating literature to contemporary issues like gaming, social media, and artificial intelligence

CONCEPT MAP

Technology → Virtual Reality → Illusion → Human Perception → Decision Making → Real vs Unreal Experiences

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

G.K. – Current technologies like VR headsets and metaverse platforms

Science – Brain functions, perception, and sensory inputs

Sports – Use of VR in training simulations

Geography – Impact of technology in urban vs rural areas

Maths – Algorithms used in simulations and gaming

Performing Arts – Acting workshops to simulate real vs virtual behavior

Critical thinking – Ethical dilemmas involving technology

Value Education – Digital responsibility, mindfulness, and empathy

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use flashcards to explain new vocabulary.
 - Conduct a debate on “Technology: Blessing or Curse?”
 - Create role-play exercises simulating virtual experiences.
 - Encourage peer discussions and reflective journaling.
-

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING / DEMONSTRATION

Activity Information:

- Students will be divided into groups and assigned scenarios such as social media addiction, VR gaming, or online relationships. Each group will prepare a skit explaining how virtual experience affects emotions, decision-making, and social interactions.
-

21st CENTURY SKILLS

Learning Skills (4 C's):

- Critical thinking – Evaluate the impact of virtual reality on behavior.
- Communication – Discuss and debate ideas about illusion and reality.
- Collaboration – Work in teams to create presentations or role plays.
- Creativity – Design innovative ways to explain the difference between real and virtual experiences.

Literacy Skills (IMT):

- Focus on comprehension, interpretation, and expressive writing.

Life Skills (FLIPS):

- Initiative – Explore modern issues related to technology.
 - Leadership – Guide group discussions.
 - Interpersonal skills – Practice empathy and active listening.
 - Problem-solving – Analyze real-life challenges caused by virtual environments.
-

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

- Students will write a short paragraph summarizing the main ideas of “Virtually True” and how they relate to real life.

REMARKS ABOUT THE PROCESS

- The class was engaging, interactive, and reflective of modern-day concerns.

AHA MOMENT

- Students realized how easily technology can influence thoughts, emotions, and decisions.

FOCUSSED AREA

- Identification of virtual illusions and understanding their impact on perception and behavior.

RECAPITULATION / FEEDBACK

- A quick quiz on key terms and concepts, followed by a discussion on responsible technology use.

SELF REFLECTION

- The topic became highly relevant and thought-provoking as students connected it to their digital experiences.

REMEDIAL / EMPOWERMENT TEACHING PLAN

- Assign reading on digital ethics.
- Encourage students to maintain a journal tracking real vs virtual experiences for a week.
- Provide extra support for students struggling with understanding abstract concepts through guided group activities.

TOPIC: A Shady Plot – Exploring supernatural elements, creative inspiration, relationship dynamics, and the commercialization of writing.

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition) * Specific: * Students will be able to understand the plot, humor, and situational irony in the story "A Shady Plot."

Measurable: * To enhance their ability to analyze character motivations (John Hallock, Jenkins, Lavinia, Helen) and identify elements of satire and comic suspense.

Attainable: * To be able to define key literary terms like "oxymoron," "irony," "satire," and "domestic comedy," and map out the progression of a narrative arc.

Relatable: * To relate the pressures of professional demands (like John's ghost-story writing) and domestic misunderstandings to everyday human relationships and balancing work-life expectations.

Time-bound: * To complete the comprehensive reading, textual annotation, character mapping, and evaluation questions within the allocated periods.

Teaching Aids Selection: * Smartboard with PowerPoint slides featuring a story-board layout, key vocabulary, and character relationship charts.

Audio/Video clips of a lighthearted mystery or ghost comedy (like Ghostbusters or The Canterville Ghost) to set the atmospheric tone.

Chalkboard for tracking the escalating misunderstandings in the plot (The Ouija Board party chain reaction).

Worksheets containing extract-based questions (RTCs) and short-answer prompts aligned with CBSE guidelines.

Novelty props: A replica or image of a Ouija Board to explain the tool used in the story's plot twist.

Flashcards for idioms and supernatural/literary terms used in the text ("shady," "affliction," "Ouija," "spectre").

LEARNING OUTCOMES The students will be able to:

Enhance their appreciation of situational comedy and lighthearted ghost fiction, moving away from conventional horror tropes.

Acquire the critical thinking capacity to analyze how miscommunication and assumptions can spiral into major domestic conflicts.

Describe how the author uses supernatural elements as a satirical tool to critique human trends (such as the historical fad of Ouija boards) and the commercial pressures on creative writers.

DURING CLASS

ENTRY TICKET * Ask students to write down one word they associate with "Ghosts". Then ask them if a ghost could ever be described as "helpful" or "annoyed."

OPENING QUESTIONS * What do you think the phrase "A Shady Plot" means? (Does it refer to a dark storyline, a suspicious scheme, or a ghost's plot of land?)

Where do writers get their creative ideas from? Can inspiration be forced?

What is a Ouija board, and why do you think people are often fascinated by contacting the supernatural?

How can a lack of communication cause a small misunderstanding to blow up out of proportion between family members or friends?

TEACHER DRIVEN LEARNING * **Demonstration:** Show a picture of a classic Ouija board. Explain its historic popularity in the late 19th and early 20th centuries as a social parlor game. **Explanation:** Introduce the protagonist, John Hallock, an ordinary clerk who secretly writes ghost stories to supplement his income. Explain the ironic twist: he relies on an actual ghost named Helen to give him ideas.

Story Narration: Trace the parallel conflicts in the story:

Professional Conflict: The Writer's Block vs. Helen the Ghost going on strike because humans are overusing Ouija boards.

Domestic Conflict: Lavinia buying a Ouija board, hosting a party, and suspecting John of flirting with a ghost named Helen.

Audio/Video: Play a dramatic reading of the Ouija board party scene to highlight the chaotic, overlapping voices and comic timing.

Brainstorming: Ask students to identify moments of dramatic irony (where the reader knows Helen is a real ghost, but the characters think "Helen" is another woman or a game).

Integration: Connect the chapter to Sociology (fad behaviors and social trends), Psychology (the ideomotor effect behind Ouija boards), and Media Studies (the evolution of the ghost genre from horror to comedy).

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM) * The Writer's Dilemma: Analyzing the struggle for creative inspiration under commercial pressure.

Satire on Fads: Understanding how the author mocks upper-middle-class obsession with spiritualism and trends.

The Irony of the Supernatural: Reversing the ghost trope—instead of the human being terrified of the ghost, the ghost is exhausted and annoyed by humans.

Resolution through Truth: Reflecting on how transparency and facing one's problems directly clears up the "shady plots" of life.

CONCEPT MAP Writer's Block → Ghost (Helen) Appears → The Ghost's Ultimatum (Stop using Ouija boards) → Wife buys a Ouija Board → Party Misunderstanding (Jealousy) → Escalation (Threat of Divorce) → Confrontation & Revelation → Peace Restored

INTERDISCIPLINARY AND REAL-LIFE LINKAGES * G.K. / History – The Spiritualism movement in Europe and America during the early 1900s.

Science – The Ideomotor Phenomenon (how unconscious muscle movements move objects like pendulums or Ouija planquettes).

Sociology – The dynamics of high-society parties, fads, and peer pressure among social groups (Gladys Vance and the neighborhood women).

Performing Arts – Skits focusing on facial expressions, physical comedy, and portraying an invisible presence on stage.

Critical Thinking – Evaluating why people easily believe rumors or jump to conclusions without seeking direct proof.

Value Education – Reaffirming trust in marital/familial relationships and cultivating integrity over deceit.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM * Use character-mapping graphics on the smartboard to visually track who knows what at any given point in the story.

Conduct a mini-debate on: "Is it ethical for John to take credit for stories written by a ghost?" *

Create a role-play exercise based on the final scene where John, Lavinia, and the ghost Helen are all in the room together.

Provide simplified summaries and bulleted plot points for students who find the dense conversational style or older English idioms challenging.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON DEMONSTRATION Activity Information: *

The Rumor Mill / Chinese Whispers Simulation: Divide students into groups. Give the first student a simple sentence about a supernatural encounter. Have them whisper it down the line. By the time it reaches the last student, compare the distorted final statement with the original.

Linkage to the Lesson: Show students how this distortion mirrors the automated messages on the Ouija board that spell out "H-E-L-E-N" and "A-S-K-H-I-M," which Lavinia and her friends completely misinterpret as an extramarital affair, leading to an unnecessary crisis.

21st CENTURY SKILLS * Learning Skills (4 C's): * Critical Thinking: Analyze the layers of irony in the title "A Shady Plot" (literal ghost vs. a deceptive scheme).

Communication: Present an argument defending or critiquing Lavinia's reaction to John's behavior.

Collaboration: Brainstorm in pairs to design a comic strip illustrating the climax of the story.

Creativity: Write an alternate ending where Helen the ghost decides to haunt the publisher instead of John.

Literacy Skills (IMT): * Focus on detecting tone, reading between the lines, identifying subtext, and evaluating character flaws through dialogue.

Life Skills (FLIPS): * Initiative: Taking charge of summarizing specific sections of the story during reciprocal reading sessions.

Leadership: Mediating conflicting opinions during the analysis of John's character.

Interpersonal Skills: Recognizing how insecurity and secrecy damage trust in relationships.

Problem-Solving: Proposing strategies John could have used to resolve the issue before his wife threatened to leave.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS * Students will fill out a three-part Exit Slip:

One reason why Helen the ghost was angry.

One misunderstanding that happened at the party.

The ultimate resolution of John and Lavinia's relationship.

REMARKS ABOUT THE PROCESS * The comic nature of the story generated high engagement, and breaking down the misunderstandings chronologically helped clear up initial confusion about the plot.

AHA MOMENT * Students realized that the true "shady plot" wasn't a sinister plan by a ghost, but rather the web of small lies and secrets John spun trying to hide the ghost from his wife.

FOCUSSED AREA * Distinguishing between situational irony, verbal irony, and dramatic irony using specific examples from the text.

RECAPITULATION / FEEDBACK * A interactive gamified quiz mapping out "Who said what to whom" to lock in textual fluency, followed by a wrap-up discussion on how clear communication prevents domestic chaos.

SELF REFLECTION * The lesson successfully balanced literary analysis with real-life relationship skills, making a 20th-century short story highly relatable to modern teenagers navigating misunderstandings and peer influences.

REMEDIAL / EMPOWERMENT TEACHING PLAN * Provide a direct timeline worksheet charting the sequence of events from John's writer's block to Helen's final departure. Assign a short creative writing exercise: Write the apology letter John might have written to Lavinia explaining the entire supernatural situation.

Group struggling learners with peer mentors to review the vocabulary-heavy sections of the text (e.g., the conversation between John and Helen in the study room).

N.K. Bagrodia Public School Curriculum – CBSE English Communicative / Language & Literature Topic – Ozymandias (Poem by Percy Bysshe Shelley) Class – X

TOPIC: Ozymandias – Exploring the transience of human power, the inevitability of time, and the immortality of art.

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition) * Specific: * Students will be able to understand the central theme of the ephemeral nature of earthly power and glory as presented in the poem.

Measurable: * To enhance their ability to analyze literary devices (alliteration, irony, imagery, synecdoche, enjambment) and decode archaic language.

Attainable: * To be able to define key terms like "tyranny," "hubris," "transience," and "immortality," and identify historical or modern parallels of fallen empires/leaders.

Relatable: * To be able to distinguish between temporary worldly achievements (power, wealth) and permanent human legacies (art, kindness, wisdom).

Time-bound: * To complete the reading, textual analysis, group discussions, and evaluation metrics within the allocated class periods.

Teaching Aids Selection: * Smartboard with PowerPoint slides showcasing images of ancient ruins, Egyptian pharaohs (Ramesses II), and the text of the poem.
YouTube video clip/Audio recording of a dramatic recitation of "Ozymandias".

Chalkboard for tracing the structural layout of a sonnet, rhyme scheme, and vocabulary mapping.

Worksheets featuring critical appreciation and extract-based questions.

Flashcards for historical context (Percy Bysshe Shelley, Romantic Era, Ramesses II).

Comparative charts displaying a majestic statue versus its ruined counterpart to illustrate the theme of time.

LEARNING OUTCOMES The students will be able to:

Enhance their critical comprehension of classical poetry and its enduring relevance to modern socio-political structures.

Acquire the analytical skills to decode deep-seated situational and verbal irony within literary texts.

Describe how time acts as the ultimate equalizer, stripping away the hubris of the most powerful rulers while preserving the truth of art.

DURING CLASS

ENTRY TICKET * Ask students to write down one modern monument, building, or empire they believe will survive for the next 5,000 years, and briefly mention why.

OPENING QUESTIONS * What does the word "power" mean to you? Is it permanent? What happens to great kings, empires, and civilizations over thousands of years?

Can a piece of art (a statue, a painting, a poem) outlive the person who created it or commissioned it?

Why do powerful people often build massive statues or monuments of themselves?

TEACHER DRIVEN LEARNING * Demonstration: Show a picture of a shattered colossal statue buried in desert sands without context and ask students to deduce its story.

Explanation: Discuss the historical context of Ramesses II (Ozymandias) and Shelley's inspiration. Explain the structure of the poem (a sonnet blending Petrarchan and Shakespearean forms).

Story Narration: Introduce the narrative layers—The Poet → The Traveler → The Sculptor → The King.

Audio/Video: Play a professional audio rendition of the poem to capture its somber, majestic, and ironic tone.

Brainstorming: Ask students to locate the expressions on the shattered face ("wrinkled lip," "sneer of cold command") and brainstorm what they reveal about the ruler's character.

Integration: Connect the poem's theme to history (the fall of empires), political science (authoritarianism vs democracy), and philosophy (the concept of Memento Mori).

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM) * Understanding the concept of Hubris (excessive pride) and its inevitable downfall.

