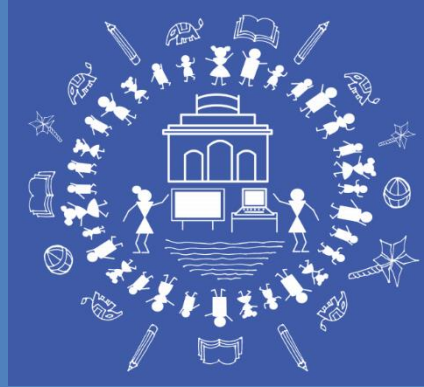




तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

# ACADEMIC PLAN FOR SECONDARY CLASS (CLASS IX & X)

SESSION 2021-22



**KENDRIYA VIDYALAYA SANGATHAN  
RAIPUR REGION**

## PATRONS



Ms. Chandana Mandal, Deputy Commissioner, KVS RO, Raipur



Mrs. Biraja Mishra,  
Assistant Commissioner  
KVS RO, Raipur



Mr. A. K. Mishra,  
Assistant Commissioner  
KVS RO, Raipur

गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः ।  
गुरुः साक्षात् परं ब्रह्म तस्मै श्री गुरवे नमः ॥



# Message



It's a matter of great pride that Kendriya Vidyalaya Sangathan, Raipur Region is entrusted with an opportunity to prepare an Academic Plan for the four phases of NEP 2020 which needs to be adopted from this academic year 2021-22.

With the pandemic still hovering and the recent reports suggesting that the young population is more vulnerable group in the third wave, physical presence of students in the Vidyalaya during the ensuing session 2021-22 seems a distant possibility. Hence, in order to ensure seamless academic transaction during the current session 2021-22, this action-plan will definitely help to focus on overall well-being of the students, Pedagogical requirements as per NEP, specially FLN, Outcome Based Learning, Self – Regulated Learning, Varied forms of Learner Engagement and assessment, Multi – Disciplinary Learning etc.

I extend my best wishes to all the stakeholders who would be involved in this awe-inspiring task of preparation of Annual Plan & ensuring it reaches to the grass root level, creating adequate awareness, motivation & competencies, & thereby based on our strengths and experience of online teaching will ensure new ways of teaching-learning and assessment in tune with the guiding pillars of NEP i.e. Access, Equity, Quality, Affordability & Accountability.

**Ms. Chandana Mandal,**  
**Deputy Commissioner,**  
**KVS Regional Office, Raipur**



RAIPUR REGION  
ACADEMIC PLAN

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# CLASS - IX



**केन्द्रीय विद्यालय संगठन रायपुर संभाग**  
**शैक्षणिक योजना, सत्र - 2021-22 कक्षा-नवमीं,**  
**हिन्दी पाठ्यक्रम 'अ'(कोड संख्या 002)**  
**पाठ्यपुस्तक : क्षितिज भाग-1 (एन.सी.ई.आर.टी.) कृतिका भाग-1 (एन.सी.ई.आर.टी.)**

क्रमांक	माह	कार्य दिवस की संख्या	कुल कालखंड	पुस्तक	पाठ/कवि/लेखक/विषय वस्तु का नाम	शिक्षण के लक्ष्य (श्रवण, वाचन, पठन, लेखन, कौशल)	सीखने के प्रतिफल	कला समेकित अधिगम प्रायोजना कार्य
1	अप्रैल	23	25	क्षितिज (गद्य)	दो बैलों की कथा (प्रेमचंद)	प्रेमचंद के जीवन चरित को वर्तमान से जोड़ना समझना, मूक प्राणियों की संवेदनशीलता का ज्ञान होना कृषक समाज और पशुओं के मध्य भावात्मक सम्बन्धों के माध्यम से जीवन मूल्यों का विकास समाज के निम्न एवं मध्यम वर्ग में व्याप्त विसंगतियों को PPT के माध्यम से प्रस्तुतिकरण किया जावेगा। एकता की शक्तिबोध का अहसास कराना।	किसी सुनी बोली गई कहानी कविता और रचनाओं को रोचक ढंग से आगे बढ़ाना और प्रस्तुति करना। सामाजिक मुद्दों पर विद्यार्थी अपनी राय लिख कर/ बोल कर अभिव्यक्त करेंगे।	प्रथम गतिविधि- नाटयांतरण/प्रहसन : दो बैलों की कथा कबीरदास, रहीम, रैदास की साखियों का अन्ताक्षरी प्रतियोगिता
				क्षितिज (पद्य)	साखियाँ एवं सबद (कबीर)	दोहों के माध्यम से आपसी प्रेम के महत्व, संत के विशिष्ट गुण, ज्ञान की महिमा बाह्य आडम्बरो का विरोध परोपकार नैतिक मूल्यों का संवर्धन आदि धारणाओं से अवगत होंगे। संत कबीर के सामाजिक दर्शन से अवगत कराना।	कबीरदास रहीम के दोहों के अध्ययन से तार्किकता का विकास होगा साथ ही साथ विद्यार्थियों में काव्य सौन्दर्य के तत्वों का बोध होगा।	
				व्याकरण/रचना	अपठित गद्यांश	सृजनात्मक लेखन- नए और अप्रत्याशित विषयों पर लेखन	लेखन क्षमता, अभिव्यक्ति कौशल	
2	मई - जून	10	10	क्षितिज (गद्य)	2 लहासा की ओर (राहुल सांकृत्यायन)	पाठ से तिब्बत की भौगोलिक सामाजिक आर्थिक संस्कृति विविध आचार व्यवहार खान-पान रीति-रिवाजों का बोध होगा। भाषा विविध होने के बावजूद मानवीयता के प्रति सम्मान का भाव होगा। हिंदी गद्य की लेखन एवं यात्रा वृत्तांत शैली के बारे में बताना।	उपभोक्तावादी संस्कृति में भी तिब्बत के आमजनों में अतिथिदेवोभवः की परम्परा से साक्षात्कार होगा। अपने अनुभव एवं कल्पनाओं को सृजनात्मक ढंग से लिखेंगे जैसे यात्रा संस्मरण, मेरी पहली रेल यात्रा आदि।	भारत की टूरिस्म website से देश की पर्वतीय स्थानों की जानकारी एकत्रित कीजिए?
				व्याकरण/रचना	उपसर्ग-प्रत्यय, समास अनुच्छेद लेखन	भाषा संरचना के विविध गुणों से परिचित होंगे। शब्द परिवार में उपसर्ग प्रत्यय समास के शब्द भंडार का समुचित रूप से वाक्य प्रयोग करेंगे। सभी विद्यार्थी अपनी भाषाओं की संरचना से हिंदी की समानता और असमानता में अंतर समझेंगे।	विद्यार्थी भाषा परिवार के व्याकरणिक ज्ञान से स्पष्ट मौखिक और लिखित अभिव्यक्त करते हैं तथा रचनात्मक लेखन शुद्ध-अशुद्ध भाषा संसार से परिचित होते हैं। अनुच्छेद लेखन से मौलिक लेखन क्षमता का विकास होगा। भाषा के विविध अर्थ का पहचान कर पाएंगे और	



							पढ़ते समय उपसर्ग और प्रत्यय के अर्थ को समझ कर अंतर प्रकट कर सकेंगे।	
3	जुलाई	25	27	क्षितिज (पद्य)	वाख (ललद्यद) सवैये (रसखान)	कवयित्री-कवि लिखित पदों में निहित ईश्वर के प्रति समर्पण की भावना को समझने में सक्षम होंगे। उक्तिपूर्ण आलंकारिक भाषा को पहचानने में विद्यार्थी सफल होंगे। अलग-अलग क्षेत्रों में बोली जाने वाली बोलियों के परिचय से देश के विविध राज्यों के प्रति आस्था व अनुराग का भाव जागृत होगा।	विद्यार्थी उचित लय-ताल से कविता को समूह में प्रस्तुत करेंगे। पाठ को समझने के उपरांत प्रश्नों के उत्तर देने में समर्थ होंगे। वे अपनी भाषाओं की संरचना से हिंदी की समानता और अंतर समझते हैं- जैसे कश्मीरी, ब्रज, अवधी, मैथिली आदि। दोहा अन्ताक्षरी आदि के माध्यम से उनमें वाचन कौशल का विकास होगा।	द्वितीय गतिविधि- कश्मीरी कवयित्री ललद्यद, उत्तर भारत के संत कवि कबीरदास, एवं तमिलनाडु के संत कवि तिरुवल्लुवर के जीवनवृत्त का साहित्य विविधताओं के साथ सचित्र वर्णन कीजिए?
				कृति का	मेरे संग की औरतें (मृदुला गर्ग)	विद्यार्थी पाठ के माध्यम से मनुष्य के सकारात्मक और नकारात्मक पक्ष से परिचित होंगे। विविध संस्मरण से सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता का जन्म होगा। मानवीय जीवन में घर परिवार के आपसी सह-सम्बन्धों का विश्लेषण कर पाएंगे।	पाठ्यपुस्तक में शामिल रचनाओं के अतिरिक्त विद्यार्थी साहित्य की अन्य विधा- संस्मरण, रेखाचित्र, रिपोर्ताज, लघुकथा, नवगीत अर्थात् नई रचनाओं के बारे में उत्सुकता के साथ पढ़ते हैं।	
				व्याकरण/रचना	पत्र लेखन- औपचारिक- अनौपचारिक,	विविध व्याकरणिक अंशों के अभ्यास से वे अपने अनुभवों एवं कल्पनाओं को सृजनात्मक ढंग से लिखते हैं जिससे वे कविता या कहानी की पुनर्रचना कर पाते हैं।	छात्रों में पत्र लेखन - भाषा शुद्ध लिखने बोलने के कौशल का विकास करती हैं। औपचारिक पत्र जैसे- प्रधानाचार्य, सम्पादक, को अपने आसपास की समस्याओं - मुद्दों को ध्यान में रखकर पत्र लिखते हैं।	
				अलंकार	अलंकार शिक्षण से मातृभाषा के सरस व रोचक प्रयोग, लेखन क्षमता, अभिव्यक्ति कौशल में अभिवृद्धि होती है। वे आलंकारिक भाषा को पहचानने में सक्षम हो सकेंगे।	शब्दों के सौन्दर्य की पहचान, अभिव्यक्ति कौशल में अभिवृद्धि। आलंकारिक भाषा की पहचान लेखन कौशल का विकास		
<b>प्रथम आवधिक परीक्षा अगस्त के प्रथम सप्ताह में 31 जुलाई तक के पाठ्यक्रम का आँकलन किया जाएगा</b>								