Analyzing the role of the artist (The Sculptor) who accurately read and captured the tyrant's passions.

Exploring Irony: The contrast between Ozymandias's boastful inscription ("Look on my Works, ye Mighty, and despair!") and the reality of the "boundless and bare" desert sands.

Reflecting on the supremacy of Nature and Time over human arrogance.

Relating literature to contemporary issues like the removal of statues of controversial historical figures, or the legacy modern leaders leave behind.

CONCEPT MAP Tyrant's Pride (Hubris) → Colossal Monument Built → Passage of Time & Nature → Destruction of Empire → Preservation via Art/Poetry → Universal Lesson on Humility
INTERDISCIPLINARY AND REAL-LIFE LINKAGES * G.K. / History – Ancient Egyptian civilization, Pharaoh Ramesses II, and British Museum acquisitions during the 19th century.
Science – Environmental weathering, erosion, and the geological forces that decay man-made materials over centuries.

Political Science – The nature of dictatorship, autocracy, and how power dynamics shift through generations.

Geography – The geography of deserts, moving sand dunes, and preservation conditions for archaeological artifacts.

Maths – Calculating the scale and proportions of colossal statues based on remaining fragments (e.g., foot-to-torso ratios).

Performing Arts – Dramatic reading workshops focusing on tone modulation to reflect irony, arrogance, and desolation.

Critical Thinking – Evaluating whether modern architecture/digital storage will survive longer than ancient stone.

Value Education – Emphasizing humility, empathy, and working toward meaningful legacies rather than superficial power or vanity.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM * Use visual flashcards matching poetic words (visage, colossal, trunkless, pedigree) with images.
Conduct a mini-debate on: "Is art more powerful than political might?" * Create role-play exercises where students act as the Traveler describing the ruins to the Poet.

Encourage peer-assisted learning during stanza-by-stanza annotations, allowing auditory learners to listen to peer explanations.

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON DEMONSTRATION Activity Information: *
The "Two-Sided Legacy" Presentation: Students will be divided into small groups. Each group is assigned a famous historical or modern-day figure known for their monumental power. The groups must create a short mock-interview or a presentation showcasing:
What that ruler thought their lasting legacy would be (their boast).

What actually remains of their impact today (the reality).

Through this, students trace how history and time change our perception of power, mirroring the exact realization of the traveler in Ozymandias.

पाठ योजना (Lesson Plan)

कक्षा: 10 विषय: हिंदी अध्याय: टोपी शुक्ला (उपन्यास अंश) लेखिका: राही मासूम रज़ा

1. शिक्षण उद्देश्य (Learning Objectives)

कक्षा से पहले (Before Class):

- **ज्ञान (Specific):** विद्यार्थी टोपी शुक्ला के चरित्र, इफ़्फ़न के साथ उसकी दोस्ती और कहानी के मुख्य प्रसंगों को समझ पाएंगे।
- **बोध (Measurable):** विद्यार्थी कहानी के भावनात्मक पहलुओं और सामाजिक संदेशों की व्याख्या कर पाएंगे।
- **प्रयोग (Attainable):** विद्यार्थी कहानी के पात्रों के संवादों और घटनाओं के आधार पर उनके विचारों और भावनाओं का विश्लेषण कर पाएंगे।
- **विश्लेषण (Relevant):** विद्यार्थी कहानी में चित्रित सामाजिक सद्भाव और धार्मिक भेदभाव जैसे मुद्दों की पहचान कर पाएंगे।
- **संश्लेषण (Time-bound):** विद्यार्थी कहानी के आधार पर टोपी शुक्ला के जीवन में आए बदलावों पर एक संक्षिप्त नोट तैयार कर पाएंगे।

शिक्षण सामग्री का चयन (Teaching Aids Selection):

- पाठ्यपुस्तक
- श्यामपट्ट (Blackboard)
- चौक / मार्कर
- टोपी शुक्ला और इफ़्फ़न के घर, और उनके बचपन को दर्शाने वाले चित्र।
- पात्रों के परिचय के लिए फ्लैश कार्ड्स
- कहानी से जुड़े वीडियो क्लिप्स (यदि उपलब्ध हों)

2. सीखने के परिणाम (Learning Outcomes)

कक्षा के दौरान (During Class):

- **बोध (Enhance):** विद्यार्थी कहानी के पात्रों के संबंधों और भावनाओं को बेहतर ढंग से समझ पाएंगे।
- **अनुप्रयोग (Acquire):** विद्यार्थी कहानी से सीखे गए सामाजिक सद्भाव के मूल्यों को अपने जीवन से जोड़ पाएंगे।
- **विश्लेषण (Describe):** विद्यार्थी टोपी शुक्ला के संघर्षों और उसकी दोस्ती के महत्व का वर्णन कर पाएंगे।

कक्षा के दौरान प्रवेश टिकट (Entry Ticket During Class):

- **पूर्व ज्ञान का परीक्षण (Information about previous knowledge testing):**
 - क्या आपने कभी किसी ऐसे व्यक्ति से दोस्ती की है जो आपसे बहुत अलग है? (How many?)
 - आप एक सच्ची दोस्ती को कैसे परिभाषित करेंगे? (What are?)
 - क्या धर्म या जाति दोस्ती में बाधा बन सकती है? (What are?)
 - क्या आप बता सकते हैं कि कहानी का शीर्षक 'टोपी शुक्ला' क्यों रखा गया होगा? (What is?)

- आपके अनुसार, कहानी में कौन-कौन से मुख्य पात्र हैं? (What are?)

3. शिक्षण की विधियाँ (Teacher Driven Learning)

- प्रदर्शन (Demonstration): शिक्षक कहानी के मुख्य प्रसंगों को संक्षेप में सुनाकर पात्रों के भावों को प्रदर्शित करेंगे।
- व्याख्या (Explanation): कहानी के कठिन शब्दों और वाक्यों की व्याख्या।
- कहानी-कथन (Story-narration): कहानी को कहानी के रूप में सुनाना ताकि विद्यार्थी उसमें रुचि ले सकें।
- अनुभवजन्य अधिगम (Experiential learning): विद्यार्थियों को अपनी दोस्ती के अनुभवों को साझा करने के लिए प्रोत्साहित करना।
- ऑडियो/वीडियो (Audio/video): कहानी से संबंधित वीडियो या ऑडियो क्लिप्स दिखाना।
- कला, खेल, सूचना और संचार प्रौद्योगिकी, संगीत और नृत्य के साथ एकीकरण (Integrating with Art, Sports and ICT, Music and Dance):
 - कला (Art): विद्यार्थियों से कहानी के किसी पसंदीदा दृश्य का चित्र बनाने को कहना।
 - सूचना और संचार प्रौद्योगिकी (ICT): स्मार्टबोर्ड का उपयोग करके कहानी से संबंधित पावरपॉइंट प्रस्तुति देना।

4. विषय-वस्तु (Core Concepts/Learning Beyond Classroom)

- अच्छी तरह से डिज़ाइन की गई और आकर्षक विषय-वस्तु (Well designed and engaging topic contents):
 - टोपी शुक्ला का चरित्र और उसका परिवार।
 - इफ्फन और उसका परिवार: धार्मिक सद्भाव का प्रतीक।
 - टोपी और इफ्फन की गहरी दोस्ती और उनके बचपन के अनुभव।
 - टोपी का घर और इफ्फन के घर के बीच का अंतर।
 - टोपी के जीवन में इफ्फन के दादा और दादी का महत्व।
 - टोपी के परिवार में उसके प्रति उपेक्षा और इफ्फन के घर में मिली आत्मीयता।
 - कहानी का सामाजिक संदेश: दोस्ती और मानवीय संबंधों की महत्ता।

5. अवधारणा मानचित्र (Concept Map)

- मुख्य अवधारणाएँ (Main Concepts):
 - टोपी शुक्ला (मुख्य पात्र)
 - इफ्फन (मित्र)
 - पारिवारिक संबंध
 - दोस्ती
 - धार्मिक सद्भाव
 - भावनात्मक संघर्ष
- उप-अवधारणाएँ (Sub-Concepts):
 - बचपन की यादें
 - धार्मिक अंतर
 - भाषा और बोलचाल
 - अकेलापन

- स्वीकृति की चाह

6. अंतर्विषयक और वास्तविक जीवन से संबंध (Interdisciplinary and Real-life Linkages)

- जीके (G.K.): भारत में धार्मिक विविधता।
- विज्ञान (Science): टोपी और इफ़्रन की भाषा और बोली में अंतर।
- खेल (Sports Related): बचपन के खेल और उनके महत्व पर चर्चा।
- भूगोल (Geography): कहानी में वर्णित स्थान (जैसे लखनऊ)।
- गणित (Maths): कहानी में दिए गए आयु और समय से संबंधित गणनाएँ।
- कला प्रदर्शन (Performing Arts): कहानी पर आधारित एक छोटा नाटक तैयार करना।
- आलोचनात्मक सोच (Critical thinking): क्या टोपी के परिवार का व्यवहार उचित था?
- मूल्य शिक्षा (Value Education): सहिष्णुता, सम्मान और दोस्ती का महत्व।

7. समावेशी कक्षा के लिए शिक्षण रणनीतियाँ (Pedagogical Strategies for an Inclusive Classroom)

- पहेली (Riddle): कहानी से संबंधित पहेलियाँ पूछना।
- पोस्टर बनाना (Poster Making): विद्यार्थियों को टोपी और इफ़्रन के बीच दोस्ती को दर्शाने वाला पोस्टर बनाने को कहना।
- गीत पर प्रदर्शन (Performing on a song): दोस्ती पर आधारित कोई गीत सुनाना या गाना।

8. समूह गतिविधियाँ/प्रयोग/प्रदर्शन (Group Activities/Experiments/Hands on Learning/Demonstration)

- गतिविधि (Activity Information):
 - दो समूहों में विभाजित करें: एक समूह टोपी का पक्ष लेगा और दूसरा इफ़्रन का। दोनों समूह अपने-अपने पात्रों के दृष्टिकोण से कहानी का सारांश प्रस्तुत करेंगे।
 - छात्रों को कहानी के किसी एक पात्र की भूमिका निभाने के लिए कहना।

9. 21वीं सदी के कौशल (21st Century Skills)

- सीखने के कौशल (4C's):
 - आलोचनात्मक सोच (Critical thinking): कहानी में पात्रों के व्यवहार पर विचार-विमर्श।
 - संचार (Communication): अपने विचारों और भावनाओं को व्यक्त करना।
 - सहयोग (Collaboration): समूह गतिविधियों में एक साथ काम करना।
 - रचनात्मकता (Creativity): कहानी के अंत को अपनी कल्पना से बदलना।
- साक्षरता कौशल (Literacy Skills-IMT):
 - सूचना साक्षरता (Information Literacy): कहानी के मुख्य बिंदुओं पर ध्यान केंद्रित करना।
 - मीडिया साक्षरता (Media Literacy): कहानी से संबंधित वीडियो क्लिप्स का विश्लेषण करना।
 - प्रौद्योगिकी साक्षरता (Technology Literacy): पावरपॉइंट प्रस्तुति बनाने में सहयोग करना।
- जीवन कौशल (FLIPS):
 - लचीलापन (Flexibility): कहानी के विभिन्न दृष्टिकोणों को समझना।
 - नेतृत्व (Leadership): समूह में नेतृत्व करना।

- पहल (Initiative): कक्षा चर्चा में भाग लेना।
- सामाजिक कौशल (Social skills): दूसरों के साथ संवाद करना।

10. कक्षा के बाद (After Class) - समीक्षा (Review of Process)

- प्रक्रिया की समीक्षा (Review of Process):
 - शिक्षण का तरीका क्या उपयुक्त था?
 - क्या छात्रों ने विषय को समझा?
 - क्या शिक्षण सामग्री प्रभावी थी?

11. कक्षा प्रबंधन (Class Management)

- कक्षा का वातावरण: शांत और रचनात्मक।
- छात्रों का व्यवहार: अनुशासित।

12. अहा क्षण (AHA MOMENT)

- जब छात्रों को यह एहसास होता है कि सच्ची दोस्ती धर्म या जाति से परे होती है।

13. केंद्रित क्षेत्र (FOCUSED AREA)

- पहचान (Identification):
 - टोपी शुक्ला और इफ्फन की दोस्ती का मुख्य संदेश।
- परिभाषा (Define):
 - सच्ची दोस्ती की परिभाषा।

14. पुनरावृत्ति / प्रतिक्रिया (RECAPITULATION/ FEEDBACK)

- शिक्षक कहानी के मुख्य बिंदुओं की पुनरावृत्ति करेंगे और छात्रों से प्रश्न पूछेंगे।
- छात्रों से कहानी के सबसे पसंदिदा प्रसंग को बताने के लिए कहेंगे।

15. आत्म-चिंतन (SELF REFLECTION)

- विषय कैसे बना (The topic became):
 - विषय छात्रों के लिए रोचक और प्रासंगिक था।
- आगे के विचार (To further cement the ideas):
 - छात्रों को समाज में मौजूद विभिन्न प्रकार की दोस्ती पर एक निबंध लिखने के लिए कहना।

16. उपचारात्मक/सशक्तिकरण शिक्षण योजना (REMEDIAL/EMPOWERMENT TEACHING PLAN)

- कमजोर छात्रों के लिए: कहानी को छोटे-छोटे भागों में समझाना और आसान भाषा में नोट्स देना।
- उत्साही छात्रों के लिए: उन्हें कहानी से संबंधित अतिरिक्त प्रश्न और कार्य देना ताकि वे अपनी समझ को और गहरा कर सकें।

Topic: अब कहाँ दूसरों के दुःख में दुखी होने वाले

Learning Outcomes प्रतिफल :