4	अगस्त	23	25	शिक्षित ज (गद्य)	साँवले सपनों की याद (ज़ाबिर हुसैन)	विद्यार्थियों को प्रकृति संरक्षण और पर्यावरण के प्रति कार्य करने वाले विज्ञानियों के समर्पण देखकर देश की भौगोलिक स्थिति के बोध के साथ गर्व होगा। आधुनिक युग में प्रकृति की दशा, पर्यावरण के विषय पर चिंतन करने से उनमें निहित लेखन और वाचन कौशल का विकास होगा। विद्यार्थी पक्षी विज्ञानी सालिम अली की जीवन चरित को समझ पाएंगे।	प्राकृतिक एवं सामाजिक मुद्दों घटनाओं के प्रति प्रतिक्रिया लिखकर या विचार प्रकट करते हैं, भाषण या वाद-विवाद में चर्चा करते हैं। पशु-पक्षियों की भाषा को समझते हुए वे अपनी भावाभिव्यक्ति देते हैं। पक्षी संरक्षण हेतु वे घरों में चिड़ियों के लिए दाना-पानी आदि की व्यवस्था करते हैं।	भारतीय महाद्वीप में पाए जाने वाले विलुप्त प्राय पक्षी का एल्बम तैयार कीजिए ?	
				शिक्षित ज (पद्य)	कैदी और कोकिला (माखन लाल चतुर्वेदी)	विद्यार्थियों द्वारा आजादी के महत्व को समझते हुए देश-प्रेम, की भावना जागृत करना विद्यार्थी कविता के मूल भाव का अर्थ स्पष्ट करते हुए अपने शब्दों में बताएँगे एवं आजादी के लिए किए गए संघर्ष पर अपने विचार प्रस्तुत करेंगे। कविता के मूल भाव को शब्दों में मुखरित करने में सक्षम होंगे।	परतंत्र भारत और स्वतंत्र भारत विषय पर परिचर्चा का आयोजन करने से मौखिक अभिव्यक्ति का विकास किया जा सकेगा। देश भक्तिपूर्ण कविताओं के अध्ययन उपरांत जोड़ कर नई कविता के निर्माण में स्वतः भागीदारी परिलक्षित होगी।		
5	सितम्बर	24	24	शिक्षित ज (गद्य)	नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (चपला देवी)	मातृभूमि की स्वतंत्रता और उसकी रक्षा के प्राणों का उत्सर्ग करने की सीख किशोर पीढ़ी को परिचित कराना पाठ का मुख्य उद्देश्य है। पाठ विस्तार में सहायक PPT स्मार्ट बोर्ड के माध्यम से देश के महान क्रान्तिकारियों की जीवन गाथा प्रस्तुत करने से भारतीयता देश प्रेम की भावना का विकास किया जा सकेगा।	रेडियो टीवी पत्र पत्रिकाओं या अन्य संचार माध्यमों में प्रकाशित कथा साहित्य एवं रचनाओं पर मौखिक- लिखित टिप्पणी कर विश्लेषण करते हैं साथ ही साथसामयिक समीक्षा पर भी अपना विश्लेषण देते हैं। भाषा और लेखन कौशल का विकास	तृतीय गतिविधि- दोस्तों सुनो मेरी कहानी, आलेखन एवं रिकार्डिंग, विज्ञापनों का बच्चों पर बढ़ता प्रभाव, बाल श्रम पर रोकथाम इत्यादि सामयिक विषय पर परिसंवाद	
				व्याकरण/रचना	अर्थ के आधार पर वाक्य भेद संवाद लेखन,	उपयुक्त विराम चिह्न और वर्तनी के साथ विभिन्न प्रकार के सरल, मिश्रित, जटिल वाक्यों का उपयोग कर पाएँगे। संवाद की गुणवत्ता हेतु सारांश वाक्यांशों और धाराओं सहित विभिन्न तकनीक का प्रयोग कर पाएँगे।	लेखन एवं वाचन कला		
<b>द्वितीय आवधिक परीक्षा/ अर्धवार्षिक परीक्षा अक्टूबर माह के प्रथम सप्ताह में 30 सितम्बर तक के पाठ्यक्रम का आँकलन किया जाएगा</b>									
6	अक्टूबर	15	16	शिक्षित ज (गद्य)	प्रेमचन्द के फटे जूते (हरि शंकर परसाई)	प्रेमचन्द के व्यक्तित्व की सादगी के साथ एक रचनाकार की अन्तर्भेदी सामाजिक दृष्टि का विवेचन करते हुए आज की दिखावे की प्रवृत्ति एवं अवसरवादिता का वर्णन करना। अपनी पसंद अथवा किसी सुनी हुई रचना को पुस्तकालय से ढूँढकर पढ़ने की कोशिश करना और भाव ग्रहण करना।	साहित्य की व्यंग्य विधा का प्रभाव जानना संगीत, फिल्म, विज्ञापन और साहित्य की व्यंग्यपूर्ण भाषा को समझना और वाक्य में प्रयोग करना।		





				क्षितिज (पद्य)	चन्द्रगहना से लौटती बेर (केदारनाथ अग्रवाल)	कविता मूलतः आनंद अनुभूति एवं रस अनुभूति की अभिव्यक्ति है, यह कविता एक कथात्मक रचना है, प्रकृति के करीब बसा यह ग्राम्य जीवन की कविता है विद्यार्थियों को ओजस्विता पूर्ण कविता वाचन के माध्यम से जोड़ा जाएगा इससे लेखन पठन वाचन कौशल का विकास होगा। ग्राम्य सौन्दर्य से परिचित कराना।	विद्यार्थी हस्तकला वास्तुकला खेती बाड़ी के प्रति अपना रुझान व्यक्त करते हैं तथा इनमें प्रयुक्त कलात्मक सन्दर्भों भाषाओं को अपनी भाषा में जोड़कर बोलते लिखते हैं। अपने परिवेश को बेहतर बनाने की कोशिश में सृजनात्मक लेखन करते हैं।	
7	नवम्बर	20	21	क्षितिज (गद्य)	मेरे बचपन के दिन (महादेवी वर्मा)	लेखिका अपने बचपन के अनुभवों विद्यालय की स्मृतियों को बच्चों के साथ साझा करती हैं। छात्र जीवन में ही देश-प्रेम का अनूठा उदाहरण अपने प्रिय सहेली सुभद्रा कुमारी चौहान के माध्यम से अभिप्रेरित करती है। नवीन शब्द का वाक्य प्रयोग विलोम पर्यायवाची अर्थ जानेंगे जिससे शब्द कोष का विकास होगा।	विद्यार्थी देखी, सनी रचनाओं/घटनाओं/मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाते हैं जैसे किसी कहानी को आगे बढ़ाना, अपने से भिन्न भाषा, खान-पान, रहन सहन संबंधी विविधताओं पर बातचीत करते हैं।	चतुर्थ गतिविधि:- ग्राम्य संस्कृति एवं सौन्दर्य पर एक मौलिक कविता/कहानी/निबंध लेखन कीजिए
				क्षितिज (पद्य)	मेघ आए (सर्वेश्वर दयाल सक्सेना)	ओजस्विता पूर्ण कविता वाचन के माध्यम से पूर्व पठित अंश से जोड़ा जायेगा। काव्यांश को व्याख्यात्मक विधि से समझाया जाएगा। ग्रामीण जीवन की संस्कृति में भाषा और बोली से परिचय कराया जावेगा।	सरसरी तौर पर ग्राम्य संस्कृति में पाहन को अतिथि देवो भवः की संज्ञा दी गई है विद्यार्थी इस सन्दर्भ को विस्तार देते हुए मेघ, नदी, पानी, को आधार मानते हुए मौलिक कविता का लेखन करेंगे। विद्यार्थी उचित लय-ताल से कविता को समूह में प्रस्तुत करेंगे। पाठ को समझने के उपरांत प्रश्नों के उत्तर देने में समर्थ होंगे।	
				व्याकरण/रचना	लघु कथा लेखन	अपने अनुभवों को स्वतंत्र ढंग से लिखना, मौलिक अवसर प्रदान करना, किसी घटना को सिलसिलेवार रूप से कथा की शक्ल देना लघुकथा लेखन एवं वाचन कौशल में बदल सकेगी।	लेखन क्षमता, अभिव्यक्ति कौशल	
8	दिसम्बर	18	19	कृति का	रीढ़ की हड्डी (जगदीश चंद्र माथुर)	समाज में व्याप्त दहेज प्रथा जैसी व्याप्त बुराइयों का बोध होगा इससे उत्पन्न स्थिति पर एक परिचर्चा के माध्यम से विद्यार्थी अलग-अलग विषयों पर विचार प्रकट कर सकेंगे। मानवीय जीवन में घर परिवार के आपसी सह-सम्बन्धों का विश्लेषण कर पाएंगे।	सामाजिक जीवन में शादी विवाह के अवसर पर लालच के कारण उपजी व्याप्त बिमारियों के प्रति विद्यार्थी स्पष्ट विचार रखेंगे जिसमें उनमें आत्मविश्वास पूर्ण वाचन कौशल लेखन कौशल का विकास होगा।	दहेज, छुआछुत, या कोरोना समस्या पर आधारित एक आनलाईन प्रहसन कक्षा में प्रस्तुत कीजिए



				क्षितिज (पद्य)	यमराज की दिशा(चंद्रकांत देवताले)	शोषणकारी समाज , गिरते हुए मानव मूल्य का प्रतीक ही दक्षिण दिशा हैं बावजूद कवि निराश नहीं हैं कविता आशावादिता का सन्देश देती हैं।सामयिक स्थितियों पर कविता कौशल लयबद्ध कविता का पठन विद्यार्थियों में नई उर्जा का बीज बोएगा।	ओजस्विता पूर्ण काव्य पाठ से काव्य का मूल भाव व अर्थ स्पष्ट हो जाएगा विद्यार्थी अपने अनुभव को मातृभाषा में विविध रूपों में लिखते हैं जिसमें कविता कहानी या अन्य साहित्यिक विधा को विस्तार प्रदान करते है इसमें पठन और लेखन कौशल का विकास स्वाभाविक रूप से विकसित होता है।		
<b>तृतीय आवधिक परीक्षा</b>					<b>जनवरी माह के प्रथम सप्ताह मे 31 दिसंबर तक के पाठ्यक्रम का आँकलन किया जाएगा</b>				
9	जनवरी	24	25	क्षितिज (पद्य)	बच्चे काम पर जा रहे हैं (राजेश जोशी)	कविता मूलतः सामाजिक और आर्थिक व्यवस्था पर व्यंग्य करती है यह कविता देश की विकराल होती बालश्रम जीवन की दुखद भरी स्थिति की कविता है। विद्यार्थियों को संवेदनशीलता से पूर्ण कविता वाचन के माध्यम से जोड़ा जाएगा इससे पठन कौशल का विकास होगा।	विद्यार्थी भाषा की बारीकियों व्यवस्था तथा नए शब्दों का प्रयोग नए अर्थों में करते हैं इस प्रतिमानों को विद्यार्थी भी छन्दमुक्त होकर गढ़ते हैं। दैनिक जीवन में भी ऐसी समस्या पर अपने विचार लिखकर या सोशलमीडिया में टिप्पणी के माध्यम से प्रयोग करते हैं।	बालश्रम पर आधारित एक शिक्षाप्रद गीत नाट्य तैयार कर कक्षा में प्रस्तुतीकरण कीजिए।	
				कृति का	माटीवाली (विद्यासागर नौटियाल)	विस्थापन की समस्या पर विद्यार्थी अपने विचार प्रस्तुत करेंगे साथ ही साथ उद्योगों की बढ़ती हुई समस्या का भी आँकलन किया जावेगा। पठन कौशल के विकास के लिए छात्रों से एक-एक अवतरण पढ़वाया जावेगा,समूह में विद्यार्थी एक निश्चित अंश का पठन करेंगे और शब्दों का सही उच्चारण करते हुए पाठ में 20 कठिन शब्दों की आवृत्ति पठन किया जावेगा।	रेडियो टीवी पत्र पत्रिकाओं या अन्य संचार माध्यमों में प्रकाशित कथा साहित्य एवं रचनाओं पर मौखिक- लिखित टिप्पणी कर विश्लेषण करते हैं साथ ही साथसामयिक समीक्षा पर भी अपना तर्क देते हैं। भाषा और लेखन कौशल का विकास।		
10	फरवरी	23	24	क्षितिज	<b>पुनरावृत्ति एवं अभ्यास</b>				
11	मार्च	7	7	कृति का	<b>पुनरावृत्ति एवं अभ्यास सत्रांत परीक्षा 2022</b>				
टीप: 1.सी.बी.एस.ई.का सत्र 2021-22 का पाठ्यक्रम, प्रश्नपत्र विश्लेषण व भार विभाजन जारी होने पर कृपया उसका संदर्भ लें।									
2.पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं-									
क्षितिज भाग -1- पद्य- कबीर - सांख्यी और सबद पाठ से सबद 2-संतो भाई आई ज्ञान की आँधी रे ,2. श्री सुमित्रानंदन पन्त - ग्राम श्री									
क्षितिज भाग -1 गद्य- श्यामा चरण दुबे रचित - उपभोक्तावाद की संस्कृति.डॉ हजारीप्रसाद द्विवेदी लिखित एक कुत्ता एक मैना									
कृतिका : इस जल प्रलय में (फणीश्वर नाथ रेणु) किस तरह आखिरकार मैं हिंदी में आया (शमशेर बहादुर सिंह)									
1. परीक्षा सारिणी – आवधिक परीक्षा – एक (सितम्बर), अर्धवार्षिक परीक्षा- (नवम्बर), आवधिक परीक्षा दो (जनवरी) सत्रांत परीक्षा – मार्च ।									



2. पाठ्यक्रम 10 फरवरी तक आवश्यक रूप से पूर्ण करना सुनिश्चित करें.		
3. परियोजना कार्य, मौखिकी, श्रवण कौशल एवं वाचन कौशल का 20 अंकों का आंतरिक मूल्यांकन सीबीएसई के निर्देशानुसार विषय शिक्षक द्वारा किया जाएगा।		
अंक विभाजन इस प्रकार होगा –		
अ) परियोजना कार्य = 10 अंक (विषय वस्तु, शब्द सीमा-1000 शब्द, भाषा शैली, संबंधित चित्र/आंकड़े, प्रस्तुतिकरण, मौलिकता, सृजनात्मकता, भाषा शैली)		
आ) श्रवण कौशल = 5 अंक		
इ) वाचन कौशल = 5 अंक		

**पाठ योजना**  
**कक्षा- नवमीं**                      **विषय – हिंदी (अ)**                      **अपेक्षित सत्र संख्या – 1**

इकाई-पाठ- क्षितिज -1 पद्य भाग 'कैदी और कोकिला' (पं.माखनलाल चतुर्वेदी ) दिनांक प्रारम्भ : 08.06.21  
दिनांक समाप्ति : 10.06.21

**प्रथम अन्विति- क्या गाती हो ----- कोकिल बोलो तो ? कवि ने अंग्रेज़ों के अत्याचार एवं उनके काले कारनामों को जनता के सामने प्रस्तुत किया है।**

सत्र	पाठ का सार	अपेक्षित अधिगम कौशल	आयोजित शिक्षण-अधिगम -क्रियाकलाप	सुझावात्मक सामग्री/संसाधन	आयोजित आकलन युक्ति योजना/ गृहकार्य	कार्य पत्रक	अन्य विषय के साथ सह सम्बन्ध
1.	कविता का सारांश:- कवि माखनलाल चतुर्वेदी ने अंग्रेजी हुकूमत द्वारा किए गए अत्याचारों एवं जेल में कैदियों द्वारा भोगी जाने वाली यातनाओं तथा अपने मन के दुख एवं असंतोष का वर्णन किया है। कवि स्वतंत्रता के आंदोलन में शामिल होकर जेल चला गया है। वहाँ उस पर बहुत अत्याचार किया जाता है। अतः वह रात के समय कूकने वाली कोयल से कहता है कि हे कोयल! तू आधी रात के समय कूक-कूक कर क्या गा रही है? क्या संदेश दे रही है? मैं जेल में बंद हूँ। तू स्वतंत्र है। तू गा रही है। मुझे रोना भी गुनाह है। तू इस अधिपतारी रात में चीख-चीखकर क्यों बावली हो रही है? तू मेरे दुख को दूर करने के लिए ही करुण स्वर में बोल रही है। तू शायद अंग्रेजों के	मातृभूमि की स्वतंत्रता और उसकी रक्षा के प्राणों का उत्सर्ग करने की सीख किशोर पीढ़ी को परिचित कराना पाठ का मुख्य उद्देश्य है। पाठ विस्तार में सहायक PPT स्मार्ट बोर्ड के माध्यम से देश के महान क्रान्तिकारियों की जीवन गाथा प्रस्तुत करने से भारतीयता देश प्रेम की भावना का विकास किया जा सकेगा *नए शब्दों के अर्थ समझकर अपने शब्द-	*विद्यार्थी अध्ययन उपरांत अपरिचित स्थितियों घटनाओं की कल्पना करते हुए अपने मन में उपजी छवि या विचार को मौखिक या सांकेतिक भाषा में तार्किकता से पूर्ण करते हैं। भाषा के विविध रूपों के प्रयोग से विद्यार्थियों में काव्य सौन्दर्य के तत्वों का बोध होगा। *कक्षा में भाषा साहित्य की विविध छवियों/विधाओं के अन्तर्सम्बन्धों को समझते हुए	.पावर पाइंट प्रस्तुति .यू ट्यूब में उपलब्ध सामग्री। *वीडियो लिंक उपलब्ध . वीडियो शिक्षण के माध्यम की प्रस्तुति। .एन. सी. ई. आर. टी. नई दिल्ली द्वारा प्रकाशित पाठ्यपुस्तक	प्रश्न:कोयल की कूक सुनकर कवि की क्या प्रतिक्रिया थी?  प्रश्न:किस शासन की तुलना तम के प्रभाव से की गई है और क्यों?  प्रश्न:अर्द्धरात्रि में कोयल की चीख से कवि को क्या अंदेशा है?  प्रश्न:कवि को कोयल से ईर्ष्या क्यों हो रही है? प्रश्न:काव्य-सौंदर्य स्पष्ट कीजिए – (क) किस दावानल की ज्वालाएँ हैं दीखीं?	प्रश्न: भाव-शिल्प सौन्दर्य स्पष्ट कीजिए – (क) मृदुल वैभव की रखवाली-सी, कोकिल बोलो तो! (ख) हूँ मोट खींचता लगा पेट पर जूआ, खाली करता हूँ ब्रिटिश अकड़ का कुँआ। प्रश्न:काव्य-सौंदर्य स्पष्ट कीजिए – (क) तेरे गीत कहावें वाह, रोना भी है मुझे गुनाह! देख विषमता	भाषा का स्वतंत्रता आन्दोलन के इतिहास से सह संबंध



अत्याचार का डटकर मुकाबला करने के लिए स्वतंत्रता सेनानियों को प्रेरणा दे रही है।	भंडार में वृद्धि करना। *छात्रों को हिन्दी के साहित्य कारों के बारे में जानकारी देना। *नैतिक मूल्यों एवं मानवीय गुणों की ओर प्रेरित करना।	उनके परिवर्तनशील स्वरूपों पर चर्चा होती हैं यथा : आत्मकथा जीवन संस्मरण, कविता, कहानी निबंध आदि। *		(ख) 'काली तू .... ऐ आली!' – इन पंक्तियों में 'काली' शब्द की आवृत्ति से उत्पन्न चमत्कार का विवेचन कीजिए।	तेरी-मेरी, बजा रही तिस पर रणभेरी!
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विषय अध्यापक -  
प्राचार्य

\* लिंक : PPT कैदी और कोकिला

1. <https://docs.google.com/presentation/d/1nO841-gorlVXCjdGrzEi1Hq-56Cu37fP7mzVgVU5gQQ/edit?usp=sharing>

गूगल फॉर्म कार्य पत्रक

2. <https://forms.gle/o7dQJhQXh7ckZu3N9>

3. <https://diksha.gon>

4. <https://drive.google.com/file/d/1PaJYWBAz8Z9BofitDYypNtDaSMqAXA3aY/view?usp=sharing>

### कार्य योजना

पूर्व सत्र 2020-21 की आगत समस्या:-

समस्या : कोविड 19 के आरम्भिक दौर सत्र 2020-21 के ऑनलाइन शिक्षण में निम्नांकित समस्या सतत बनी रहीं।

1. ग्रामीण छात्रों एवं अभिभावकों की आर्थिक अक्षमता के कारण ऑनलाइन कक्षा का भार उठा पाना संभव ही नहीं था।

2. विद्यार्थियों के पास स्मार्ट फोन का अभाव

3. कंप्यूटर/लैपटॉप की सुविधा न होना

4. इंटरनेट, ब्रॉडबैंड का सुचारू रूप से उपलब्ध ना होना

5. ऑनलाइन शैक्षिक टूल्स की जानकारी न होना

6. शिक्षण अधिगम स्थानान्तरण में विद्यार्थियों के मध्य डिजिटल असमानता का बोध



7. कोविद 19 से संक्रमित परिवार होने की भी वजह से छात्रों को अपने गृह स्थान जाने के कारण भी शिक्षा का सम्बन्ध नियमित नहीं हो सका।

## सत्र 2021-22 में पूर्व सत्र की समस्या निदान हेतु किए जा रहे प्रयास

### समस्या निवारण:

1. कोविद 19 से उपजी समस्या के उपरांत विद्यालय प्राचार्या डॉ. वंदना शेखर के मार्गदर्शन में ऐसे छात्रों की पहचान की गई जो ऑनलाइन शिक्षण व्यवस्था से जुड़ नहीं पा रहे थे ऐसे विद्यार्थियों के लिए समस्यामूलक ,समाधान कक्षा का आयोजन किया गया।

2. रविवार या अवकाश के दिनों में शीतकालीन सत्र एवं ग्रीष्मकालीन सत्र में विद्यार्थियों को शैक्षिक टूल्स जैसे कि कक्षा एक्सेस करना, परीक्षा के उत्तर लिखकर फोटो खींच कर पीडीऍफ़ बनाना ईमेल प्रेषित करना, मोबाईल को अपडेट करना, गूगल फॉर्म एवं गूगल कक्षा में नोट्स शेयर करना आदि का प्रशिक्षण नियमित रूप से दिया गया है।

3. ऐसे छात्र-छात्रों की पहचान करना जो शिक्षण के अलावा मोबाईल में अन्य अनावश्यक वीडियो गेम, फिल्म, इत्यादि में व्यस्त रहते थे उन विद्यार्थियों के पालक अभिभावक ऑनलाइन बैठक उपरांत आवश्यक दिशा निर्देश एवं निदर्शन देना।

4. आर्थिक रूप से अक्षम विद्यार्थियों हेतु ई शिक्षण सामग्री को WHATSAPP या प्रिंट माध्यम से संबंधित विद्यार्थियों तक पहुँचाने की व्यवस्था की जा रही है।

5. कक्षा को 4 समान भागों में विभाजित कर योग्य विद्यार्थियों को विषय नायक की गुरुत्तर भूमिका प्रदान की गई, यह विद्यार्थियों में लीडरशिप विकसित करने का एक अभिनव प्रयास है इस माध्यम से वे ऑनलाइन कक्षा की उपस्थिति, आपसी छात्रों में विभिन्न सृजनात्मक कौशल का विकास के साथ, प्रश्न मंच जैसे अन्य प्रतियोगिताओं में भाग लेते हैं।

**शिक्षण दर्शन का अभिकथन**

**दिनांक 08 जुलाई**

**2021**

शिक्षा का मेरा दर्शन यह है कि सभी बच्चे अद्वितीय हैं और उनके पास एक उन्मुक्त स्वतंत्र शैक्षिक वातावरण होना चाहिए जहाँ वे शारीरिक, मानसिक, भावनात्मक और सामाजिक रूप से विकसित हो सकें। इस प्रकार का वातावरण बनाना मेरी इच्छा है जहाँ छात्र अपनी पूरी क्षमता से मिल सकें। जहाँ एक सुरक्षित वातावरण होगा वहाँ छात्रों को अपने विचारों को साझा करने और चुनौती स्वीकार करने के लिए आमंत्रित किया जाता है।



"मेरा मानना है कि पांच आवश्यक तत्व हैं जो सीखने के लिए अनुकूल हैं।

(1) शिक्षक की भूमिका एक मार्गदर्शक के रूप में कार्य करना है।

(2) छात्रों के पास संसाधन परियोजना कार्य की गतिविधियों तक पहुँच होनी चाहिए। अर्थात्

छात्रों के लिए सक्षम होना चाहिए उनके आयामी विकल्पों और उनकी जिज्ञासा को बुझने नहीं देना चाहिए

(4) छात्रों को एक सुरक्षित वातावरण में कौशल का अभ्यास करने का अवसर चाहिए।

(5) नित नई प्रौद्योगिकी को स्कूल के कालखंड में शामिल किया जाना चाहिए।

"मेरे शिक्षण दर्शन की मंशा यह है कि छात्रों के दिमाग में भरे हुए बर्तन नहीं हैं। उनमें से प्रत्येक अपनी कक्षा के लिए अपने स्वयं के विशिष्ट ब्रांड की प्रतिभा लाता है, और मेरा सबसे महत्वपूर्ण काम उस प्रतिभा की खोज करना और उसे सशक्त बनाना है।" अगर कोई बच्चा हमारे सिखाने के तरीके को नहीं सीख सकता है, तो शायद हमें उसके सीखने के तरीके को सिखाना चाहिए।" चूँकि शिक्षण और शिक्षा सभी एक आकार के नहीं हैं। "

असफलता एक विकल्प है; गलतियाँ सीखने का एक अमूल्य हिस्सा हैं। शिक्षा अक्सर रैखिक नहीं होती है। यह सतत पुनरावर्ती चक्रव्यूह की प्रक्रिया है - अवलोकन, अन्वेषण, विश्लेषण और मूल्यांकन