- छात्र मानव स्वभाव की विभिन्न विशेषताओं से अवगत होंगे ||
- छात्रों में परस्पर सहयोग की भावना का विकास होगा।
- छात्रों में मानवीय गुणों का विकास होगा।
- छात्र प्रकृति के प्रति अपनी जिम्मेदारियों को समझेंगे।
- छात्र प्रत्येक धर्म द्वारा प्रदत्त संदेशों को समझकर व्यवहारिक जीवन में उनका प्रयोग करेंगे।
- छात्रों में आत्मविश्वास का विकास व उत्तरदायित्व का बोध हुआ
- पर्यावरण के प्रति जागरूकता आई
- क्रियाशीलता के कारण अधिगम की दृष्टि से गुणात्मक सुधार आया
- तुलनात्मक दृष्टिकोण का विकास हुआ
- बौद्धिक ज्ञान में अभिवृद्धि हुई
- हमारे जीवन में पेड़ों के होने न होने से प्रभावों को समझेंगे।
- वातावरण के प्रति सम्वेदनशील होंगे।
- सतत विकास लक्ष्य के अंतर्गत प्रकृति संरक्षण में अपने उत्तरदायित्व को समझेंगे।
- निदा फाजली व सुलेमान चरित्र का विश्लेषण करेंगे।
(पठन दक्षता)
- अनुच्छेद लेखन के माध्यम से विषय वाक्य, सहायक वाक्य, समापन या निष्कर्ष वाक्य निर्माण करना सीखेंगे (लेखन दक्षता)

Previous knowledge required: पूर्व ज्ञान

पाठ की भूमिका से पहले निम्न चेकलिस्ट से यह पता लगा लिया जाएगा कि छात्र को पहले से क्या पता है -

प्रकृति तथा पर्यावरण के प्रति सजगता सभी धर्मों में सम्मान की भावना द्वारा।

चेकलिस्ट KWLH

क्या जानता हूँ	क्या जानना चाहता हूँ	क्या सीखा	कैसे अधिक सीखूँगा

चेकलिस्ट में दर्शयी अभिव्यक्ति

पूर्व ज्ञान परीक्षण -

- आप संयुक्त परिवार में रहते हैं या एकल परिवार में?
- आपने ऐसे घर देखे हैं जिनमें आँगन हो, खुले बरामदे हों?
- आप अपने गाँव के घर और शहर के घर में क्या अंतर पाते हो?
- आप अपने आस पास कौन-कौन से जीव जंतुओं को देखते हो?
- आज पर्यावरण संबंधी कौन-कौन सी समस्याएं उत्पन्न हो रही हैं?

Day-wise sub-topics: उप विषय दिवस के अनुसार शिक्षण अधिगम उप-विषय (1) पूर्वज्ञान परीक्षण हेतु वीडियो प्रदर्शन, संबंधित प्रश्न और छात्र अभिव्यक्ति 2. (क) पाठ आधारित चित्रावलोकन एवं पाठ की संभावनाओं को खोजा जाना (ख) शीर्षक पर चर्चा एवं पाठ प्रवेश पाठ-पठन प्रक्रिया (आगे के भाग से) संबंधित गद्यांश का भाव-स्पष्टीकरण, बहुवैकल्पिक प्रश्नों से प्रतिफल मूल्यांकन, शब्दों का वाक्य अनुप्रयोग, विषय संवर्धी गतिविधि । 3. प्रस्तावना (चर्चा) विधि पूर्वज्ञान आधारित प्रश्नावली व नवीन शब्दावली ज्ञान । • चितारवलोकन विधि द्वारा पाठ का अध्ययन , मौखिक प्रश्नावली व नवीन शब्दावली ज्ञान । • लघु उत्तरात्मक , दीर्घ उत्तरात्मक व जीवन मूल्य आधारित प्रश्नोत्तर । भाषा कौशल के विकास हेतु गतिविधि पाठ-पठन प्रक्रिया (आगे के भाग से) संबंधित गद्यांश का भाव-स्पष्टीकरण, बहुवैकल्पिक प्रश्नों से प्रतिफल मूल्यांकन, शब्दों का वाक्य अनुप्रयोग, (v) पाठ संपूर्णता के बाद विषय-वस्तु विश्लेषण एक नजर स्थितियों में अंतर (वेन 14 आरेख), बहुविध आधारित भाषायी दक्षता के लिए गतिविधियाँ - भूमिका निर्वहन, लघु कथा लेखन, उक्ति-लेखन कविता वाचन	Teaching aids used: शिक्षण सामग्री शिक्षण सहायक सामग्री/विधियाँ एवं रणनीतियाँ (i) मस्तिष्क मंथन प्रश्न वीडियो. आधारित विचार-विवेचन (ii) SDGs जागरूकता (iii) भाषा-समागम शब्दचक्र/नवीन शब्द/मुहावरे (iv) C-R-A-B वर्कशीट, पर्यावरण घटक संबंधी चक्र (v) टी.चार्ट एवं जीवन चक्र के माध्यम से (vi) पॉवर प्वाइंट प्रस्तुति दिवस अनुसार शिक्षण-अधिगम प्रक्रिया प्रस्तावना, चर्चा-परिचर्चा, पाठ-विस्तार, भाषायी कौशल विकास संबंधी गतिविधियाँ, ब्लूम taxonomy आधारित प्रश्न समागम, कक्षा-कार्य एवं गृह-कार्य) चरण (step) विद्यार्थियों द्वारा मौन-पाठन समझ-मूल्यांकन के लिए प्रश्न पूछा जाना शिक्षिका द्वारा वाचन के प्रयोजनों के साथ आदर्श वाचन विद्यार्थी सहभागिता से विषय । आशय स्पष्टीकरण
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DAY-WISE TEACHING METHODOLOGY

प्रस्तावना, चर्चा-परिचर्चा, पाठ-विस्तार, भाषाई कौशल विकास संबंधी गतिविधियाँ, ब्लूम टैक्सनॉमी आधारित प्रश्न/भाषा समागम, कक्षा कार्य एवं गृह कार्य) चरण (step) विद्यार्थियों द्वारा मौन-पाठन, समझ-मूल्यांकन के लिए प्रश्न पूछा जाना, शिक्षिका द्वारा वाचन कौशल के प्रयोजनों के साथ आदर्श वाचन, विद्यार्थी सहभागिता से विषय/ भाव

स्पष्करण, वाचन कौशल के प्रयोजनों के साथ छात्र द्वारा पाठ का सस्वर वाचन, गद्यांश के अनुसार संबंधित गतिविधियाँ प्रत्येक लर्निंग एपिसोड के बाद आकलन एवं रणनीतियों में बदलाव/ नई दक्षताओं की ओर कदम

पूर्व ज्ञान : दिवस 1 : अवधारणा से परिचय / प्रस्तावना

सामान्य और आधारभूत प्रश्न - प्रकृति में कितनी ऋतुएँ होती हैं? इन ऋतुओं का हम सभी के जीवन में क्या महत्व है? क्या कक्षा के सभी विद्यार्थी एक जैसे स्वभाव के होते हैं? इसी प्रकार विभिन्न ऋतुओं का समय-समय में परिवर्तन आवश्यक है ?15 मिनट

प्रथम चरण :

- (१) ' कबूतर ' , जंगल , पृथ्वी की उत्पत्ति के बारे में ज्ञान है।
- (२) प्राकृतिक विपत्ति तथा समुद्र के बारे में आधारभूत ज्ञान है।
- (३) पर्यावरण - प्रदूषण की थोड़ी-बहुत जानकारी है।
- (४) सामाजिक बुराइयों से वाकिफ़ है।
- (५) मानवीय स्वभाव की जानकारी है।20 मिनट

वीडियो लिंक- <https://youtu.be/AthXL8MpL0g>

वीडियो संबंधी प्रश्न-

1. अभी जो वीडियो आपने देखा उसका शीर्षक क्या था?
2. हमारे जिन्दा रहने का आधार क्या है?
3. प्रकृति को मानव से क्या शिकायत है?
4. वृक्ष हमारे मित्र कैसे हैं?

दूसरा दिवस : आप इस चित्र से परिचित हैं?

यह हिंदी तथा उर्दू साहित्य के महान कथाकार निदा फ़ाजली जी हैं।

प्रथम चरण : लेखक परिचय10 मिनट

पाठ के चित्रों एवं शीर्षक पर मंथन -



पाठ संबंधी वीडियो लिंक- <https://www.youtube.com/watch?v=Tn0YaXYLFy0>

दूसरा चरण : पाठ से सम्बंधित विभिन्न चित्र एवं शीर्षक के आधार पर छात्रों द्वारा बताई गई कथा वस्तु की भविष्यवाणियों से पाठ प्रवेश प्रकृति और पर्यावरण से संबंधी चित्रों के माध्यम से विद्यार्थियों द्वारा मौन पठन, नए शब्दों को चिन्हित करेंगे। इसके साथ-साथ सूक्तियों तथा मुहावरों को भी रेखांकित करेंगे। उन शब्दों और वाक्यों का प्रयोग अपनी व्यावहारिक बोलचाल की भाषा में करेंगे।25 मिनट

तीसरा दिवस-

प्रथम चरण : प्राकृतिक दृश्यों की पुनरावृत्ति, नवीन शब्द अनुप्रयोग एवं पाठ से संबंधित अनुच्छेदों पर चर्चा10 मिनट

दूसरा चरण : पाठ से सम्बंधित विभिन्न चित्र एवं शीर्षक के आधार पर छात्रों द्वारा बताई गई कथा वस्तु की भविष्यवाणियों से पाठ प्रवेश प्रकृति और पर्यावरण से संबंधी चित्रों के माध्यम से विद्यार्थियों द्वारा मौन पठन, नए शब्दों को चिन्हित करेंगे। इसके साथ-साथ सूक्तियों तथा मुहावरों को भी रेखांकित करेंगे। उन शब्दों और वाक्यों का प्रयोग अपनी व्यावहारिक बोलचाल की भाषा में करेंगे।15 मिनट

- तीसरा चरण : प्रश्नों के संदर्भ में विस्तार व्याख्या SDG's तथ्यों को जोड़ते हुए उदहारण/दृष्टांत एवं साथ साथ नवीन शब्दावली के अर्थ तथा सम्बंधित व्याकरणिक ज्ञान पर भी चर्चा होती रहेगी।...10 मिनट
- शब्दार्थ और टिप्पणियाँ
- हाकिम – राजा
लश्कर – सेना/ विशाल समुदाय
लकब- पद सूचक नाम
दालान – बरामदा
सिमटना- सिकुड़ना
जलजले- भूकंप
सैलाब-बाढ़
अजीज-प्यारा
मज़ार -दरगाह/कब्र10 मिनट

चौथा दिवस :

प्रथम चरण : दुनिया कैसे वजूद में आईप्रार्थना करने लगे।10 मिनट अनुच्छेद पर चर्चा

दूसरा चरण : पाठ के चित्रों को बदलना और समूह चर्चा।

1. क्या होता अगर प्रकृति में परिवर्तन न होता ?
2. मनुष्य प्रकृति के साथ छेड़छाड़ किस रूप में करता है ?
3. क्या आप भी प्रकृति को नुकसान पहुँचाते हैं ?
4. प्रकृति को नुकसान पहुँचाने वालों को आपने देखा है? उन्हें रोकने के लिए क्या उक्तियाँ अपनाई ?
5. अपने विद्यालय को हरा भरा करने में आपका क्या योगदान रहता है ?25 मिनट

दिवस 5 : पाठ के विभिन्न अनुच्छेदों पर ज्ञान और समझ वाले प्रश्नों को पूछा जाना / KWLH चेकलिस्ट को पूरा कराया जाना। नवीन शब्दों के वाक्य अनुप्रयोग/कुछ सांकेतिक शब्दों से पाठ को आगे ले जाने के लिए विद्यार्थियों को कुछ लिखने के लिए कहा जाना

अनुच्छेद लेखन -----15 मिनट।

‘प्रकृति का असंतुलन कारण और निवारण’