"मेरा शिक्षण दर्शन एक दोस्ताना जीवंत भाषा कक्षा को बनाए रखना है, इसलिए स्कूल सभी के लिए सीखने के लिए एक खुशी का स्थान है। जब आपके पास सीखने के लिए आवश्यक उपकरण होते हैं तो संभावनाएं अनंत होती हैं।" कहना न होगा कि 'शिक्षा एक बाल्टी भरना नहीं है, बल्कि एक आग का प्रकाश है।' यह उद्घरण मेरे शिक्षण दर्शन का ध्रुव तारा है। शिक्षा का अंत निश्चित रूप से दूसरों की सेवा में होना चाहिए, सामाजिक राष्ट्रीय उत्तरदायित्व का बोध ही मेरी भाषा शिक्षण दर्शन का परम लक्ष्य है।

### \* ऑनलाइन कक्षाओं की 40 मिनट की शिक्षण अवधि

कालखंड का समय विभाजन (प्रति 10 मिनट)	कार्य योजना
10	पूर्व ज्ञान एवं प्रस्तावना
10	संगणक प्रस्तुतीकरण विषय विस्तार
10	विषय से सम्बन्धित प्रश्न /कार्य पत्रक
10	पुनरावृत्ति/ संदेह निवारण

### \*विद्यार्थियों का मूल्यांकन

#### मूल्यांकन प्राविधि शिक्षण अवधि सत्र में मूल्यांकन

##### 1. सतत मूल्यांकन

- ❖ प्रश्नोत्तरी, व्याकरण सम्बन्धित प्रश्न (शब्द, शब्दभेद, वाक्य, वाक्यभेद, अलंकार, भेद, वाच्य भेद, पद, पद भेद, रस भेद)
- ❖ राष्ट्रभाषा प्रश्नोत्तरी online tests in the form of Google form ,MCQ, Quizzes [www.quizmygov.in](http://www.quizmygov.in)  
<https://kahoot.com> etc.



- ❖ पाठ्यवस्तु के साथ विभिन्न विषयों का सहसंबंध एवं जीवन मूल्यों की शिक्षा
- ❖ जीवन अनुभवों की चर्चा विद्यार्थियों के अनुभव पर पाठ का विस्तार

## 2. रचनात्मक एवं प्रयोजनात्मक आंकलन

- ❖ प्रथम आवधिक आंकलन
- ❖ द्वितीय आवधिक आंकलन
- ❖ पाठ्यवस्तु प्रकरण परीक्षा
- ❖ प्रायोजना कार्य
- ❖ छात्रों की बुद्धिलब्धि अधिभार अंक पर पालक अभिभावक बैठक



**Academic Planning- 2021-2022**  
**Classes -IX**  
**Subject - English(Language and Literature)**

**Problems Faced During the Previous Academic Session and Action Plan to Overcome Challenges:**

S. no.	Problems Faced by Students	Action Plan to overcome Challenges
1.	Many students were not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they were not much aware of technology and computer applications.	Recording of the live classes can be done so that students having network issues can learn at their own pace. For solving technical issues we can take help from our computer teachers.
2.	In many cases students find difficulty in managing their time with online learning. Online learning was completely new for them and require intensive work. They need a scheduled planner to manage their time in an effective manner.	Teachers can help students by suggesting  1. Create To-Do List – students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Students must take help from friends and family.
3.	Students start losing hope once they find difficulty in online learning. Lack of motivation was a common challenge for all students.	Teachers should motivate students to complete tasks and engage students with their learning. Make sure students stay positive towards online learning.
4.	At home things were different from school. Students get distracted from small things easily.	Here involve parents of students. Schools should inform parents about the time of online learning so that there will be no distractions from their side. Parents must be advised to restrict the study area for others to come during live sessions and video calls.
5.	Students find it difficult to communicate in person who struggles with understanding concepts. Many a times these students don't even approach teachers to clear their doubts.	Here is a need of personal attention to such students. Teachers can call such students to understand their problems and clear their doubts.
Problems Faced by Teachers		
6.	As students were moving towards online learning from traditional classrooms, it was difficult for teachers to engage students for longer periods of	Try to include those tools and multiple types of learning approaches such as podcasts, videos (teaching channel, own videos, live classes),





	time.	discussions, various forms of text through articles and blogs, different assessment methods (tests, quizzes, assignments and projects) learning activities and collaboration for better learning outcomes.
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**MODEL LESSON PLAN - Class: IX**

**TOPIC / LESSON - The Fun They Had**

**PERIOD REQUIRED – 5**  
**COMPLETION - 5/04/21**

**DATE OF COMMENCEMENT - 1/04/2021**

**DATE**

**Teaching- Aid: Power-point Presentation**

**Duration of class - 40 minutes**

The 40 minutes duration of the online classes should be conducted in a capsule form:

Activity	Introduction of the Topic /Explanation of the concept (using PPT or any other way)	Demonstration/Discussion /Solving of worksheets by students	Solving questions on the topic discussed	Recapitulation of the lesson
Time	10 min.	10 min.	10 min.	10 min.

Gist of the lesson	Focused skills/competencies	Targeted Learning outcome (TLO) Students will be able to	Teaching Learning activities planned for achieving the TLO using suitable resources and classroom management activities	Assessment strategies planned	Co-relation with other subjects
“The Fun They Had” is a futuristic story set in 2157 AD. The story writer, Isaac Asimov envisions what the schools and education system will look like in 23rd century. It is a story about how computers will play a	1.Students will be able to listen to and speak on verbal inputs (Schools of past - human teachers-schools of future-virtual class, mechanical teachers) enhance spoken skills 2. Students will be able to read with correct pronunciation,	1.Listen to and speaks on a variety of verbal inputs - group discussion, debate, speech, power-point presentation etc. 2. Read with comprehension 3. Comprehend and interpret the text. 4. Listen, comprehend and	1. E- class along with PPT on the chapter. Discussion about three things that students like best about their school and three things about their school that they would like to change. 2. Reading 3. Comprehension check	1. Group - discussion (Multiple assessment) 2. <b>HOTS</b> - Write a debate on "Schools of the past and future" (Subject enrichment) 3.Online MCQs (link given below) 4. <b>MLL</b> - Online quiz (link given below) and textual questions	Computer-science



<p>significant role in the future. Traditional schools would be replaced by virtual classrooms and a mechanical teacher would teach a student instead of a human class teacher.</p>	<p>pause and intonation. 3. Students will be able to develop comprehension 4. listen to the extract from the text and writes the difference between Mechanical and human teachers 5. Students enrich their vocabulary 6. Students develop creative and critical skills</p>	<p>learn to express the language in grammatically correct English. 5. use the new words efficiently in writing  6. enhance creative and critical skills</p>	<p>4. Listening task 5. Dictation  6. Anton<sup>1</sup>ym-Synonym (Joyful learning activity)</p>	<p>5. Spell -check (AAC activity)  6. PISA (joyful learning activity)</p>	
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### EXPERIENTIAL LEARNING

- Students can choose to retell/narrate/enact a small scene of the story
- Students can write a diary entry expressing their feelings, comparing face to face teaching with online teaching.

#### Assignment for the students:

**Question 1:** “Today Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

- i. The old book was found by .....
- ii. Margie was surprised to see the book because .....

**Question 2:** It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to-on a screen.

1. Why the pages of the book were yellow?
2. Did Margie see the book for the first time?
3. Trace a word from the passage that means ‘with many folds or lines’

**Question 3:** Margie went into the schoolroom. It was right next to her bedroom and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday because her mother said little girls learned better if they learned at regular hours.

1. Where was Margie’s schoolroom?
2. Explain ‘mechanical teacher was on’.
3. Write the opposite of ‘regular’.



**Question 4:** “Because it’s not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago.” He added loftily.

1. Who is ‘he’ in the above lines?
2. “Our kind of school.” What kind of school they have?
3. Trace the word from the extract that means “in a superior way”.

### Alternative Academic Calendar

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8>

## DIKSHA RESOURCE LINKS

### MCQ

[https://diksha.gov.in/play/collection/do\\_3131034751852298241974?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31279902950947225617423](https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31279902950947225617423)

### ONLINE QUIZ

<https://quizizz.com/join/quiz/5ffc5095357e8e001cb4f4b4/start?studentShare=true>

### SELF LEARNING MATERIAL

[https://diksha.gov.in/play/collection/do\\_3131034751852298241974?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31309359972999168011391](https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31309359972999168011391)

[https://diksha.gov.in/play/collection/do\\_3131034751852298241974?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31310781890309324813955](https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31310781890309324813955)

## STATEMENT OF TEACHING PHILOSOPHY

"My philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially.

I believe that there are some essential elements of learning-

- (1) The teacher's role is to act as a facilitator.
- (2) Students must be able to have choices and curiosity about their learning.
- (3) Students need the opportunity to practice skills in a safe environment.
- (4) Now a days Technology play an important role and must be incorporated to make teaching-learning interactive and interesting .

## SPLIT-UP SYLLABUS FOR CLASS IX SESSION- 2021-22

### SUBJECT- ENGLISH (LANGUAGE AND LITERATURE) CODE-184

**Internal Assessment consists of four parts:**

<b>1. Pen Paper Test (Periodic Test)</b>	<b>5 Marks</b>
<b>2. Multiple Assessment (MA)</b>	<b>5 Marks</b>
<b>3. Portfolio</b>	<b>5 Marks</b>
<b>4. Subject Enrichment Activity (SEA)</b>	<b>5Marks</b>

**BOOKS PRESCRIBED - BEEHIVE ; SUPPLEMENTARY READER - MOMENTS**

Month	Number of	Number of period	Name of the Unit/ch	Learning Outcome to be covered as per (TRALO) Students will be able to	Suggested Projects/Activities under	Additional Resources
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	working days	Weeks	Chapter/Topic		Internal Assessment	
APRIL - MAY	23	4	<b>Tenses (Bridge course)</b>	understand concept and usage of Tenses(Tense – Function, Rules, Practice)	Editing/omission/fill ups (Use previous text with Narration (conversation) like , ‘This is Jody’s Fawn’) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		4	<b>Beehive -Ln 1: The Fun They Had</b>	listen to and speak on verbal inputs (Schools of past - human teachers-schools of future-virtual class, mechanical teachers ) ,enhance spoken skills	Group-discussion :Schools of the past and present -MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://forms.gle/LRNbcvjMW3z4PS6n6">https://forms.gle/LRNbcvjMW3z4PS6n6</a>
		4	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		4	<b>Suppl R - Ln 1: The Lost Child</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion -MA	<a href="https://diksha.gov.in/play/collection/do_31310347518744985611058?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347518744985611058?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity) , MCQs	<a href="https://forms.gle/nvBqPDRjxMJSVyvo6">https://forms.gle/nvBqPDRjxMJSVyvo6</a>
3	<b>Informal Letter / Descriptive paragraph / Dairy Entry</b>	Write personal /official letter business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.	Writing informal letter and descriptive paragraph- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:4e6c899f-0480-45a8-baf2-c17d9830efab">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:4e6c899f-0480-45a8-baf2-c17d9830efab</a>		