निम्नलिखित पंक्तियों को पूरा कीजिए-

1.मट्टी से मट्टी मिलेकैसे हो पहचान।

2. सबकी पूजा एक सी..... गाए गीत।

3. नदिया सीचें खेत बाँटे काम।05 मिनट

तीसरा चरण- विद्यार्थियों के कार्यों पर 'चर्चा' । 10 मिनट

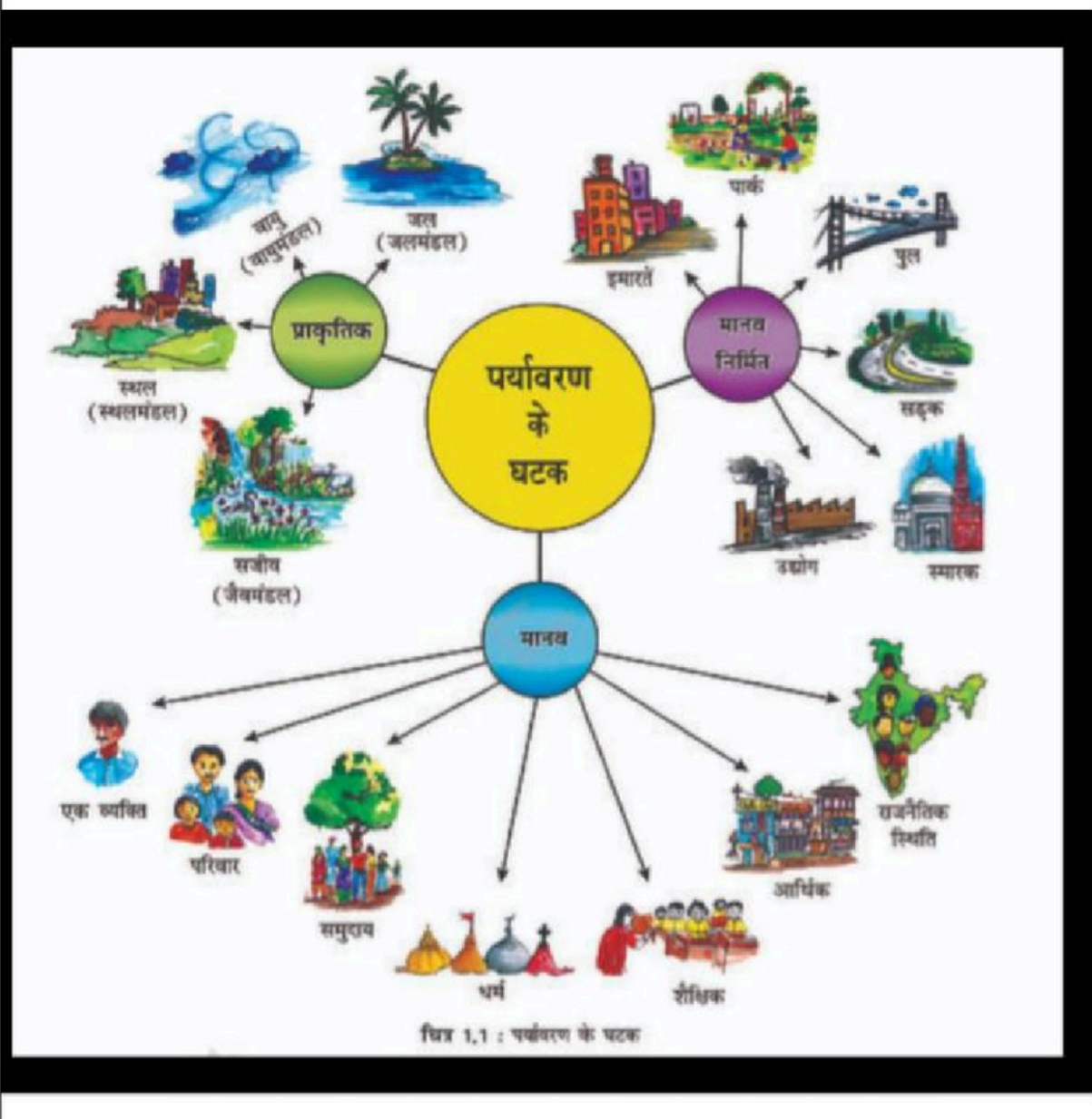
छठा दिवस : पाठ आधारित अन्य गतिविधियाँ एवं भाषायी कौशलों के आकलन के कार्यकलाप पाठ में आए तथ्यों के आधार पर प्राकृतिक असंतुलन पर आधारित T CHART----- 10 मिनट

T CHART	
अनुकूल	प्रतिकूल
1.प्रकृति और पर्यावरण के संतुलन से हरियाली और खुशहाली	प्रकृति के असंतुलन से प्राकृतिक विपदाएं (बाढ़,अकाल,भूकम्प ,सुनामी,भूसंखलन,अतिवृष्टि व अल्पवृष्टि आदि
2. जीव-जंतुओं और पक्षियों का प्रकृति पर आश्रित रहना	मानव जाति द्वारा जमीन हथियाने के लालच में प्रकृति से खिलवाड़ जिसके कारणजीव-जंतुओ और पक्षियों का आश्रय छिन जाना ।
3. मनुष्य का भावनात्मक तौर पर प्रकृति और मानवता से सह संबंध और आत्मीयता का भाव	प्रकृति से दूरी,प्राकृतिक संसाधनों पर अवैध कब्ज़ा पारस्परिक मतभेद ।

जीवन चक्र ----- 10 मिनट



विद्यार्थियों से एक फ्लावर गिड बनवाया जाएगा जिसमें विद्यार्थी हमारे जीवन में पेड़ों के होने के प्रभाव व न होने से प्रभाव से पेड़ों के महत्व को काफी समीप से समझ पाएंगे |15 मिनट



<u>भाषायी दक्षताएँ</u> <u>श्रवण व वाचन</u> <u>लेखन दक्षताएँ</u> भाषायी कौशल, तर्क वितर्क अभिव्यक्ति संवाद पत्र लेखन भूमिका निर्वाहन कविता गायन लघु कथा लेखन	<u>वास्तविक</u> <u>जीवन से प्रयोग</u> <u>(अनुभवात्मक</u> <u>गतिविधि</u> अनुकूल प्रतिकूल में अंतर तर्क के साथ समर्थन एवं अस्वीकृति जताना मानवता परोपकार एवं वृक्षारोपण हेतु अभिप्रेरित होना	<u>सतत विकास</u> <u>लक्ष्य</u>    	<u>समस्या</u> <u>आधारित</u> <u>अधिगम</u> <u>(पी.बी.एल)</u> समूह चर्चा -परिचर्चा प्रकृति के संतुलन एवं असंतुलन पर मंथन निष्कर्ष पर पहुँचना C.R.A.B. वर्क शीट	<u>विषय संवर्धित</u> <u>कला समेकित</u> <u>गतिविधियाँ</u> लघु कथा निर्माण अभिन्यात्मक प्रस्तुति, गीत गायन	<u>बहुबुद्धि सिद्धांत</u> <u>पर आधारित</u> <u>अधिगम</u> <u>भाषायी</u> <u>अंतर्व्यक्तिक</u> <u>अभिन्यात्मक</u> <u>सांगीतिक</u>
जीवन कौशल मूल्य	दूरदर्शिता /निर्णय लेने की योग्यता ,मंच सञ्चालन अभिनय विरोध समर्थन आदिके अर्थ के साथ अभिव्यक्ति -परोपकार उदारता मानवता आदि				
नवीन शब्दावली	वजूद, जलजले, परिंदे-चरिंदे, आत्मकेंद्रित				
अभिन्यास कार्य/न्यूनतम अधिगम	MCQ, मौखिक प्रश्नोत्तरी,कार्यपत्रक पाठ आधारित				
उपचार निदानात्मक प्रक्रिया	छात्र स्वमूल्यांकन KWLH/सतत अवलोकन / प्रवाह संचित्रों से पाठ की कथा वस्तु को दर्शाने के लिए देना/पाठ का सार/बहविकल्पीय प्रश्नों उत्तर आधारित प्रश्नोत्तर				
आंतरिक मूल्यांकन प्रक्रिया	'मुझे प्रकृति की ओर,बढ़ो मनुष्यता की ओर' विषय पर अनुच्छेद लिखो।				
शिक्षिका /शिक्षक नाम व हस्ताक्षर	श्रीमती अनीता बत्रा एवं श्रीमती शशी भारद्वाज				
विभागाध्यक्ष नाम व हस्ताक्षर	श्रीमती अनीता बत्रा				

C. R. A. B. वर्क शीट

1. अभिकथन (A) फैलते प्रदूषण ने पंछियों को बस्तियों से भगाना शुरू कर दिया है ।
कारण (R) मनुष्य ने बढ़ती हुई आबादी के कारण समुद्र को पीछे सरकाना और पेड़ों को काटना शुरू कर दिया है ।
क . A सत्य है लेकिन R असत्य है ।
ख . A और R दोनों सत्य हैं R,A की सही व्याख्या है ।
ग . A असत्य है लेकिन R सत्य है ।
घ .A और R दोनों सत्य हैं लेकिन R, Aकी सही व्याख्या नहीं है ।
ङ. A और R दोनों असत्य हैं ।
- 2 .लेखक की माँ ने रोज़ा क्यों रखा ?
क . स्वास्थ्य की दृष्टि से ।
ख .माँ के हाथ से अंडा टूटने के कारण ।
ग .प्रायश्चित्त करने के लिए ।
घ . कबूतरों का घोंसला टूटने के कारण ।
- 3 .मानव ने प्रकृति के साथ खिलवाड़ कहाँ – कहाँ किया है ?
- 4 . निम्नलिखित समस्त पदों का विग्रह कीजिए और समास का नाम भी लिखें ---
आत्मकथा , बेघर ,परिंदों – चरिन्दों , महाकवि ।
- 5 . प्रकृति संरक्षण के उपाय -----



RECAP SECTION

1. लेखक ग्वालियर से कहाँ गए थे ?
2. सुलेमान ने चींटियों से क्या कहा ?
3. कबूतर परेशानी में इधर - उधर क्यों घूम रहे थे ?
4. पहले जीवन कैसा था और अब कैसा है ?
5. समुद्र के गुस्से की क्या वजह थी ?

ADVANCED SECTION

1. वृक्षों के महत्व पर स्लोगन लिखें / स्वरचित कविता का वीडियो बनाए ।
2. अपने विद्यालय के इको क्लब की ओर से 'वृक्षारोपण अभियान' की जानकारी देते हुए एक सूचना तैयार कीजिए ।
3. वृक्षों के आयुर्वेदिक महत्व और लाभ की एक सूची तैयार कीजिए
4. 'हम ज्यों - ज्यों सभ्य बन रहे हैं, त्यों - त्यों हमारे स्वार्थ में वृद्धि होती जा रही है। इससे आप कितना सहमत हैं ? अपने विचार पाठ के आलोक में लिखें ।

BASIC SECTION

1. एक पौधा लगाकर उसकी समुचित देखभाल कीजिए ।
2. यदि आपने कभी किसी पशु या पक्षी की मदद की हो तो उस घटना का वर्णन अपनी कक्षा में सुनाइए ।

मुहावरें -

1. बेघर करना
2. लकब से याद करना ।
3. दीवारें खड़ी करना ।
4. जमीन हथियाना ।
5. डेरा डालना ।
6. एकांत को शांत करना ।

अधिन्यास - पत्र

1. लेखक की माँ किस समय पेड़ों के पत्ते तोड़ने के लिए मना करती थी और क्यों ?
2. अरब में लश्कर को नुह के नाम से क्यों याद करते हैं ?
3. बढ़ती हुई आबादी का पर्यावरण पर क्या प्रभाव पड़ा ?
4. लेखक की पत्नी को खिड़की में जाली क्यों लगवानी पड़ी ?
5. बड़े - बड़े बिल्डर समुद्र को पीछे क्यों धकेल रहे थे ?
6. इस पाठ का मुख्य उद्देश्य क्या है ?
7. लोगों ने समुद्र के धैर्य की परीक्षा किस तरह ली ?
8. हिस्सेदारी में दीवारें किसने खड़ी कर दी हैं और दीवारें खड़ी करने का क्या तात्पर्य है ?
9. प्रकृति को प्रायः सहनशील क्यों माना जाता है ?
10. वर्षावा के बदलते माहौल का वर्णन लेखक ने कैसे किया है ?

विषय: हिंदी (व्याकरण) उप-विषय: पदबंध कक्षा: 10 अवधि: 40 मिनट

पूर्व ज्ञान का परीक्षण (Before Class)

- विद्यार्थियों को पद और शब्द के बीच का अंतर पता है।
- वे वाक्य रचना के सामान्य नियमों से परिचित हैं।

सीखने के उद्देश्य (Learning Objectives)

- विशिष्ट (Specific): विद्यार्थी पदबंध की परिभाषा, उसके भेद और उसके उपयोग को समझ पाएँगे।
- मापने योग्य (Measurable): विद्यार्थी दिए गए वाक्यों में से पदबंध पहचान पाएँगे और उनके भेद बता पाएँगे।
- प्राप्य (Attainable): विद्यार्थी पदबंध का प्रयोग करके स्वयं वाक्य बना पाएँगे।
- प्रासंगिक (Relevant): यह विषय विद्यार्थियों को भाषा की सूक्ष्मता को समझने और वाक्यों का सही प्रयोग करने में मदद करेगा।
- समय-सीमा (Time-Bound): पाठ के अंत तक, सभी विद्यार्थी पदबंध को परिभाषित करने में सक्षम होंगे।

शिक्षण सहायक सामग्री (Teaching Aids)

- स्मार्टबोर्ड या ब्लैकबोर्ड।
- रंगीन चॉक या मार्कर।
- पूर्व-तैयार किए गए चार्ट या पीपीटी स्लाइड।
- कुछ उदाहरण वाक्य लिखे हुए फ्लैश कार्ड।

शिक्षण अधिगम प्रक्रिया (Teacher Driven Learning)

- प्रदर्शन (Demonstration): शिक्षक कुछ सरल वाक्य बोर्ड पर लिखेंगे और रेखांकित शब्दों को दिखाएँगे।
- व्याख्या (Explanation): शिक्षक पदबंध की परिभाषा समझाएँगे: जब दो या दो से अधिक पद मिलकर एक इकाई का काम करते हैं, तो उन्हें पदबंध कहते हैं।
- कहानी/उदाहरण विधि (Story/Example Method): कहानी के माध्यम से विभिन्न प्रकार के पदबंधों (संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण) का परिचय दिया जाएगा।

सामग्री (Content)

- पदबंध की परिभाषा: वाक्य के उस अंश को पदबंध कहते हैं, जिसमें एक से अधिक पद मिलकर एक व्याकरणिक इकाई का काम करते हैं।
- पदबंध के भेद:
 1. संज्ञा पदबंध: जैसे - "सामने वाला घर मेरा है।"
 2. सर्वनाम पदबंध: जैसे - "शेर की तरह दहाड़ने वाले तुम क्यों काँप रहे हो?"
 3. विशेषण पदबंध: जैसे - "तेज हवा चल रही है।"
 4. क्रिया पदबंध: जैसे - "रोहन दौड़ता चला जा रहा है।"
 5. क्रिया-विशेषण पदबंध: जैसे - "वह बहुत धीरे-धीरे चलता है।"

संकल्पना मानचित्र (Concept Map)

- बोर्ड पर एक पदबंध का मुख्य वृत्त बनाकर उसके पाँच भेदों को शाखाओं के रूप में जोड़ा जाएगा। अंतर्विषयक संबंध और वास्तविक जीवन संबंध (**Interdisciplinary and Real-Life Linkages**)
- भाषा (**Language**): भाषा की सुंदरता और सटीकता को समझने में सहायक।
- प्रदर्शन कला (**Performing Arts**): कविताओं और नाटकों में पदबंधों के प्रयोग से भावों की गहराई को समझना।
- आलोचनात्मक सोच (**Critical Thinking**): वाक्यों के विभिन्न अंगों को पहचानना और उनका विश्लेषण करना।
- मूल्य शिक्षा (**Value Education**): भाषा के सही और प्रभावी प्रयोग का महत्व।