JUN E - JUL Y	35	4	Beehive :Poem 1- The Road Not Taken	Describe the dilemma of the poet and enhance their spoken and understanding skills	The path which we have chosen, decides our future, our destination. Discuss.- MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
				Identify and appreciate , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>	
		4	Beehive : Ln 2- The Sound of Music Part -1. Evelyn Glennie Part -2 - Bismillah Khan	listen to and speak on verbal inputs(Stephen Hawkins; refrence - A visit to Cambridge class VIII)	The success story of differently abled eminent personalities in speech and Declamation - SEA, MCQs	<a href="https://forms.gle/P5ynbB5eZSuPBSTN7">https://forms.gle/P5ynbB5eZSuPBSTN7</a>	
				Express thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills.	Descriptive paragraph about a person & Diary Entry - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
		4	3	Story - writing	Express and develop the given hints creatively, enhance creative and critical skills	Story writing- with clues/outline - SEA	
				CCT (Reading Literacy passages)	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		4	4	Suppl R - Ln 2: The Adventure Of Toto	read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
					communicate thoughts, ideas, views and opinions verbally	Group discussion -MA , MCQs	<a href="https://forms.gle/yRRzhfr1YnAqjHRA">https://forms.gle/yRRzhfr1YnAqjHRA</a>



			read with comprehension and interprets the text	Poem recitation-SE	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
	4	<b>Beehive: Poem 2- Wind</b>	Identify and appreciate , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>
			Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA; MCQs	<a href="https://forms.gle/Y54CJYDC5bqj19MAA">https://forms.gle/Y54CJYDC5bqj19MAA</a>
	3	<b>Modals</b>	understand concept and usage of Modals and passives	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
	4	<b>Beehive Ln 3: The Little Girl</b>	communicate thoughts, ideas, views and opinions verbally	Do you know your parents better now than when you were much younger? - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
			Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://forms.gle/vMPWA6TdDRzMcgBb8">https://forms.gle/vMPWA6TdDRzMcgBb8</a>
	5	<b>Suppl. R - Ln 3: Ishwara n the storyteller</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary	Group discussion -MA ; spell check (AAC activity) ;MCQs	<a href="https://forms.gle/YDVov2PMLfjZL3Fy7">https://forms.gle/YDVov2PMLfjZL3Fy7</a>
	4	<b>Beehive :Poem 3- Rain on The Roof</b>	read with comprehension and interprets the text	Poem recitation -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-</a>



						<a href="#">5482e52579c8</a>
				Identify and appreciate , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
AUGUST	23	3	<b>Subject Verb Concord</b>	understand concept and usage of grammar	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		4	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		4	<b>Beehive - Ln 4:A Truly Beautiful Mind</b>	listen to and speak on verbal inputs	Relating the success story of different eminentpersonal ities in speech and Declamation -MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Express thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills.	Article writing and Descriptive paragraph writing -SEA ;MCQs	<a href="https://forms.gle/iKDxkuuaH2v27n6u8">https://forms.gle/iKDxkuuaH2v27n6u8</a>
4	<b>Suppl. R - Ln 4: In theKing dom of Fools</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary	Group discussion -MA ; spell check (AAC activity); MCQs	<a href="https://forms.gle/j941eLhmC331ucWT9">https://forms.gle/j941eLhmC331ucWT9</a>		



		4	<b>Beehive - Poem 4: The Lake Isle of Innisfree</b>	read with comprehension and interprets the text	Poem recitation- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate , figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme, scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
		4	<b>Reported Speech : Commands and requests ; Statements; Questions</b>	understand concept and usage of Reported speech	Editing/omission/ fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
SEP TE MB ER	24	4	<b>Beehive 5-Ln 5: The Snake and The Mirror</b>	Express thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills.	Reading and analyzing the humorous element of the story -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				write Story with description and enhances writing skills	Story writing- with clues/outline - SEA ;MCQs	<a href="https://forms.gle/jphsy7zZ3veWdK Pm7">https://forms.gle/jphsy7zZ3veWdK Pm7</a>
		4	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.	Working with Reading Literacy passage and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		4	<b>Suppl. R - Ln</b>	communicate thoughts, ideas, views and opinions verbally ;	Group discussion -MA	<a href="https://forms.gle/1U5WVGRHC4">https://forms.gle/1U5WVGRHC4</a>





			<b>5: The Happy Prince</b>	enrich vocabulary	; spell check (AAC activity);MCQs	<a href="#">AWhG3B7</a>
			<b>4</b> <b>Beehive :Poem 5 - The Legend of Northland</b>	read with comprehension and interpret the text	Poem recitation-SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
			<b>4</b> <b>Determiners</b>	understand concept and usage of Determiners	Editing/omission/fill ups- SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
			<b>4</b> <b>Beehive -Ln 6:My Childhood</b>	explore variety of genres, specifically autobiography	Project - collect information about life of A.P.J. Abdul Kalam	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				answer reference to the context tasks and questions	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://forms.gle/jphsy7zZ3veWdKp7">https://forms.gle/jphsy7zZ3veWdKp7</a>
<b>OC TO BE R</b>	<b>15</b>	<b>4</b>	<b>Suppl. R - Ln 6: Weathering the Storm In Ersama</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary(about natural calamity and disaster management)	Group discussion -MA ; spell check (AAC activity) ;MCQs	<a href="https://forms.gle/4XXtrSjF3dPccWxs7">https://forms.gle/4XXtrSjF3dPccWxs7</a>



		2	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		3	<b>Beehive - Poem6: No men are foreign</b>	read with comprehension and interprets the text	Reading- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
		3	<b>Use of Passive</b>	understand the concept and usage of Passive	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		3	<b>Beehive - Ln 7: Packing</b>	enrich vocabulary & use it in writing	spell-check - SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Express thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills.	Description of place and event ;MCQs - SEA	<a href="https://forms.gle/s84zyJ8mpJfXEcgVA">https://forms.gle/s84zyJ8mpJfXEcgVA</a>
<b>NO VE MB ER</b>	20	4	<b>Suppl. R - Ln 7: The Last Leaf</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary	Group discussion -MA ; spell check (AAC activity) ;MCQs	<a href="https://forms.gle/MnEtKSAvdhPxsQ8NA">https://forms.gle/MnEtKSAvdhPxsQ8NA</a>
		4	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>



DE CE MB ER	18	4	<b>Beehive -Poem 7:The Duck and the kangaroo</b>	read with comprehension and interpret the text	Poem recitation-SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate s , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	
		4	<b>Clauses: Noun, Adverb Clauses of condition and time,Relative Clauses</b>	understand concept and usage of Non- Finites and Clauses	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		4	<b>Beehive -Ln 8:Reach for the top-Part I:Santosh Yadav ;Part - II:Maria Sharapova</b>	explore variety of genres, specifically biography	Project -Collect information about lives of Santosh Yadav & Maria Sharapova	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Express thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills.	Article writing and Descriptive paragraph writing SEA; MCQs	<a href="https://forms.gle/3fGgTY9kbedEUDbW7">https://forms.gle/3fGgTY9kbedEUDbW7</a>
		3	<b>Suppl. R - Ln 8: A House is Not A Home</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary	Group discussion -MA ; spell check (AAC activity) ;MCQs	<a href="https://forms.gle/51wXCFOtqyuyRMps5">https://forms.gle/51wXCFOtqyuyRMps5</a>
				reads with comprehension the given text/materials employing strategies like skimming,	Working with Reading Literacy	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
		4	<b>CCT (Reading)</b>	reads with comprehension the given text/materials employing strategies like skimming,	Working with Reading Literacy	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>



			<b>Literacy passage s)</b>	scanning, predicting, previewing, reviewing, inferring.	passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">n:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		4	<b>Beehive - Poem 8: On Killing a tree</b>	read with comprehension and interprets the text	Poem recitation-SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate , literary elements such as – metaphor, imagery, symbol, simile, intention / point of view, rhyme, scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:ee68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
		3	<b>Preposition</b>	understand concept and usage of Preposition	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4ffb-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4ffb-b255-edb62badeaa7</a>
		4	<b>Beehive - Ln 9: The Bond of love</b>	listen to and speaks on verbal inputs	Group-discussion - can there be love and friendship between human beings and wild animals?- MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				critically analyse the theme, and moral value imparted through the story	debate for or against "Pets should only kept by those who are committed to their care and understanding - MA ; MCQs	<a href="https://forms.gle/o1cJbdw45C8DN DW99">https://forms.gle/o1cJbdw45C8DN DW99</a>
<b>JANUARY</b>	<b>23</b>	<b>4</b>	<b>Beehive - Poem 9 : The Snake</b>	Read and comprehend the theme of the poem	Poem recitation -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f</a>



		<b>Trying</b>			<a href="https://30da-666e-4972-87c2-5482e52579c8">30da-666e-4972-87c2-5482e52579c8</a>
			Identify and appreciate , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
	3	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
	4	<b>Suppl. R. - Ln 9: The Accidental Tourist</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary	Group discussion -MA ; spell check (AAC activity) ;MCQs	<a href="https://forms.gle/1QyQVvjnQ91TR47S9">https://forms.gle/1QyQVvjnQ91TR47S9</a>
	4	<b>Beehive -Ln 10:Kath mandu</b>	read with comprehension and interprets the text	Reading- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
			use correct grammatical structures in expression	Writes a travelogue using Writes a travelogue using appropriate grammar, structure, and vocabulary - SEA ;MCQs	<a href="https://forms.gle/atmz7SGnUEFsFa3X9">https://forms.gle/atmz7SGnUEFsFa3X9</a>
	4	<b>Beehive -Poem 10 : A Slumber Did my spirit</b>	Read and comprehend the theme of the poem	Poem recitation -SEA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>



			<b>seal</b>	Identify and appreciate , literary elements such as – metaphor, imagery, symbol,simile, intention / point of view, rhyme,scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic and literary devices, Rhyme scheme (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
		<b>4</b>	<b>Suppl. R. - Ln 10: The Beggar</b>	communicate thoughts, ideas, views and opinions verbally ; enrich vocabulary	Group discussion -MA ; spell check (AAC activity) ;MCQs	<a href="https://forms.gle/SGLwGHp35Tm1uo1w8">https://forms.gle/SGLwGHp35Tm1uo1w8</a>
<b>FEBRUARY</b>	<b>22</b>	<b>6</b>	<b>Beehive -Ln 11:If I were you</b>	Write scripts and participates in role play, skit, street plays for the promotion of social issues, develops creativity	Role Play- An episode to be enacted from the text -MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				interpret and enhance creativity & writing skills	write down the Character sketches of Gerrad & the Intruder -SEA ;MCQs	<a href="https://forms.gle/RxUmL2Awf2xGL92A9">https://forms.gle/RxUmL2Awf2xGL92A9</a>
		<b>4</b>	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		<b>12</b>	<b>REVISION</b>			

<b>Study - material</b>	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:9acee0b0-c500-4a29-ac09-c7cd06d19d4e">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:9acee0b0-c500-4a29-ac09-c7cd06d19d4e</a>		
	<b>PORTFOLIO:</b>		
	1. Class work.		
	2. Project.		
	3. Peer assessment.		
	4. Self-assessment.		
	5. Achievements of the student in the subject.		
	<b>RUBRICS</b>		
	<b>Class Work</b>		
	Neatness (2 Marks)	Accuracy (2 Marks)	Punctuality (1 Mark)
	<b>Project</b>		



		Content (2 Marks)	Presentation(2 Marks)	Relevance(1 Mark)
		<b>Subject Enrichment</b>		
		Regularity (1)	Presentation (2)	Accuracy (2 Marks)
Prepared by - Smt. Meena Gupta ; TGT (English) ; KV Durg				

### CLASS IX -ADDITIONAL RESOURCES

	Title	Link -MCQs	
	<b>Class IX Beehive</b>		
1	The Fun They Had	<a href="#">The Fun They Had -IX</a>	<a href="https://forms.gle/LRNbcvjMW3z4PS6n6">https://forms.gle/LRNbcvjMW3z4PS6n6</a>
2	The Sound of Music i. Evelyn Glennie ii. Bismillah Khan	<a href="#">Sound of Music</a>	<a href="https://forms.gle/P5ynbB5eZSuPBSTN7">https://forms.gle/P5ynbB5eZSuPBSTN7</a>
3	The Little Girl	<a href="#">The Little Girl</a>	<a href="https://forms.gle/vMPWA6TdDRzMcgBb8">https://forms.gle/vMPWA6TdDRzMcgBb8</a>
4	A Truly Beautiful Mind	<a href="#">A Truly Beautiful Mind</a>	<a href="https://forms.gle/iKDxkuuaH2v27n6u8">https://forms.gle/iKDxkuuaH2v27n6u8</a>
5	The Snake and the Mirror	<a href="#">The Snake and the Mirror</a>	<a href="https://forms.gle/jphys7zZ3veWdKPM7">https://forms.gle/jphys7zZ3veWdKPM7</a>
6	My Childhood	<a href="#">My Childhood</a>	<a href="https://forms.gle/A2qyQGFc5NMeqWaH9">https://forms.gle/A2qyQGFc5NMeqWaH9</a>
7	Packing	<a href="#">Packing</a>	<a href="https://forms.gle/s84zyJ8mpJfXEcqVA">https://forms.gle/s84zyJ8mpJfXEcqVA</a>
8	Reach for the Top i. Santosh Yadav ii. Maria Sharapova	<a href="#">Reach for the Top</a>	<a href="https://forms.gle/3fGgTY9kbedEUDBw7">https://forms.gle/3fGgTY9kbedEUDBw7</a>
9	The Bond of Love		
10	Kathmandu		
11	If I Were You ( Play)		
	Wind	<a href="#">Wind</a>	<a href="https://forms.gle/YS4CJYDC5bqi19MAA">https://forms.gle/YS4CJYDC5bqi19MAA</a>
	Test your English (Gen)-1	<a href="#">Test Your English IX-X (Part-I)</a>	<a href="https://forms.gle/rW6MEkmDev8j3UMdA">https://forms.gle/rW6MEkmDev8j3UMdA</a>
	Test your English (Gen)-2	<a href="#">Test Your English IX-X (Part-II)</a>	<a href="https://forms.gle/TM38W6QnMVnT6aoD6">https://forms.gle/TM38W6QnMVnT6aoD6</a>
	<b>Class IX Moments</b>		
1	The Lost Child	<a href="#">The Lost Child - IX</a>	<a href="https://forms.gle/nvBqPDRjxMJSVyvo6">https://forms.gle/nvBqPDRjxMJSVyvo6</a>
2	The Adventures of Toto	<a href="#">Adventures of Toto</a>	<a href="https://forms.gle/syRRzhfr1YnAqjHRA">https://forms.gle/syRRzhfr1YnAqjHRA</a>
3	Iswaran the Storyteller	<a href="#">Iswaran The Storyteller</a>	<a href="https://forms.gle/YDVov2PMLfjZL3Fy7">https://forms.gle/YDVov2PMLfjZL3Fy7</a>
4	In the Kingdom of Fools	<a href="#">Kingdom of Fools</a>	<a href="https://forms.gle/j941eLhmC331ucWT9">https://forms.gle/j941eLhmC331ucWT9</a>



5	The Happy Prince	<a href="#">The Happy Prince</a>	<a href="https://forms.gle/1U5WVGRHC4AWhG3B7">https://forms.gle/1U5WVGRHC4AWhG3B7</a>
6	Weathering the Storm in Ersama	<a href="#">Weathering the Storm in Ersama</a>	<a href="https://forms.gle/4XXtrSjF3dPccWXs7">https://forms.gle/4XXtrSjF3dPccWXs7</a>
7	The Last Leaf	<a href="#">Last leaf</a>	<a href="https://forms.gle/MnEtKSAvdhPxsQ8NA">https://forms.gle/MnEtKSAvdhPxsQ8NA</a>
<b><u>DIKSHA LINKS</u></b>			
<b><u>BEEHIVE</u></b>			
<a href="https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_3131034751852298241974?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>			
<b><u>MOMENTS</u></b>			
<a href="https://diksha.gov.in/play/collection/do_31310347518744985611058?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347518744985611058?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>			
<b><u>e- Content</u></b>			
<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:020055d1-a6b0-4fbc-b74e-aacf3e4c94ef">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:020055d1-a6b0-4fbc-b74e-aacf3e4c94ef</a>			





केन्द्रीय विद्यालय संगठन रायपुर संभाग  
शैक्षणिक सक्रीय योजना सत्र 2021-22 ,  
कक्षा –नवमी , विषय- संस्कृतम सम्प्रेषणात्मकम (122)

S.NO	महीना	कार्य दिवस की संख्या	कुल काल खंड	UNIT TO BE COVERED	TOTAL LOS TO BE COVERED AS PER(TRALO)
01	अप्रैल	23	25	<p>प्रथमः पाठः –भारती वसंत गीतिः <a href="https://www.youtube.com/watch?v=oJNma5DnOHU">https://www.youtube.com/watch?v=oJNma5DnOHU</a> वर्णानाम उच्चारण स्थानानि ,वर्णविच्छेदः संयोजनम <a href="https://www.youtube.com/watch?v=i6ju4spNyFg">https://www.youtube.com/watch?v=i6ju4spNyFg</a> <a href="https://www.youtube.com/watch?v=mtpOZ48GAZA">https://www.youtube.com/watch?v=mtpOZ48GAZA</a> च ,स्वरसन्धि –दीर्घ, गुण, यण, अयादि, वृद्धि, प्रथम वर्ण को तृतीय वर्ण में परिवर्तन, "म" को अनुस्वार, विसर्ग सन्धि - उत्वं, सत्वं । धातुरुपानि –भू,पठ,नम ,इष,गम, क्षल ,अस ,क्रुद्ध ,नश ,कृ ,ज्ञा ,नृत , वद ,क्रीड ,नी .पा ,(पञ्च लकारेषु )सेव, वंद, कुप, लाभ,(लट, लंग, लृट लकारे च )</p>	कक्षायाम पाठितस्य पाठस्य लघुमूल्याकनम, मौलिकता ,शुद्धता ,समयबद्धता ,प्रस्तुतीकरणम ,शुद्ध उच्चारण ,लेखनम ,पठन कौशलम च ।
02	मई \ जून	10	10	<p>सर्वनाम शब्दरूप – किम ,तत ,(तीनो लिंगो में )अस्मद ,युस्मद । <a href="https://www.youtube.com/watch?v=P7OP2uY6WSA">https://www.youtube.com/watch?v=P7OP2uY6WSA</a> प्रश्न निर्माण कार्यम</p>	मौखिकी परीक्षा , वाचन क्षमतायाम विकासः
03	जुलाई	25	27	<p>द्वितीयः पाठः – स्वर्णकाक : <a href="https://www.youtube.com/watch?v=U9jgQJU6iUY">https://www.youtube.com/watch?v=U9jgQJU6iUY</a> तृतीयः पाठः –गोदोहनम <a href="https://www.youtube.com/watch?v=UrfZUHzzcog">https://www.youtube.com/watch?v=UrfZUHzzcog</a> करक उपपद विभक्तयः – द्वितीया –परितः ,निकषा ,प्रति ,विना तृतीया –सह \समम \सार्धम \,विना ,अलम ,हीन चतुर्थी –रुच ,डा ,नमः ,कुप पंचमी –विना, बहिः ,भी ,रक्ष, ऋतें षष्ठी –उपरि ,अधः ,पुरतः ,पृष्ठतः सप्तमी – स्निह ,निपुणः ,विश्वश, कुशल, प्रवीण <a href="https://www.youtube.com/watch?v=ydWkUuWGu4c">https://www.youtube.com/watch?v=ydWkUuWGu4c</a></p>	कक्षाकार्यम ,सामूहिक मूल्याकनम , सुलेख कार्यम , उपस्तिथी प्रत्रकम पूर्णियम ,कथा ,संवाद \वार्तालापः ,श्रवण कौशल विकासाय शिक्षकः स्वयं अपि कथाम श्रावयित्वा ततः सम्बद्धः प्रश्नान प्रष्टुम शक्नोति ।



04	अगस्त	23	25	<p>चतुर्थः पाठः – कल्पतरुः <a href="https://www.youtube.com/watch?v=_Qhzn2Qrxrc">https://www.youtube.com/watch?v=_Qhzn2Qrxrc</a></p> <p>पञ्चमः पाठः –सूक्तिमौक्तिकम् <a href="https://www.youtube.com/watch?v=OXMzfTZKTf8">https://www.youtube.com/watch?v=OXMzfTZKTf8</a></p> <p>प्रत्ययाः – कत्वा , तुमुन , ल्यप , क्तवतु <a href="https://www.youtube.com/watch?v=wknsUaRDjCg">https://www.youtube.com/watch?v=wknsUaRDjCg</a></p> <p>शब्दरूपानि – अकारान्त पुल्लिङ्गशब्दाः –बालकवत <a href="https://youtu.be/HF6jCwU_cNI">https://youtu.be/HF6jCwU_cNI</a> उकारान्त पुल्लिङ्ग शब्दाः –साधुवत <a href="https://youtu.be/ZHKPfBBGCmc">https://youtu.be/ZHKPfBBGCmc</a> आकारान्त स्त्रीलिङ्गशब्दः –लतावत <a href="https://youtu.be/jeRKJkt-S-A">https://youtu.be/jeRKJkt-S-A</a> ईकारान्त स्त्रीलिङ्ग शब्दः –नदीवत <a href="https://youtu.be/4jUb8xzAyvw">https://youtu.be/4jUb8xzAyvw</a> ऋकारान्त स्त्रीलिङ्ग शब्दः मातावत ऋकारान्त पुल्लिङ्ग शब्दः पितावत नपुंसक लिंग – फल, वारि, मधु हलन्त जगत</p>	<p>उच्चारण कौशलम् , आरोहवरोह – गतियति प्रयोगः , आशुभाषणम् , संस्कृत भाषायाम् वार्ता , दूरदर्शने संस्कृत कार्यक्रमः प्रसारितः भवति तम द्रष्टुम् प्रेरणीय अव्यय शब्दानाम् प्रयोगः , घटनाक्रमानुसारम् कथालेखनम्</p>
05	सितम्बर	24	24	<p>षष्ठः पाठः – भ्रान्तो बालः <a href="https://www.youtube.com/watch?v=Z517s4Cg5N4">https://www.youtube.com/watch?v=Z517s4Cg5N4</a></p> <p>संख्याः – 1-100 (1-4 केवलं प्रथमा विभक्तौ ) <a href="https://www.youtube.com/watch?v=cj3rsDeup8">https://www.youtube.com/watch?v=cj3rsDeup8</a></p> <p>औपचारिक वा अनौपचारिक पत्रलेखनम् <a href="https://www.youtube.com/watch?v=y_EDpRDt3AA">https://www.youtube.com/watch?v=y_EDpRDt3AA</a></p>	<p>श्लोकोच्चारणम् भावाभिव्यक्ति , लेखन कौशलस्य विकासः , प्रस्तुतीकरणम् संस्कृतगीतानि ,</p>
06	अक्टूबर	15	16	<p>उपसर्गाः – आ , वि, प्रति, उप, अनु, नीर , प्र, अधि , अप, नि, अव  </p>	<p>पठनाभ्यासः समयस्य सदुपयोगः , अनुशानाम् , कठिन शब्दानाम् ज्ञानम् , प्रश्न निर्माण कार्यम् , संस्कृत वाक्यरचना</p>
07	नवम्बर	20	21	<p>अष्टमः पाठः – लौहतुला <a href="https://www.youtube.com/watch?v=Ej8JaVHhQvs">https://www.youtube.com/watch?v=Ej8JaVHhQvs</a></p> <p>नवमः पाठः – सिकतासेतुः <a href="https://www.youtube.com/watch?v=7ZUlsYgz4H4">https://www.youtube.com/watch?v=7ZUlsYgz4H4</a></p> <p>प्रश्न निर्माण कार्यम्</p>	<p>चित्राधारित संस्कृत भाषायाम् वाक्य प्रयोगः ,</p>
08	दिसम्बर	18	19	<p>दशमः पाठः – जटायोः शौर्यम् <a href="https://www.youtube.com/watch?v=pPH0WEYgeDA">https://www.youtube.com/watch?v=pPH0WEYgeDA</a></p> <p>पर्यायपदानाम् विशेष्य – विशेषणपदानाम् वा मेलनम्</p>	<p>संख्यावाची शब्दानाम् प्रयोगः , विशेषण – विशेष्य ज्ञानम् , पर्याय विलोम पदानाम् ज्ञानम्</p>



09	जनवरी	24	25	एकादशः पाठः – पर्यावरणम् <a href="https://www.youtube.com/watch?v=IPyPk3rXd">https://www.youtube.com/watch?v=IPyPk3rXd</a> es वाक्ये कर्त्रे –क्रियापदचयनम् कर्त्री –क्रिया अन्वितिः विशेषण –विशेष्य चयनम् पर्याय –विलोमपदचयनम्	संकेताधारितम् कथालेखनाम् , पत्रलेखनम् , अव्यय ज्ञानम् , श्रुत लेखः , सूक्ति लेखनम्
10	फरवरी	23	24	चित्राधारित वाक्यरचना अनुच्छेद लेखनम् अनुवाद कार्यम्	विविध कौशलानामविकासः , कक्षायाम पठित पाठस्य मूल्यांकनम् , घटनाक्रमानुसारम् कथालेखानाम , अनुवादकार्यम्
11	मार्च	07	7	पुनरावृत्ति कार्यम्	पठित पाठस्य पुनरावृत्ति कार्यम्