समावेशी कक्षा के लिए शिक्षण रणनीतियाँ (**Pedagogical Strategies for an Inclusive Classroom**)

- पहेली (**Riddle**): "मैं शब्द नहीं, पर शब्द से बनता हूँ, मैं अकेला नहीं, पर एक समूह में रहता हूँ, बताओ मैं कौन हूँ?"
- अभिनय (**Performing on a song**): किसी कविता या गीत के अंशों को गाकर और उनमें पदबंधों को रेखांकित करके सिखाना।
- समूह गतिविधियाँ (**Group Activities**): विद्यार्थियों को छोटे समूहों में बाँटकर अलग-अलग पदबंधों पर आधारित वाक्य बनाने को कहना।
- हाथों से प्रदर्शन (**Hands-on Demonstration**): फ्लैश कार्ड का उपयोग करके वाक्यों में से पदबंधों को हटाना और जोड़ना।

21वीं सदी के कौशल (**21st Century Skills**)

- संचार (**Communication**): प्रभावी ढंग से पदबंधों का प्रयोग करके बात करना।
- सहयोग (**Collaboration**): समूह गतिविधियों में एक साथ काम करना।
- रचनात्मकता (**Creativity**): नए और रोचक वाक्य बनाना।

अहा क्षण (**Aha Moment**)

- जब विद्यार्थी यह समझ जाएँगे कि एक से अधिक पद भी मिलकर एक ही कार्य कर सकते हैं।

केंद्रित क्षेत्र (**Focused Area**)

- पहचान (**Identification**): विद्यार्थी दिए गए वाक्य में से पदबंध पहचान पाएँगे।
- परिभाषा (**Definition**): वे पदबंध को सही ढंग से परिभाषित कर पाएँगे।

पुनरावृत्ति/प्रतिपुष्टि (**Recapitulation/Feedback**)

- शिक्षक एक-एक विद्यार्थी से पदबंध के भेद और उनके उदाहरण पूछेंगे।
- विद्यार्थियों को कुछ वाक्य दिए जाएँगे जिनमें से उन्हें पदबंध छोटना होगा।

आत्म-चिंतन (**Self Reflection**)

- विषय बन गया: शिक्षक यह जाँच करेगा कि क्या सभी विद्यार्थियों ने पदबंध के सभी भेदों को सही ढंग से समझ लिया है।
- आगे के विचारों को पुष्ट करने के लिए (**To further cement the ideas**): विद्यार्थियों को घर पर अपने पसंदीदा अखबार से 5 वाक्य लिखकर उनमें से पदबंधों को पहचानने का कार्य दिया जाएगा।

उपचारात्मक/सशक्तिकरण शिक्षण योजना (Remedial/Empowerment Teaching Plan)

- जिन विद्यार्थियों को समझने में कठिनाई हुई है, उनके लिए अतिरिक्त उदाहरणों के साथ सरल अभ्यास पत्रक दिए जाएँगे।
- जो विद्यार्थी विषय को अच्छी तरह समझ गए हैं, उन्हें एक छोटी कविता या अनुच्छेद लिखने को कहा जाएगा जिसमें विभिन्न प्रकार के पदबंधों का प्रयोग हो।

प्रक्रिया के बारे में टिप्पणी (Remarks about the process)

- यह पाठ योजना एक बुनियादी रूपरेखा है जो छात्रों को 'पदबंध' के गहन ज्ञान को समझने में मदद करेगी।

अधिगम परिणाम (Learning Outcomes)

- विद्यार्थी पदबंध को पहचान सकते हैं।
- वे पदबंध के भेदों में अंतर कर सकते हैं।
- वे अपने लेखन में पदबंध का प्रयोग कर सकते हैं।

प्रवेश टिकट (Entry Ticket) - कक्षा के दौरान (During Class)

- शिक्षक विद्यार्थियों से एक-एक शब्द लिखने को कहेंगे और फिर उसे एक वाक्य में प्रयोग करने को कहेंगे।

LESSON PLAN

CLASS 10 CH – ARITHMETIC PROGRESSIONS

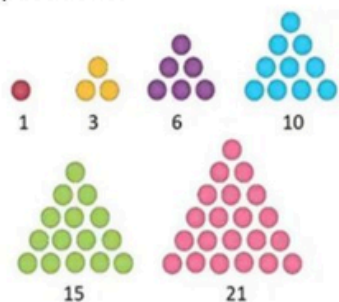
Day: _____

Date: _____ 2026

Topic: Arithmetic Progressions

Subtopic:

- Recall of numbers arranged in some pattern
- Concept of sequence of numbers.
- Meaning of important terms of the sequence like first term, common difference.
- Various examples of sequence of terms arranged in increasing or decreasing order following some pattern.
- Derivation of nth term of sequence.
- Understanding AP through pattern recognition, common difference and real life applications.



Learning Objectives

Specific: The students will be able to identify, analyse and apply the sequence of terms arranged in increasing or decreasing order following some specific pattern.

Measurable: To solve for first term and common difference of a given sequence of terms. Solve nth term problems independently.

Attainable: Apply the concept of common difference to find the next term of the given sequence and learn the concept of Arithmetic Progression (AP).

Relatable: Relate the arithmetic progression concept and formula with architecture, economics, and in real life situations.

Time Bound: To be able to complete a given task in the allotted time using arithmetic progression formula.

Teaching Aids:

- Power point presentation

- Chalk and Board.
- Interactive quizzes.

Learning Outcomes:

The students will:

- Recognise arithmetic patterns.
- Determine the common difference from given conditions.
- Generalise the pattern algebraically.
- Apply n th term formula correctly.
- Interpret real world problems in the form of Arithmetic Progression.
- Apply arithmetic progression in solving the given problem.
- Develop logical reasoning and problem-solving skills.
- Relate arithmetic progression to other subjects like architecture, economics.

During Class

Entry Ticket

The students will be asked a question, “Riya saves ₹ 50 in the first week, ₹ 80 in the second week, ₹ 110 in the third week, and so on. What will be the saving amount each week?”

Opening Questions(To Trigger Thinking)

- How do you know that the sequence so formed is in AP?
- What will be the amount saved in the 5th week?
- What will be the total amount saved in 1st three weeks?

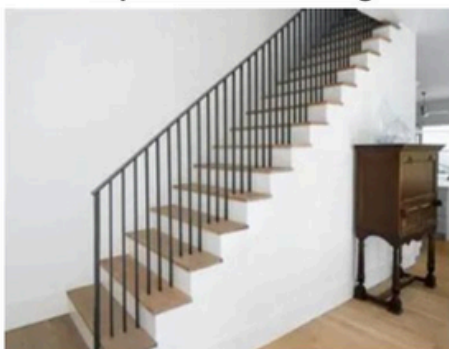
Teacher-Driven Learning

- Power Point Presentation



- The teacher will explain the various types of concepts from the first picture or image on arithmetic progression.
- Experimental learning.
- Real life situation conditions.

Experimental Learning



After showing the image the teacher will ask the students the following question:

- The staircase shown has 1st step height = 15 cm, 2nd step height = 20 cm, 3rd step = 25 cm, 4th step height = 30 cm, (all the heights are being measured from the ground level).
- Form the sequence from the given situation.
- Why are the staircase steps equally spaced?
- What will be the height of the 10 step from the ground?
- Can every sequence be considered as in AP?

Interdisciplinary & Real-Life Linkages

Architecture & Engineering: Structural designs of staircases, seating arrangements and floor patterns.

Economics: Saving schemes, instalment plans.

Art and Design: Rangoli designs, Border patterns.

Pedagogical Strategies for an Inclusive Classroom

- Use of power point presentation on graphs.
- Provide step-by-step explanation for better learning.
- Mixed ability group work so as to encourage peer learning.
- Encourage all students to participate in classroom discussion.

Group Activities

(21st-Century Skills)

Critical thinking: Students analyse the pattern and solve the problems.

Communication: Students discuss the various methods applicable.

Collaboration: Groups solve puzzles where they work in teams, share strategies and identify AP and solve the problems.

Creativity: Students use their creativity and digital knowledge in creating original patterns, design AP and form real life examples.

Exit Ticket

The students will be asked basic questions.

- Find the common difference: 12, 17, 22, 27, ...
- Find the 21th term of the AP: 4, 9, 14, 19,...

Recapitulation

The teacher will summarize:

- Meaning of AP.
- Common difference.
- Nth term formula.
- Real – life applications.

Home Task

- Find the common difference and nth term of
- (i) 5, 9, 13, 17,... (ii) 7, 12, 17, 22,...
- Observe one AP around your surroundings. Students must:
- Draw the picture,
- Identify the pattern
- Write the nth term and explain the significance.



N.R. Bagrodia Public School, Rohini

Subject- Mathematics

Class-X

Session: 2026-27

Lesson Plan

Day: _____

Date: ____ May 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.

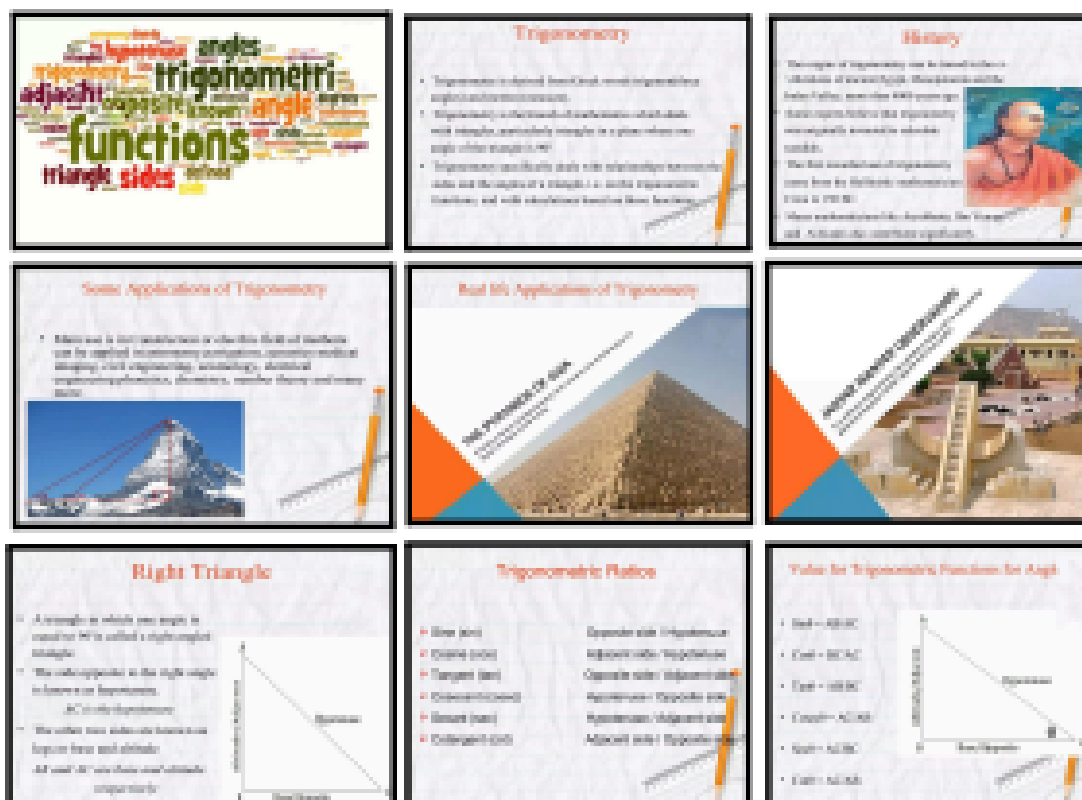
Teaching Aids:

- 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.

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:



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.

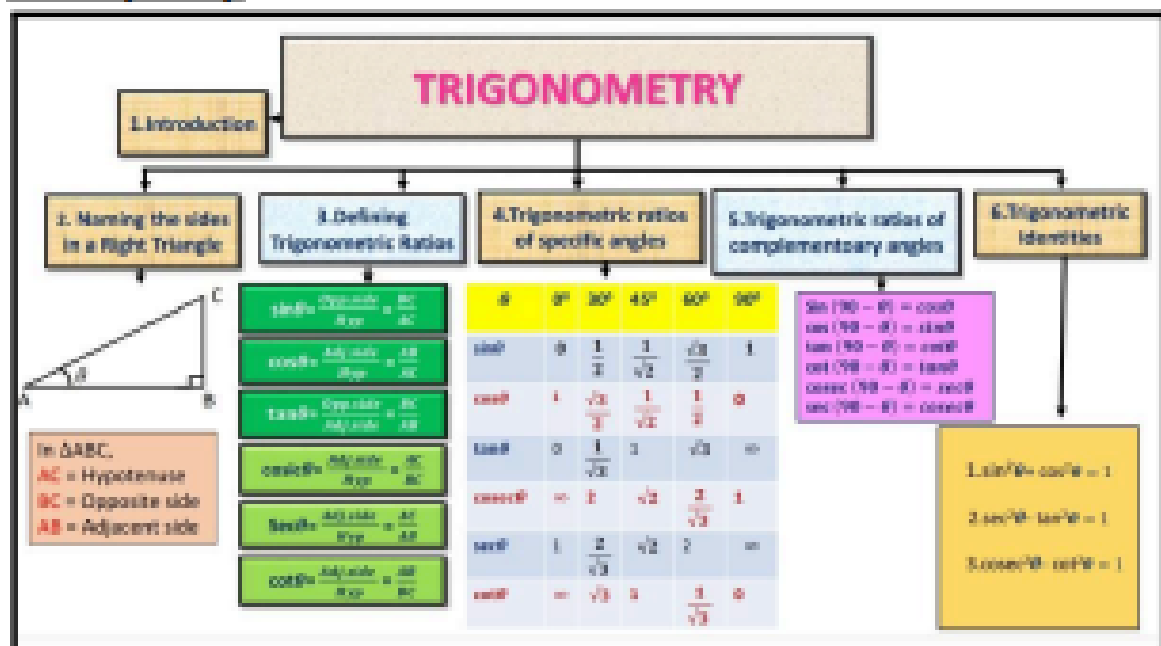
Opening question:

- 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:

N.K. Bagrodia Public School

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

Curriculum – CBSE

Topic – Salts: Sodium Chloride, Sodium Hydroxide and Bleaching Powder

Class – X

Date – 22-5-26

Facilitator – Ms Shefali soin

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific

- Students will be able to explain the importance of sodium chloride and describe the preparation and uses of sodium hydroxide and bleaching powder.

Measurable

- To enhance their understanding of the manufacture, properties and applications of important salts.

Attainable

- To be able to define, identify and explain sodium chloride, sodium hydroxide and bleaching powder with suitable examples.

Relatable

- To be able to distinguish between common salt and other salts used in industries and daily life.

Time Bound

- To be able to complete activities and classify the uses of various salts within the allotted time.
-

Teaching Aids Selection

Samples of common salt, bleaching powder packet, PowerPoint slides, smartboard videos, flash cards, concept map, laboratory apparatus, worksheets, chalk board and animations showing the chlor-alkali process.

LEARNING OUTCOMES

The students will be able to:

- enhance knowledge about industrially important salts.
 - acquire skills to identify the preparation and uses of sodium hydroxide and bleaching powder.
 - describe the chlor-alkali process and applications of common salt derivatives.
-

DURING CLASS

ENTRY TICKET

Information about previous knowledge testing:

- What is a salt?
 - How is common salt used in daily life?
 - Name any products obtained from common salt.
-

OPENING QUESTIONS

- How many products can be obtained from common salt?
 - What are salts?
 - Where do we use bleaching powder in daily life?
 - What is the chlor-alkali process?
-

TEACHER DRIVEN LEARNING

- Demonstration using samples of common salt and bleaching powder.
 - Explanation through PowerPoint presentation and videos.
 - Brainstorming session on the uses of common salt at home and in industries.
 - Discussion of the chlor-alkali process with diagrams.
 - Integration with ICT through animated videos showing electrolysis of brine.
-

CONTENT (CORE CONCEPTS / LEARNING BEYOND CLASSROOM)

1. Sodium Chloride (NaCl)

- Commonly known as common salt.
- Obtained from seawater and rock salt.
- Essential raw material for many chemicals.
- Used in food preservation and seasoning.

2. Sodium Hydroxide (NaOH)

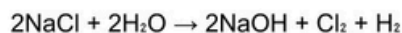
- Produced by electrolysis of brine (chlor-alkali process).
- Also called caustic soda.

- Used in manufacture of soaps, detergents, paper and artificial fibres.

3. Bleaching Powder [CaOCl_2]

- Produced by passing chlorine gas over dry slaked lime.
- Used for disinfecting drinking water.
- Used as a bleaching agent in textile and paper industries.
- Used as an oxidising agent.

Chlor-Alkali Process



Products obtained:

- Sodium hydroxide
- Chlorine gas
- Hydrogen gas

CONCEPT MAP- Flowchart of reactions involved .

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concept with various disciplines:

G.K.

- India is one of the major producers of salt in the world.

Science

- Electrolysis and industrial chemistry processes.

Sports Related

- Salt and electrolytes help maintain hydration in athletes.

Geography

- Salt pans and coastal regions where salt is produced.

Maths

- Calculations involving chemical equations and molar masses.

Performing Arts

- Role play on industrial production of salts.

Critical Thinking

- Why is common salt called a raw material for many industries?

Value Education

- Importance of clean drinking water and sanitation through disinfectants.
-

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Riddles related to common salt.
 - Poster making on "Products Obtained from Common Salt".
 - Think-Pair-Share activity.
 - Visual aids and concept mapping for diverse learners.
-

GROUP ACTIVITIES / EXPERIMENTS / HANDS-ON LEARNING / DEMONSTRATION

Activity Information

Students will work in groups to prepare a chart showing:

- Sodium Chloride → Sodium Hydroxide → Chlorine → Bleaching Powder

Each group will explain the preparation and uses of the assigned compound.

Demonstration:

Observation of bleaching action using coloured paper (teacher demonstration).

21ST CENTURY SKILLS

Learning Skills (4C's)

- Critical Thinking – Analysing industrial uses of salts.
- Communication – Presenting group findings.
- Collaboration – Working in teams for chart preparation.
- Creativity – Designing flow charts and posters.

Literacy Skills (IMT)

- Focus on scientific terminology, chemical formulae and industrial processes.

Life Skills (FLIPS)

- Development of observation, communication, analytical and cooperative learning skills.
-

AFTER CLASS (EXIT TICKET)

1. Name the products obtained during electrolysis of brine.
 2. What is the chemical formula of bleaching powder?
 3. State one use each of sodium hydroxide and bleaching powder.
-

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS

- A systematic procedure involving explanation, demonstration, observation and application of concepts.
-

CLASS MANAGEMENT

- The class was interactive, disciplined and actively engaged in discussions.
-

AHA MOMENT

- Students understood how a simple substance like common salt serves as a raw material for many important chemicals.
-

FOCUSSED AREA

- Identification of sodium chloride, sodium hydroxide and bleaching powder.
 - Define the chlor-alkali process and explain its products.
-

RECAPITULATION / FEEDBACK

The recap of the topic will be done through oral questioning, quiz cards and concept-map completion activities.

SELF REFLECTION

- The topic became interesting and meaningful through real-life examples and industrial applications.
-

REMEDIAL / EMPOWERMENT TEACHING PLAN

- To further cement the ideas, additional worksheets, flow-chart activities and practice questions on preparation and uses of salts will be provided.

Lesson Plan

N.K. Bagrodia Public School

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

Curriculum – Science

Topic – Electricity: Ohm's Law

Class – X

Date – _____

Facilitator – __Ms.Ruchi Bhatia.

BEFORE CLASS

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

- Specific – Students will be able to state and explain Ohm's Law.
- Measurable – To enhance their ability to solve numerical problems using $V = IR$.
- Attainable – To be able to perform experiments to verify Ohm's Law.
- Relatable – To be able to distinguish between conductors and resistors in daily life.
- Time bound – To be able to complete at least 3 numerical questions on Ohm's Law in class.

Teaching Aids Selection:

Resistor, battery, wires, ammeter, voltmeter, rheostat, chalkboard, worksheets.

LEARNING OUTCOMES

- Enhance their conceptual clarity of the relationship between voltage, current, and resistance.
- Acquire problem-solving and analytical skills.
- Describe experimental verification of Ohm's Law.

DURING CLASS

ENTRY TICKET

Ask: "What happens to the glow of a bulb if we increase the battery cells?"

OPENING QUESTIONS

- What is potential difference?
- How do charges flow in a conductor?
- What is resistance?
- What relation might exist between voltage and current?

TEACHER DRIVEN LEARNING

- Demonstration of Ohm's Law experiment using circuit kit.
- Explanation of formula $V = IR$ with examples.
- Solving numerical problems step by step.
- Showing graph of V vs I (straight line).

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASSROOM)

- Definition and statement of Ohm's Law.
- Mathematical expression $V = IR$.
- Experimental verification.
- Applications in daily life (house wiring, appliances).
- Limitations of Ohm's Law.

CONCEPT MAP

(Electricity → Current → Potential Difference → Resistance → Ohm's Law → Verification → Applications)

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

- G.K. – About George Simon Ohm (scientist who discovered the law).
- Science – Relation with heating effect, electric power.
- Sports Related – Resistance in circuits vs resistance in gym cycles
- Geography – Transmission of electricity across distances.
- Maths – Numerical problem solving using $V = IR$, graph plotting.
- Critical Thinking – Why does resistance oppose current?
- Value Education – Importance of safe and economical use of electricity.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Riddle: "If in a circuit battery voltage is increased, does that mean $V/I = R$, R increases?"
- Poster making on "Save Electricity."
- Peer teaching – students explain solved examples to classmates.

GROUP ACTIVITIES/EXPERIMENTS/HANDS-ON LEARNING

Activity: Students in groups perform Ohm's Law experiment (using ammeter, voltmeter, resistor).

Observation: Record V and I, then plot a graph to show straight-line relation.

21ST CENTURY SKILLS

Learning Skills (4C's):

- Critical thinking – Analyzing proportionality of V and I.
- Communication – Explaining graphs to peers.
- Collaboration – Group work during experiments.
- Creativity – Designing real-life situations where Ohm's Law applies.

Literacy Skills (IMT):

Using correct scientific terms, graph interpretation.

Life Skills (FLIPS):

Initiative, experimentation, teamwork, safe handling of electrical apparatus.

AFTER CLASS (EXIT TICKET)

REVIEW OF PROCESS

Students answer: "If resistance doubles, what happens to current?"

CLASS MANAGEMENT:

The class was interactive and experiment-based.

AHA MOMENT:

Students realized that current increases linearly with voltage.

FOCUSED AREA:

Identification of voltage, current, resistance in a circuit.

Define and apply Ohm's Law in real life.

RECAPITULATION/FEEDBACK

The recap will be done through a quick quiz and problem-solving.

SELF REFLECTION

The topic became more engaging through lab activity and graph plotting.

REMEDIAL/EMPOWERMENT TEACHING PLAN

Remedial: Additional practice for weak students with simple problems.

Empowerment: Advanced students solve circuit problems with series/parallel resistances.



N.K. Bagrodia Public School
Ahinsa Marg, Sector – 9, Rohini, Delhi - 110085 Curriculum –
Control And Coordination
Topic – Animal Hormones
Class – 10 A
Date – July 2026
Facilitator – Ms. Sania Malik

BEFORE CLASS	
LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)	
Specific-	Students will be able to locate major endocrine glands in the human body and state the functions of their respective hormones.
Measurable-	To enhance their ability to accurately map at least 5 major endocrine glands and predict the physiological consequences of hypo- or hyper-secretion.
Attainable-	To be able to define hormones, identify target organs, and create a comparative matrix matching glands, hormones, functions, and disorders.
Relatable-	To be able to distinguish between nervous coordination (fast, short-lived) and chemical coordination.
Time bound-	To be able to complete the conceptual mapping and a clinical case-study analysis within a standard 40-minute class period.
Teaching Aids Selection:	- Smartboard for 3D animations of the endocrine system. - Flashcards for a matching game (Glands/Hormone/Target Organ). - Chalkboard for real-time concept mapping.
LEARNING OUTCOMES	
The students will be able to	
Enhance scientific literacy and clinical reasoning by diagnosing hypothetical endocrine disorders from symptom profiles.	
Acquire collaborative and communication skills through peer-to-peer group analysis of real-life stress responses.	
Describe the self-regulating feedback mechanism that controls hormonal release in the human body.	
DURING CLASS	
ENTRY TICKET	
Students will answer a 2-minute quick-poll upon entering: <i>"You see a stray dog barking and running toward you. Your heart starts racing instantly. Which system in your body triggered this, and how does your body sustain this high-energy state?"</i> This bridges their existing knowledge of the nervous system to the endocrine system.	
OPENING QUESTIONS	
How many types of glands do humans have based on how they release their secretions? (Endocrine vs. Exocrine)	
What are hormones chemically, and why are they called "chemical messengers"?	
Where is the master gland located, and what controls it?	
What is the primary difference between how a nerve impulse and a hormone travel through the body?	
TEACHER DRIVEN LEARNING	
Brainstorming & Story Narration: Narrate a "Fight or Flight" scenario (an athlete at the starting blocks) to explain Adrenaline. Experiential Learning: Have students measure their pulse rate at rest, then simulate a 30-second rapid-fire mental math challenge to feel the real-time effect of physiological stress/adrenaline.	
CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)	

CONCEPT MAP
<pre> graph TD A["[Chemical Coordination]"] --> B["[Exocrine Glands]"] A --> C["[Endocrine Glands]"] C --> D["(Secretes Hormones)"] D --> E["[Pituitary] (Growth)"] D --> F["[Thyroid] (Thyroxine)"] D --> G["[Pancreas] (Insulin)"] D --> H["[Adrenal] (Adrenaline)"] D --> I["[Gonads] (Testo/Estro)"] </pre>
INTERDISCIPLINARY AND REAL-LIFE LINKAGES
Integration of concept with various disciplines (subjects)
G.K.: Understanding why the sale of non-iodized salt is banned or restricted in various regions to prevent endemic goitre.
Science: Linking chemical molecular structures (proteins/steroids) to how they dissolve in blood plasma vs. cellular lipids.
Sports Related: Analyzing the physiology of an "adrenaline rush" in athletes and the ethics/science behind synthetic hormone doping in professional sports.
Performing Arts: A brief role-play activity titled "The Gland Council," where students act as different glands arguing why their hormone is the most vital for body equilibrium.
Critical Thinking: Evaluating the physiological domino effect if the Pituitary gland fails to communicate with target glands.
Value Education: Discussing empathy and lifestyle choices regarding non-communicable disorders like Type-2 Diabetes and Thyroid imbalances.
PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM
Visual & Kinesthetic Learners: Poster-making on "The Endocrine System Map" and color-coded flashcards. Auditory Learners: Creating a rhythmic mnemonic song or rhyme to remember the positions of the glands from head to torso.
GROUP ACTIVITIES/EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION
Activity - "The Medical Board Case Files": Divide the class into groups of 4. Hand each group a "Patient Symptom Card" (e.g., <i>Patient exhibits excessive thirst, frequent urination, and high fatigue</i>). Students must collaborate to diagnose the malfunctioning gland, identify the missing hormone, and propose a biological rationale.
21 ST CENTURY SKILLS
Learning Skills (4Cs): Critical Thinking: Diagnosing endocrine disorders based on physiological symptoms. Communication: Presenting group case-study conclusions clearly to the class. Collaboration: Working effectively in diverse teams during the diagnostic activity. Creativity: Designing unique conceptual models or mnemonics for hormonal feedback loops.
Literacy Skills (LMT): Developing scientific expression, decoding medical terminology (e.g., hyper, hypo, homeostasis), and screening credible health information online.
Life Skills (FLIPS): Taking the initiative to manage stress (understanding adrenaline) and building social/emotional skills through group consensus during peer learning.
AFTER CLASS (EXIT TICKET)
Students must complete a 1-sentence checkout on a slip of paper before leaving: <i>"Explain how a thermostat turning off the AC when a room gets cold is exactly like your pancreas handling blood sugar."</i>
REVIEW OF PROCESS
REMARKS ABOUT THE PROCESS:
CLASS MANAGEMENT:

AHA MOMENT:

FOCUSSED AREA:

RECAPITULATION/ FEEDBACK

- The recap of the topic will be executed via a digital, gamified interactive quiz (e.g., Kahoot or a verbal rapid-fire round using flashcards) testing identification speeds of glands and their corresponding disorders.