टीप – 1. जुलाई अन्तिम सप्ताहे प्रथम आवर्ती परीक्षा

2. अक्टूबर मासे द्वितीय आवर्ती परीक्षा

3. जनवरी मासे तृतीय आवर्ती परीक्षा

पाठ्यपुस्तकानि –

1, “ शेमुषी “ प्रथमो भागः पाठ्यपुस्तकम् ।

2, “अभ्यासवान भव “ प्रथमो भागः व्याकरण पुस्तकम्

विगत शैक्षणिक सत्रे आगता समस्या \ काठिन्यम्

1. दूरभाष्ययंत्रस्य अनुपलब्धता ।

2. न्यूनतम इंटरनेट कनेक्टिविटी ।

3, कक्षायाम डाटायाः अभावः अभवत् ।

4, भ्रात्री भगन्याः मध्ये यंत्रस्य अभावः ।

5, गृहकार्य \ कक्षाकार्य प्रेषणार्थम् काठिन्यम् भवति ।

6, पाठ्यविषय पठनार्थम् समयस्य अभाव

7, दीर्घ समये मोबाइल/लैपटॉप/पीसी यंत्रस्य पश्यन श्रान्तम् गतः।

8. छात्राः अशैक्षिक कार्ये यथा मोबाइल गेम सोशल मीडिया क्षेत्रे सक्रिय भवन्ति ।

वर्तमान शैक्षिक सत्रे प्राप्त समस्याः दूरीकरणाय कार्य योजना -

1. बालकानाम कृते उपकरण उपलब्धता हेतु पितरौ सार्धं वार्तालापमकर्तुं शक्यते ।

2. छात्राणाम कृते उपलब्ध पाठ्य सामग्री google \ whatsapp कक्षायाम प्रदाय छात्रः तस्य उपयोगः अनन्तरं कर्तुं शक्नुवन्ति ।

3. ऑनलाइन कक्षायाः समये प्रबंधनार्थम् छात्रानाम कृते एक दिनात् पूर्वम् ट्यूटोरियल वीडियो लिंक प्रेषण कार्यम् भवेत्

माई स्टेटमेंट ऑफ टीचिंग फिलॉसफी (एसटीपी) :

1. छात्राणाम नैतिक मूल्यस्य बोधनाय ज्ञानम् प्रदाय उचित मार्ग दर्शनम् करिष्यामि ।

2. सर्वान छात्रान स्वानुभूत्या ज्ञानम् अर्जयितुम् कल्पना शीलक्रियाः विधातुम् प्रश्नान प्रष्टुम् च प्रोत्साहयन्ति ।



3. अस्माभिः अवश्यमेव स्वीकरनीयम यत स्थानं ,समयः स्वातन्त्र्यं च यदि दीयेत ,तर्हि शिशवः वयस्कैः प्रदत्तेन ज्ञानेन संयुज्य नूतनम ज्ञानम् सृजन्ति ।
4. बालकेषु सर्जन शक्तेः कार्यारम्भ प्रवृत्तेश्च आधानं तदैव संभवेत यदा वयं तान शिशून् शिक्षण प्रक्रियायाः प्रतिभागित्वेन स्वीकुर्याम ,न तु निधारित ज्ञानस्य ग्राहाक्त्वेन एव ।
5. online कक्षा माध्यमेन मम शिक्षणस्य उद्देश्य :छात्रान् आत्मविश्वाशी भवेत् .ताकि जीवने सर्वदा सफलताम प्राप्तुं शक्नुवन्ति ।

## केन्द्रीय विद्यालय रायपुर संभाग –रायपुर

### आदर्श पाठ योजना

कक्षा – नवमी विषय – संस्कृतम् पाठ्यपुस्तकम् – शेमुषी प्रथमो भागः द्वितीयः पाठः – स्वर्णकाकः :  
शिक्षणम उद्देश्यानि –

1. भारतीय भाषाणाम संरक्षणार्थम् ।
2. भाषा शिक्षण कौशलानि विकासाय ।
3. वसुधैव कुटुम्बकम् इति भावना विकासाार्थम् ।
4. संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः ।

शिक्षणप्रविधयः –

1. संस्कृतभाषया उपलब्ध दृश्य –श्रव्य सामाग्रीमाध्यमेन भाषाभ्यासः ।
2. विभिन्न पाठ्यसामग्रीद्वारा शिक्षकः स्वकीयम शिक्षणकार्यम् रुचिकरं कर्तुं शक्नोति ।

प्रमुखकौशलानि –

1. पठनम् 2. उच्चारणम् 3. अवबोधनम् 4. लेखनम् च ।

आवश्यकः शिक्षणाधिगमः -

1. शब्दानाम पठनम्
2. साहित्यविषये ज्ञानम्
3. त्यागस्य सुपरिणामः तथा लोभस्य दुष्परिणामः ज्ञानम् ।

पाठस्य सारः –

प्रस्तुतो ऽयम् पाठः श्री पद्म शास्त्रिणा विरचित “ विश्वकथा शतकम् “ इति कथा संग्रहात् गृहीतोस्ती । अत्र विविधराष्ट्रेषु व्याप्तानाम शतं लोककथानाम वर्णनम् विद्यते । एषा कथा म्यामार देशस्य श्रेष्ठा लोककथा अस्ति । अस्याम् कथायाम लोभस्य दुष्परिणामः तथा च त्यागस्य सुपरिणामः स्वर्णपक्षकाकमाध्यमेन वर्णितः अस्ति ।

प्रथमः क्रियाकलापः – अभ्यासः

आवश्यक शिक्षणाधिगमः ( TLO) पठनाभ्यासः

1. निम्नलिखित शब्दानाम उच्चारणं कुरुत –  
तस्याश्चैका , न्यवसत , तंडुलान , स्वर्णकाकःतया , भवनमाससाद , चैकाकिनी , ।

द्वितीयः क्रियाकलापः –

.आवश्यकः शिक्षणाधिगमः ( TLO) पठित अवबोधनम् –

1. वाक्यानि रचयत –

1. सूर्योदयात् -----|
2. लुब्धा -----|
3. विलोक्य -----|
4. आगत्य -----|

2, विलोमपदानि लिखत -

1. पश्चात् -----|
2. अधः -----|



3.हसितुम ----- |

4.सुप्तः ----- |

तृतीयः क्रियाकलापः –

आवश्यकः शिक्षणाधिगमः ( TLO ) व्याकरणाभ्यासः -

1, सन्धिम कुरुत –

1.नि + अवसत = -----|

1. प्र + उक्तम = ----- |

2.तत्र + उपस्थिता = ----- |

3.सूर्य + उदयः = ----- |

2. विभक्तिम प्रयुज्य रिक्तस्थानानि पूरयत –

1.जनाः ----- बहिः आगच्छन्ति | ( ग्राम )

2.बालकः ----- बिभेति | ( सिंह )

3.प्रभुः भक्तं ----- निवारयति | ( पाप )

4.----- पत्राणि पतन्ति | ( वृक्ष )

6, पठनस्य उपायः – शिक्षकेण विद्यार्थिभिः वैयक्तिकरूपेण सामूहिक रूपेण च अभ्यासः करणीयः |

7, पाठस्य लक्षित अधिगम परिणामः -

अस्मिन् कथायाम विनम्रा निर्धनबालिकायाः तथा अहंकारी बालिकायाः कथा अस्ति | अस्याम् कथायाम लोभस्य दुष्परिणामः तथा च त्यागस्य सुपरिणामः वर्णनम् अस्ति | कथायाः माध्यमेन छात्राणाम कृते शिक्षकः विषयवस्तुम् प्रतिपादनम् करिष्यति | जीवने सदा सत्ये एव चलनीयम् | लोभः कदापि न करणीयम् | अतः कथामाध्यमेन बालकाणाम नीतिनिपुणता सद्वृत्तेः च विकासार्थं शिक्षकः अभिभावाकस्य सहयोगम् अपेक्षितम् इति |

8 , सहायक सामग्री संसाधनम् –

1, पावर पाइंट प्रस्तुति

2,यूट्यूब प्राप्त संसाधनम् <https://www.youtube.com/watch?v=iwE0iJLEMpo>

3,वीडियो माध्यमेन प्रस्तुति

4, NCERT नई दिल्ली ,द्वारा पाठ्य पुस्तिका

मूल्यांकन – कक्षाकार्य , गृहकार्य , परियोजना कार्य ,इकाई परीक्षा |



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**

**Academic Calendar 2021-22**

**Class – IX**

**Subject: Mathematics**

Sl No	Month	Number of working days	Number of periods	Units / Chapters to be covered	Total LOs to be covered as per (TRALO)
1	April	23		– Bridge Course	Applies logical reasoning in classifying real numbers, proving their properties and using them in different situations.
			16	– Number Systems	
2	May - June	10	12	– Polynomials	Identifies / classifies Polynomials among algebraic expressions and factorises them by applying appropriate Algebraic Identities.
3	July	25	06	– Co-ordinate Geometry	Develops strategies from understanding of co-ordinate geometry in order to locate points in a Cartesian plane.
			14	– Linear Equations in Two Variables	Relates the algebraic and graphical representations of a linear equation in one / two variable(s) in order to apply the concepts to daily life situations.
			06	– Introduction to Euclid's Geometry	Applies axiomatic approach and derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles etc. in order to solve problems using them.
4	August	23	<b>Periodic Test – 1</b>		
			13	– Lines and Angles	
			08	– Triangles	
5	September	24	12	– Triangles (contd.)	
			10	– Quadrilaterals	
6	October	16	07	– Areas of Parallelograms and Triangles	Applies appropriate formulae in order to find areas of all types of triangles.
			<b>PT – 2 / Half Yearly Examination</b>		
7	November	20	15	– Circles	Applies axiomatic approach and derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles etc. in order to solve problems using them.
			10	– Constructions	Constructs different geometrical shapes like bisectors of line segments, angles, and triangles under given conditions in order to provide reasons for the processes of such constructions.
8	December	18	04	– Heron's Formula	Applies appropriate formulae in order to find areas of all types of triangles.
			12	– Surface Areas and Volumes	Derives formulas for surface areas and volumes of different solid objects like,



					cubes, cuboids, right circular cylinders / cones, spheres and hemispheres in order to apply them to objects found in the surroundings.
9	January	23	<b>Periodic Test – 3</b>		
			13	– Statistics	Represents given data in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying width and length), and frequency polygon in order to analyses given data.  Identifies daily life situations in order to classify them as situations where mean, median and mode can be used.
10	February	24	09	– Probability	Conducts experiments and analyses data in order to calculate empirical probability.
				– Revision for Session Ending Examination	
11	March		<b>Session Ending Examination</b>		

### Unit wise marks distribution

Units	Unit Name	Marks
I	NUMBER SYSTEMS	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
Total		<b>80</b>

### Conduct of online classes:

Sl No	Problem/challenges faced during the previous academic session	Action Plan to overcome those challenges during the current academic session
1	Non-availability of devices.	Regular counseling with parents to make separate devices available for their ward.
2	Poor internet connectivity	Material to be shared in Google classroom and whatsapp group, so that students can access the material later.
3	Sharing of devices between siblings.	
4	Difficulty in uploading assignments.	Regular briefing and training given by class teachers / subject teachers for uploading documents in assignment section.
5	Getting exhausted looking at mobile / laptop / PC for longer duration.	Students can be shared tutorial video links one day before so that they come prepared in class. Some problems may be given to solve during the class.

ii. Planning of classes on daily basis, number of periods, duration of the period, and timing of the classes for different stages.

iii. Effective use of black-board/white-board by using mobile/I-pad (combo stand) and Bluetooth devices for effective classroom transactions.



- iv. PPT through screen share to be reduced to minimum (may be 10 minutes) during the online classes.
- v. Every Subject Teacher should design an Action Plan to make his/her online class interesting. The **40 minutes duration** of the online classes should be conducted in a Capsule form of teaching as mentioned below:

Split Duration (in Minutes)	Component of Teaching/Learning to be taken up
10	Explaining the concepts using Power Point Presentation or other mode of teaching
10	Solving of worksheets by students and discussion on answers/demonstration of experiments.
10	Solving questions on the topic discussed
10	Recapitulation of the lesson

**Preparation of Lesson Plan on line with STP:**

- i. Macro plan once in a fortnight has to be prepared by the teacher. The plan has to be e-plan. The same has to be submitted to the Principal by 05th and 20th of every month. In the macro plan all learning indicators (competency) of the lesson to be included. Strategies, learning outcome to be clearly defined.
- ii. Micro plan sub-unit of the unit involving one/two Learning Indicators, strategies, learning outcome.