SELF REFLECTION

- The topic became highly accessible to students once linked to their everyday bodily responses (stress, growth spurts, hunger), turning abstract biology into highly relatable personal physiology.

REMEDIAL/EMPOWERMENT TEACHING PLAN

- **Remedial Support:** For students struggling to differentiate the glands, conduct a focused 10-minute peer-tutoring session utilizing physical, labeled 3D models.
- **Empowerment/Extension:** Encourage advanced learners to create a digital comic strip explaining the complex negative feedback loop between the Pituitary gland, TSH (Thyroid Stimulating Hormone), and Thyroxine.



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

Lesson Plan

Curriculum – CBSE
Topic – Federalism
Class – X

Date –
Facilitator –
Topic – Federalism

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

Specific-

- Students will be able to explain the meaning and features of Federalism.
- Students will be able to differentiate between federal and unitary forms of government.
- Students will identify the different levels of government in India.

Measurable-

- To enhance their understanding of power sharing and division of powers in India.
- To improve analytical and collaborative learning skills through activities and discussions.

Attainable-

- To be able to define Federalism, identify its key features and create concept maps/charts related to the topic.

Relatable-

- To be able to distinguish between the roles of Central, State and Local Governments in daily life situations.

Time bound-

- To be able to complete the classroom activities and presentations within the allotted period.

Teaching Aids Selection:

Political map of India, Constitution extracts, PowerPoint presentation, flash cards, activity worksheets, chart papers, smartboard videos, role play cards, sticky notes and chalk board.

LEARNING OUTCOMES

The students will be able to:

- enhance critical thinking and decision-making abilities.
- acquire knowledge about the functioning of Federalism in India.
- describe the importance of decentralisation and local self-government.

ENTRY TICKET

Information about previous knowledge testing:

Students will answer quick oral questions related to democracy, power sharing and government structure learned in previous classes.

OPENING QUESTIONS

- How many levels of government exist in India?
- What are the responsibilities of the Central Government?
- Where do we see local government functioning in our daily life?
- What is meant by sharing of power?

TEACHER DRIVEN LEARNING

- Demonstration of the three-tier government structure using charts and PPT.
- Explanation through real-life examples such as schools, roads, police and municipal services.
- Brainstorming session on “Why can one government not manage everything alone?”
- Video presentation on Federalism in India.
- Integration of ICT through smartboard quizzes and interactive polls.

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASS ROOM)

- Meaning and features of Federalism
- Difference between Federal and Unitary Government
- Two-tier and three-tier government system
- Division of powers through Union, State and Concurrent Lists
- Role of local self-government
- Decentralisation in India
- Linguistic States and unity in diversity

CONCEPT MAP

Federalism → Levels of Government → Union Government → State Government → Local Government → Power Sharing → Decentralisation → Strong Democracy

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

Integration of concepts with various disciplines (subjects) through discussions and activities.

- G.K. – Names of Indian states and union territories.
- Science – Administrative role during disaster management and public health campaigns.
- Sports Related – Organisation of national and state-level sports events.
- Geography – Mapping states and identifying capitals.
- Maths – Reading data related to population and representation of states.
- Performing Arts – Role play showing cooperation between different levels of government.
- Critical thinking – Why is decentralisation important for democracy?
- Value Education – Unity in diversity, cooperation and responsible citizenship.

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Use of visual aids, peer learning, role play and group discussions.
- Poster making on “Unity in Diversity”.
- Simplified worksheets for varied learning needs.
- Encouraging participation of all learners through mixed-ability groups.

GROUP ACTIVITIES/ EXPERIMENTS/ HANDS ON LEARNING /DEMONSTRATION

Activity Information: “Government Responsibility Sorting Activity”

- Students will be divided into groups.
- Each group will receive flash cards containing responsibilities such as defence, police, garbage collection, railways, water supply, education etc.
- Students will classify them under Union Government, State Government or Local Government.
- Groups will present their answers with justification.
- Follow-up Activity: Role Play (Students enact a village/town meeting where different government bodies solve public issues together)

21ST CENTURY SKILLS

- Learning Skills (4C's) –

Critical thinking (analysing government responsibilities), communication (group presentation and discussion), collaboration (team activities) and creativity (poster making and role play).

- Literacy Skills (IMT) –

Focus on language, expressions, interpretation of political terms and digital learning through PPT/video.

- Life Skills (FLIPS) –

Leadership, social interaction, problem-solving and responsible citizenship through activities and dramatization.

AFTER CLASS

Students will write one difference between federal and unitary government and mention one function each of Union, State and Local Government.

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

CLASS MANAGEMENT:

AHA MOMENT:

FOCUSSED AREA:

- Identification of different levels of government.
- Define Federalism and decentralisation.

RECAPITULATION/ FEEDBACK

The recap of the topic will be done through a quiz, questioning session and summary chart prepared by students.

SELF REFLECTION

The topic became more interesting and relatable through activity-based learning and real-life examples.

REMEDIAL/EMPOWERMENT TEACHING PLAN

To further cement the ideas, additional worksheets, peer tutoring and map-based practice activities will be provided to students requiring support.



N. K. BAGRODIA PUBLIC SCHOOL, ROHINI
LESSON PLAN

Date:
Class: 10

Subject : Social Science
Topic : Nationalism in Indian (Quiz)

LEARNING OBJECTIVES:

- To help students develop critical thinking, and get into a habit of innovative learning.
- To enable the students to make better use of the data available in the daily classroom.
- To integrate the game mechanics into the learning process.
- To evaluate the knowledge of the participants within academics as well as beyond academic.
- To enable educators to measure the skills, knowledge, beliefs, and attitude of the learners.

TEACHING AIDS: Audio Video aids- Powerpoint presentation, picture illustrations, flash cards

LEARNING OUTCOMES: The students are able to -

- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
- Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non- cooperation Movement) in India.
- Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the two movements.
- Locate important places associated with the national movement of India.

ICE BREAKING ACTIVITY:

The teacher will ask the students to make paper planes using the given origami sheets and to write a question on the plane related to the chapter that they found very difficult.

INTRODUCTION:

The teacher will explain the ground rules to the class for the day's activity i.e.

- Language is no bar
- To raise hand and get permission before speaking
- Silent clap for appreciation
- Five marks for every correct answer
- Two marks for every correct bonus questions
- Negative marking for indiscipline/ answering by using unfair means (-5)

TEACHER DRIVEN LEARNING

Offline

Gamification (Quiz)

Audio/Video

Art Integrated learning

Interdisciplinary Approach

CONTENT (CORE CONCEPTS/ LEARNING BEYOND CLASSROOM)

The teacher will divide the class into four heterogeneous groups.

The teacher will start the quiz with the help of a powerpoint presentation. Extra questions will be asked for the students to fetch bonus points using an interdisciplinary approach.

Students will be given a chance to showcase their talents/skills to integrate art with learning.

Competency based questions will be asked from the students in different forms

Each student will be given a chance to participate in the quiz.

Students will be assessed on the basis of their responses.

AHA moment!: Song- Jab Zero Diya Mere Bharat Ne

INTERDISCIPLINARY AND REAL LIFE LINKAGES:

English - Language and expression building

General knowledge/Geography/Political Science - Facts related to the names of the places used.

Art and craft- Paper folding activity

Music - Jab zero diya mere Bharat ne (song)

Instrumental - Vande Matram

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Participation of children in various classroom activities (simplified need based questions)
- Pictorial illustrations
- Self assessment tools (Green and Red flash cards)

GROUP ACTIVITIES /EXPERIMENTS/ HANDS ON LEARNING / DEMONSTRATION/ AIL :

Students playing the national song on Flute and singing songs to generate the emotion of Nationalism amongst themselves.

The teacher will show some images to the students and ask the students to express their opinions and explore the way to achieve pre-defined objectives.

21st CENTURY SKILLS:

- Learning Skills (4c's) –Critical thinking (Problem Solving), Communication(Voicing their opinions), Collaboration and Creativity (Class Quiz activity)
- Literacy Skills – Focus on language and expressions during quiz, vocabulary enrichment.
- Life Skills – Team work, Problem solving, Be a responsible citizen.

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

CLASS MANAGEMENT:

AHA MOMENT:

FOCUSSED AREA:

ASSESSMENT ITEM FOR MEASURING THE ATTAINMENT OF THE LEARNING OUTCOMES (VALUE BASED/ COMPETENCY BASED QUESTIONS TO BE INCLUDED)

3-2-1 REFLECTION SHEET (THINKING CAP)

REMEDIAL/EMPOWERMENT TEACHING PLAN

Extra worksheets and support classes will be arranged to reinforce the concepts.

SELF REFLECTION:

Subject: Social Science

Class : 10

Date :

Facilitator : Ms. Rohita Gupta

Topic : Water Resources

LEARNING OBJECTIVES (From Knowledge to Skill Acquisition)

The students will be able to-

Specific-

- Identify the causes of water scarcity
- Distinguish between potential and actual water resources

Measurable-

- Examine the differences and similarities in ancient and contemporary hydraulic structures
- Outline the various methods of rain-water harvesting

Attainable-

- Evaluate the role of multi-purpose river valley projects

Relatable-

- Support the cause of water conservation

Time bound-

- Design different strategies for conserving water at home

Skill based-

- Locate various river valley projects on a political map of India

TEACHING AIDS: Audio/Visual aids (Powerpoint Presentation, short videos)

LEARNING OUTCOMES:

The students will be able to

- Support the importance of water as elixir of life
- Rationalize the usage of water in terms of quality and quantity
- Become aware of the conservation and management of water resources
- Correlate water scarcity with availability of consumable water

ICE BREAKING ACTIVITY

Audio/Visual Aid

Song: Sehma Sehma Pani

CONTENT

- Introduction of water resource, water scarcity, the need for its conservation and management
- Multi-purpose River Projects
- Rain Water Harvesting
- Conservation and judicious use of water resources

CONCEPT MAP

INTERDISCIPLINARY AND REAL-LIFE LINKAGES

- English - Language and expression building
- General knowledge/History : Various hydraulic structures to conserve water
- Science: River valley projects
- Critical thinking: Discussions
- Performing arts- Short skits
- Music–Song -1 “Water Anthem”
- Value Education

PEDAGOGICAL STRATEGIES FOR AN INCLUSIVE CLASSROOM

- Short skits
- Audio Visual aids

GROUP ACTIVITIES/ EXPERIMENTS/HANDS ON LEARNING /DEMONSTRATION

PERIOD 1

Short skit: stanza from the poem The Rime of the Ancient Mariner

“Water, water, every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.”

Ask students to share various examples of day to day experience of water scarcity in urban and rural areas and their responses may be used as a base to discuss the following:

1. Being a renewable resource, there is scarcity of water in many parts of India
 - a. Variations in annual rainfall in terms of region and season
 - b. Unequal access to water amongst different social groups

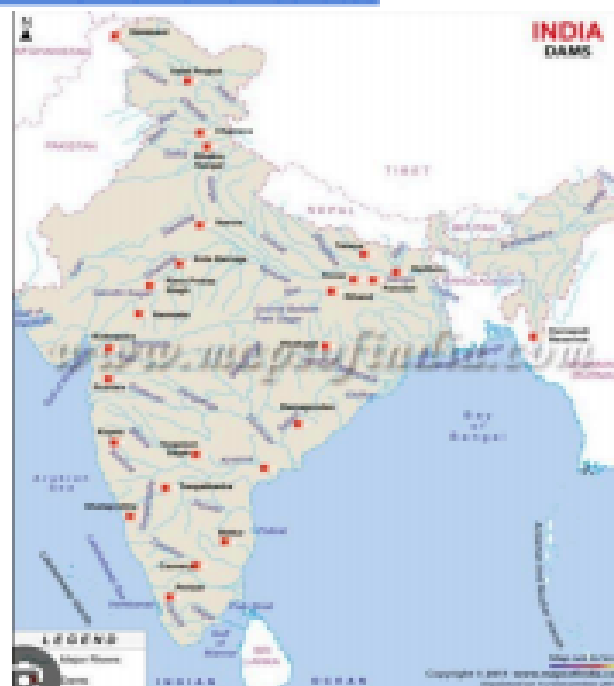
- c. Over exploitation and excessive usage of water
 - d. Ecological crisis due to non availability of quantity and quality of water
2. Ask open ended reflective questions, such as:
- a. Are human activities responsible for making water non-renewable?
 - b. Is the destruction caused by water more damaging than its utility?



PERIOD 2

- The teacher will show them video to show the working of Multi-purpose river valley projects

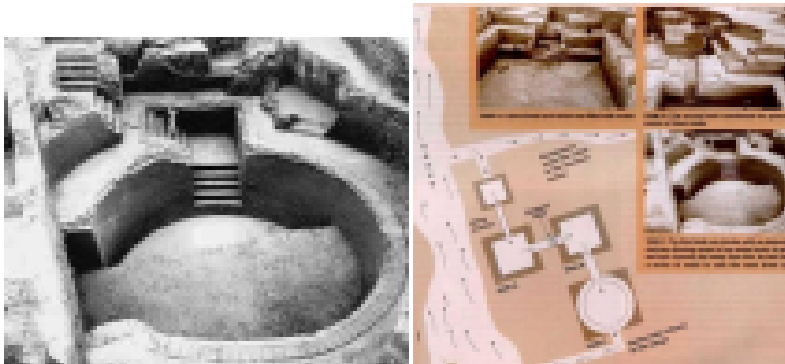
<https://youtube.com/watch?v=KpSM7si7J4h&list=PL3YubJ9>



Debate on the topic -Dams: the temples of modern India?

PERIOD 3

- The teacher will explain the concept of hydraulic structures in Ancient India with the help of pictures.



Video on Rain water harvesting

<https://youtube/27TUmcyl9DI?feature=shared>

PERIOD 4

- Case study: Mawsynram and Shillong
- Demonstration of rain water harvesting in Meghalaya

21ST CENTURY SKILLS

- Learning Skills (4c's) –Critical thinking (Problem Solving), Communication(Voicing their opinions), Collaboration and Creativity (Drafting the class Constitution)
- Literacy Skills – Focus on language and expressions during discussion, vocabulary enrichment.
- Life Skills – Team work, Problem solving, Be a responsible citizen.

RECAPITULATION/ FEEDBACK

The recap of the topic will be done-

- What is the primary source of water on Earth?
- Which term refers to the practice of rainwater harvesting?
- Which structure is used to store rainwater in traditional Indian houses?
- Which river is referred to as 'the sorrow of Bihar' due to frequent flooding?
- What is the main cause of water scarcity in India?

REVIEW OF PROCESS

REMARKS ABOUT THE PROCESS:

CLASS MANAGEMENT:

AHA MOMENT:

FOCUSSED AREA:

SELF REFLECTION:

REMEDIAL/EMPOWERMENT TEACHING PLAN:



एन के बागड़ोदिया पब्लिक स्कूल, रोहिणी

पाठ योजना जुलाई-सितंबर 2026.

सूत्रधारिका डॉ सुषमा मेहता विषय संस्कृतम् कक्षा दशमी "अ ब"

कालांश समयावधि 35 मिनट शीर्षक अशुद्धि शोधनम्

प्राक् कक्षा : -- शिक्षण उद्देश्य (ज्ञान से कौशल अर्जन तक)
विशिष्ट - छात्र सक्षमता - शीर्षक, विषय एवं वैषयिक अवधारणा अवगाहन
मापनीय - क्षमता विकास - व्याकरणिक भाषिक ज्ञान
साध्य - अशुद्धि शोधन क्षमता- कर्ता क्रिया विशेषण विशेष्य लकार वचन आदि
संबद्धता - भाषिक शुद्ध प्रयोग
समयबद्ध गतिविधि :-- मौखिक एवं लिखित । कथा रूप गद्यांश में अशुद्धि शुद्धिकरण
शिक्षण सहायक सामग्री : -- पाठ्य पुस्तक, स्मार्टबोर्ड, वीडियो, खेल, पहेलियाँ, हरितपट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - भाषागत व्याकरण शुद्धि ज्ञान वृद्धि।
प्राप्ति - व्याकरणिक ज्ञान के आधार पर भाषा का शुद्ध प्रयोग
व्याख्या - व्याकरण शुद्धि ज्ञान प्रक्रिया, यथा-अहं पठति, हरितं वृक्षः
शीर्षक प्रवेशाधिकार : -- पूर्व ज्ञान परीक्षण - प्रश्नोत्तरी माध्यम
क) परिचय - कर्ता क्रिया विशेषण विशेष्य लकार वचन आदि

ख) अन्विति - प्रायोगिक ज्ञान
ग) प्रकार - कर्ता क्रिया विशेषण विशेष्य लकार वचन
घ) आवश्यकता - भाषिक व्याकरणिक ज्ञान , भाषा का शुद्ध प्रयोग
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, वीडियो, संबद्धता- खेल (मूक अभिनयात्मक)
विषय वस्तु - अशुद्धि शोधनम् मुख्य अवधारणा
अवधारणा रेखाचित्र

विविध वैषयिक जीवन संबद्धता
विविध वैषयिक अवधारणा एकीकरण - भाषा का सामान्य ज्ञान, विज्ञान (तर्क आधारित शब्द प्रयोग), अनुवाद कार्य
समावेशी कक्षा हेतु शैक्षणिक रूपरेखा - पहेली, पोस्टर,
सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि - शुद्ध वाक्य प्रयोग (समाचार वाचन)

21 वीं शताब्दी संबद्ध कौशल
अधिगम कौशल - आलोचनात्मक चिंतन, संपर्क-संचार - संवाद प्रयास, सहयोग - संवाद , रचनात्मकता - अनुवाद कार्य
साक्षरता कौशल - शुद्ध भाषा प्रयोग कौशल
जीवन कौशल - संस्कृत भाषा वक्तृत्व क्षमता वैशिष्ट्य, भाषाजन्य ज्ञान विस्तार, आत्मविश्वास प्राप्ति
कक्षोपरान्त : -- शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया सम्बद्ध टिप्पणी : --
मूल प्रक्रिया - अध्यापन योजना एवं व्यावहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में शुद्ध संवाद
केंद्र बिंदु - व्याकरण आधृत भाषा का सटीक प्रयोग
पुनरावृत्ति - शीर्षक आधारित समस्त बिन्दु
गृहकार्य - अशुद्ध वाक्यों का शोधन आधारित प्रश्न



एन के बागड़ोदिया पब्लिक स्कूल, रोहिणी

पाठ योजना जुलाई-सितंबर 2026.

सूत्रधारिका डॉ सुषमा मेहता विषय संस्कृतम् कक्षा दशमी "अ ब"

कालांश समयावधि 35 मिनट शीर्षक वाच्य

प्राक् कक्षा : -- शिक्षण उद्देश्य (ज्ञान से कौशल अर्जन तक)
विशिष्ट - छात्र सक्षमता - शीर्षक, विषय एवं वैषयिक अवधारणा अवगाहन
मापनीय - क्षमता विकास - व्याकरण आधारित भाषा ज्ञान
साध्य :-- वाच्य परिभाषा, भेद - कर्तृ वाच्य, कर्म वाच्य, भाव वाच्य पहचान, अंतर सहित वाक्य प्रयोग सक्षमता
संबद्धता :-- भाषिक उपयोगिता
समयबद्ध गतिविधि :- मौखिक एवं लिखित । यथा- एक समय में एक समूह के विद्यार्थियों को वाच्य आधारित वाक्य देना तथा उसके वाच्य परिवर्तन का खेल
शिक्षण सहायक सामग्री : -- पाठ्य पुस्तक, स्मार्टबोर्ड, वीडियो, खेल, पहेलियाँ, हरितपट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता
वृद्धि - वाच्यान्त वाक्य प्रयोग ज्ञान वृद्धि।
प्राप्ति - व्याकरणिक ज्ञान सहित भाषा प्रयोग ज्ञान
व्याख्या - वाक्य निर्माण प्रक्रिया, यथा- सः पठति - तेन पठ्यते
शीर्षक प्रवेशाधिकार : -- पूर्व ज्ञान परीक्षण - प्रश्नोत्तरी माध्यम

क) परिचय - कर्तृ वाच्य, कर्म वाच्य, भाव वाच्य । आत्मनेपदी-परस्मैपदी धातु रूप अंतर - पठति पठ्यते
ख) परिभाषा - कर्तृ वाच्य, कर्म वाच्य, भाव वाच्य
ग) प्रकार - तीन कर्तृ वाच्य, कर्म वाच्य, भाव वाच्य
घ) आवश्यकता - भाषा के नूतन प्रयोग की क्षमता
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, गतिविधि, वीडियो, संबद्ध- खेल
विषय वस्तु - प्रत्यय मुख्य अवधारणा
अवधारणा रेखाचित्र
विविध वैषयिक जीवन संबद्धता
विविध वैषयिक अवधारणा एकीकरण - भाषा का सामान्य ज्ञान, विज्ञान (तर्क आधारित वाक्य निर्माण), वाच्य परिवर्तन युक्त संवाद , आलोचनात्मक चिंतन
समावेशी कक्षा हेतु शैक्षणिक रूपरेखा - संवाद
सामूहिक प्रयोगात्मक छात्र प्रदर्शन

गतिविधि - वाच्य परिवर्तन युक्त संवाद
21 वीं शताब्दी संबद्ध कौशल
अधिगम कौशल - आलोचनात्मक चिंतन, संपर्क-संचार - वाच्याधारित संवाद प्रयास, सहयोग - परस्पर संवाद , रचनात्मकता - नवीन वाक्य निर्माण
साक्षरता कौशल - नवीन वाक्य निर्माण
जीवन कौशल - संस्कृत भाषा वक्तृत्व क्षमता वैशिष्ट्य, भाषाजन्य ज्ञान विस्तार।
कक्षोपरान्त : -- शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया सम्बद्ध टिप्पणी : --
मूल प्रक्रिया - अध्यापन योजना एवं व्यावहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - संस्कृत भाषा में वाच्य परिवर्तन सहित संवाद
केंद्र बिंदु - वाच्य सटीक प्रयोग
पुनरावृत्ति - वाच्य परिचय, परिभाषा, प्रकार एवं उदाहरण
गृहकार्य - वाच्य के आधार पर वाक्य निर्माण, वाच्य परिवर्तन आधारित प्रश्न



एन के बागड़ोदिया पब्लिक स्कूल, रोहिणी

पाठ योजना जुलाई-सितंबर 2026

सूत्रधारिका डॉ सुषमा मेहता विषय संस्कृतम् कक्षा दशमी "अ ब"

समयावधि 35 मिनट शीर्षक पाठ 5 अभ्यासवशगं मनः

प्राक् कक्षा : --	शिक्षण उद्देश्य (ज्ञान से कौशल अर्जन तक)
विशिष्ट -	छात्र सक्षमता - शीर्षक, गीता भूमिका चर्चा, संदर्भ
मापनीय -	क्षमता विकास - शब्दार्थ, हिन्दी अनुवाद, व्याकरण ज्ञान
साध्य :-	अनुवाद क्षमता विकास व्याकरण ज्ञान सहित
संबद्धता :-	मानव जीवन में गीता की प्रासंगिकता
समयबद्ध गतिविधि :-	गीता श्लोक आधारित प्रश्नोत्तरी
शिक्षण सहायक सामग्री :	- पाठ्य पुस्तक, स्मार्टबोर्ड, वीडियो, संवाद, हरितपट, चॉक आदि।
शिक्षण अधिगम - छात्र सक्षमता	
वृद्धि -	मानवीय मूल्य ज्ञान वृद्धि।
प्राप्ति -	व्याकरणिक एवं मानवीय मूल्य ज्ञान
व्याख्या -	अनुवाद सहित नैतिक शिक्षा चर्चा
शीर्षक प्रवेशाधिकार : -- पूर्व ज्ञान परीक्षण - प्रश्नोत्तरी माध्यम	
क) परिचय -	महाभारत कथा चर्चा
ख) व्यावहारिकता एवं संदर्भ -	गीता के उपदेश एवं छात्र जीवन

ग) आवश्यकता - नैतिक मूल्यों की छात्र जीवन में अनिवार्यता
शिक्षक संचालित शिक्षण
व्याख्या, परियोजना, वीडियो, संबद्धता- अभिनयात्मक संवाद प्रस्तुति
विषय वस्तु - गीता मुख्य अवधारणा
अवधारणा रेखाचित्र

विविध वैषयिक जीवन संबद्धता
विविध वैषयिक अवधारणा एकीकरण - भाषा का सामान्य ज्ञान, विज्ञान, अभिनयात्मक प्रस्तुति, आलोचनात्मक चिंतन, भौगोलिक ज्ञान, त्वरित बुद्धि प्रयोग क्षमता जाँच (पाठ की परिस्थिति अनुसार)
समावेशी कक्षा हेतु शैक्षणिक रूपरेखा - संवाद प्रस्तुति
सामूहिक प्रयोगात्मक छात्र प्रदर्शन
गतिविधि - श्लोक उच्चारण, अनुवाद, संवाद
21 वीं शताब्दी संबद्ध कौशल

अधिगम कौशल - आलोचनात्मक चिंतन, संपर्क-संचार - प्रत्यय युक्त शब्दाधारित संवाद प्रयास, भाव अवगाहन ,सहयोग - परियोजना कार्य सहयोग, रचनात्मकता - लघु नाटिका
साक्षरता कौशल - अनुवाद,व्याकरण ज्ञान, नव शब्द निर्माण
जीवन कौशल - संस्कृत भाषा वक्तृत्व क्षमता वैशिष्ट्य, भाषाजन्य ज्ञान विस्तार, अनुवाद ।
कक्षोपरान्त : -- शिक्षण प्रक्रिया पुनरावलोकन
प्रक्रिया सम्बद्ध टिप्पणी : --
मूल प्रक्रिया - अध्यापन योजना एवं व्यावहारिकता ?
कक्षा प्रबंधन - एकाग्रता व रुचिकर ?
अद्भुत क्षण - सूक्तियाँ
केंद्र बिंदु - त्वरित बुद्धि प्रयोग, गीता उपदेश नैतिक मूल्य
पुनरावृत्ति - पाठ अनुवाद, अभ्यास प्रश्न
गृहकार्य - अभ्यास प्रश्न, व्याकरणिक प्रश्न