**Assignment for the students:**

- i. Video/PPT related to the lesson prepared exclusively by the teacher to be shared after the completion of the unit.
- ii. Link for further reference to be shared also. (Use of Geogebra, Autograph software)
- iii. Link from the DIKSHA portal should also be shared.
- iv. Few Questions (related to the Learning Outcome) prepared by the teacher other than the textbook questions to be shared with the students with a direction to submit the same through Google Classroom.
- v. Self-learning materials related to the unit based on Learning Outcome with few HOTS with different weightage may be prepared and shared with the students after completion of each chapter with a direction to the students to complete the same within a fixed time.
- vi. Model answers may be shared after a fixed interval of time.
- vii. Hard copy of the material may be supplied to the students not having proper devices and connectivity.

**Assessment of the students:** All the assessment has to be planned as per CBA.

- i. **Assessment as learning:** (during the teaching learning process)-instant quiz, oral, puzzle and riddles through a Google form, www.quiz.com
- ii. **Assessment for learning: (formative)** LAT, PT, MT in regular interval.
- iii. **Assessment of learning: (Summative)** after learning.

**PRESCRIBED BOOKS:**

1. Mathematics - Textbook for class IX - NCERT Publication
2. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
3. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
4. Mathematics exemplar problems for class IX, NCERT publication.





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### **SUBJECT ENRICHMENT ACTIVITIES:**

All activities suggested by KVS / CBSE have to be taken up. Some activities have been suggested here:

Sl No	Unit / Chapter	Suggested Activities
1	Number Systems	Worksheet Google Quiz Lab Act - To construct a Square Root Spiral.
2	Polynomials	Worksheet Google Quiz Lab Act - To represent geometrically the factors of a quadratic polynomial of the type $ax^2 + bx + c$ .
3	Co-ordinate Geometry	Oral Questions Google Quiz Lab Act - To find a hidden picture by plotting and joining the points with given coordinates in a Cartesian Plane.
4	Linear Equations in Two Variables	Google Quiz MCQs Lab Act - To draw the graph of the linear equation in two variables of the type $ax + by + c = 0$ .
5	Introduction to Euclid's Geometry	Oral Questions Lab Act – To verify experimentally, when two parallel lines intersected by a transversal then pair of consecutive interior angles is supplementary.
6	Lines & Angles	Worksheet Lab Act – To verify experimentally, when two lines intersect each other at a point, then – (i) Vertically opposite angles are equal. (ii) Adjacent angles are supplementary.
7	Triangles	Google Quiz Lab Act – To verify experimentally the different criteria for Congruence of Triangles by using triangle cut outs.
8	Quadrilaterals	Google Quiz / MCQs Lab Act – (i) To verify angle sum property of a quadrilateral. (ii) To verify Mid- point Theorem.
9	Areas of Parallelograms and Triangles	Lab Act – To verify that the areas of Parallelograms / Triangles on the same base and between same parallels are equal.
10	Circles	Lab Act – (i) To verify that the angles in the same segment of a circle are equal. (ii) To verify that the opposite angles of a Cyclic Quadrilateral are supplementary.
11	Constructions	Oral Questions / Google Quiz
12	Heron's Formula	Oral Questions / Google Quiz
13	Surface Areas & Volumes	MCQs / Google Quiz Lab Act – To find the formula for surface area of a cuboid.
14	Statistics	MCQs / Google Quiz Lab Act – To draw Histogram and Frequency Polygon for the given data.
15	Probability	MCQs / Google Quiz



		Lab Act – To find Experimental Probability of each outcome of a Die when it is thrown for a large number of times.
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Minimum 10 Lab Activities are to be performed. Some activities have been suggested in the table above. These activities are suggestive. Teachers can make changes as per the topics.

**i) Project based learning- preparation of portfolio.**

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner’s progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc. The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem solving merit inclusion as well.

**ii) Art integrated learning :** For Art Integrated Projects, some of the topics have been suggested –

- (i) Warli Art
- (ii) Tessellation
- (iii) GIR National Park
- (iv) Dance of Gujarat (Garba)
- (v) Mandala

**MODEL LESSON PLAN:**

Date:

Class: IX

Subject: Mathematics

Topic: Probability

Gist of the lesson	Focused skills / Competencies	Targeted Learning Outcomes (TLO)	Activities planned for achieving the TLO	Assessment strategies planned
Introduction, Probability – A Theoretical approach, Theoretical (Classical) probability of an event, Experimental (Empirical) probability of an event	Understanding the basic concepts Assumption Computation	The child is able to understand types of events. The child is able to find the sample space of an event. The child is able to find the probability of an event.	To initiate a discussion on event. To discuss possible outcomes and favourable outcomes. Activity – (i) To toss a single coin / two coins, and to list the outcomes. (ii) To throw a die and to find the required probability. (iii) To make a list of numbers of 10 vehicles and to find the probability of getting an odd / even number. To discuss miscellaneous problems.	1. Slip Test 2. MCQs 3. Group Activity: To find Theoretical and Experimental Probability by tossing a coin / a die.

**STP:** 1. Will make the students to understand the difference between Theoretical (Classical) probability and Experimental (Empirical) probability.

2. To make the students to understand the significant use of concept of Probability in their day to day life.

Remarks / Suggestions .....

Sign. of Teacher .....

Sign. of Principal .....



**WORKSHEET – 1(Number Systems)**  
**CLASS – IX**

1. Choose the correct answer:

(i) Every rational number is –

- (a) a natural number (b) an integer  
(c) a real number (d) a whole number

Ans \_\_\_\_\_

(ii) Decimal representation of a rational number cannot be –

- (a) terminating (b) non-terminating  
(c) non-terminating repeating (d) non-terminating non-repeating

Ans \_\_\_\_\_

(iii)  $2\sqrt{3} + \sqrt{3}$  is equal to –

- (a)  $2\sqrt{6}$  (b) 6 (c)  $3\sqrt{3}$  (d)  $4\sqrt{6}$

Ans \_\_\_\_\_

(iv) The product of any two irrational numbers is –

- (a) sometimes rational, sometimes irrational (b) an integer  
(c) always an irrational number (d) always a rational number

Ans \_\_\_\_\_

(v) Which of the following is irrational?

- (a) 0.14 (b) 0.401400140001..... (c)  $0.14\overline{16}$  (d)  $0.\overline{1416}$

Ans \_\_\_\_\_

(vi) Between two rational numbers –

- (a) there is no rational number (b) there is exactly one rational number  
(c) there are infinitely many rational numbers (d) none of these.

Ans \_\_\_\_\_

(vii) Which one of the following is different from others?

- (a)  $\sqrt{7}$  (b)  $\sqrt{8}$  (c)  $\sqrt{9}$  (d)  $\sqrt{10}$

Ans \_\_\_\_\_

(viii) An irrational number between 2 and 3 is –

- (a)  $\sqrt{12}$  (b)  $\sqrt{6}$  (c)  $\sqrt{3}$  (d)  $\sqrt{2}$

Ans \_\_\_\_\_

(ix) The number  $(2 - \sqrt{3})^2$  is –

- (a) an irrational number (b) a rational number  
(c) an integer (d) a natural number

Ans \_\_\_\_\_

(x) The rationalizing factor of  $\sqrt{28}$  is –

- (a) 1 (b) 2 (c)  $\sqrt{2}$  (d)  $\sqrt{7}$

Ans \_\_\_\_\_

2. Fill in the blanks:

(i) The reciprocal of every (non-zero) rational number is a \_\_\_\_\_ number.

(ii) The sum of a rational and an irrational number is always \_\_\_\_\_ number.

(iii) The decimal expansion of every rational number is either \_\_\_\_\_ or non-terminating \_\_\_\_\_.

(iv) The decimal expansion of every irrational number is always \_\_\_\_\_.

(v) Between two irrational numbers there lie \_\_\_\_\_ rational numbers.

3. State whether the following statements are ‘True’ or ‘False’:



- (i) Every natural number is a whole number. (      )
- (ii) Every integer is a whole number. (      )
- (iii) Every irrational number is a real number. (      )
- (iv) The square roots of all positive integers are irrational numbers. (      )
- (v) The square of an irrational number is always a rational number. (      )

4. Classify the following numbers as rational or irrational:

- (i)  $\sqrt{23}$  \_\_\_\_\_
- (ii)  $\sqrt{225}$  \_\_\_\_\_
- (iii) 0.3796 \_\_\_\_\_
- (iv) 7.431431..... \_\_\_\_\_
- (v)  $3 - \sqrt{7}$  \_\_\_\_\_

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**Academic Planner 2021-2022**  
**Classes -IX**  
**Subject - Science**  
**INTRODUCTION**

An **academic planner** offers school administrators, teachers, parents of school-age kids and students a **planner** that's focused on their annual schedule. It let teachers and administrators plan meetings, tutoring sessions or parent conferences and keep their schedule on track. This planner include revised syllabus of Class-IX & X as per the secondary/ senior school curriculum 2021-22 published by CBSE. Focus areas of the planning are overall well-being of the students, pedagogical requirements as per NEP, focus on FLN, outcome based learning, self-regulated learning, varied forms of learner engagement and assessment multi-disciplinary learning & innovative online practices.

**Problems Faced During The Previous Academic Session And Action Plan to Overcome Challenges:**

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19.

It led to an increase in the demand for online learning across the world. We all know that online learning is attracting more and more students for better learning experiences. But many of them encounter challenges that can cause hindrance in their learning. But the benefits are getting suppressed by the challenges during their learning process. Here are some of the challenges faced by students and teachers along with the suggestions to overcome them.

S. no.	Problems Faced By Students	Action Plan to overcome Challenges
1.	Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning.	We can use adaptive learning. Adaptive learning is using Artificial intelligence to adjust the content according to individual needs. It helps in providing personalized courses to identify their weaknesses and strengths for better learning outcomes e.g. Step App
2.	Many students were not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they were not much aware of technology and computer applications.	Governments have to think about availability of internet equally in all parts of country. For solving technical issues we can take help from our computer teachers.
3	In many cases students find difficulty in managing their time with online learning. Online learning was completely new for them and require intensive work. They need a scheduled planner to manage their time in an effective manner.	Teachers can help students by suggesting  1. Create To-Do List – students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Make sure that you adhere to the list and establish the routine that can make time management practices



		<p>easy.</p> <p>2. Students must take help from friends and family.</p>
4.	Students start losing hope once they find difficulty in online learning. Lack of motivation was a common challenge for all students.	It requires motivation to complete tasks and engage students with their learning. Make sure that your students stay positive towards online learning.
5.	At home things were different from school. Students get distracted from small things easily.	Here involve parents of students. Schools should inform parents about the time of online learning so that there will be no distractions from their side. Parents must be advised to restrict the study area for others to come during live sessions and video calls. Make sure your ward relax in the breaks set in the time table.
6.	Students lack effective communication skills during online learning. Teachers gave assignments for improving reading and writing skills but students were not able to write so convincingly that educators understand the concept behind their assignments.	Teachers must make their students aware about different tools that can help students to improve their communication skills.
7.	Students find it difficult to communicate in person who struggles with understanding concepts. Many times these students were not even approach teachers to clear their doubts.	Here is a need of personal attention to such students. Teachers can call such students to understand their problems and clear their doubts.

<b>Problems Faced By Teachers</b>		
1.	As students were moving towards online learning from traditional classrooms, it was difficult for teachers to engage students for longer periods of time.	Teachers must understand that online learning has a lot of advantages with respect to tools and interesting platforms to engage students in learning. Try to include those tools and multiple types of learning approaches such as podcasts, videos (teaching channel, own videos, live classes), discussions, various forms of text through articles and blogs, different assessment methods (tests, quizzes, assignments and projects) learning activities and collaboration for better learning outcomes.
2.	Problem of time commitment. Some students exceed their deadline in submitting assignments or projects.	Use a friendly tone for communicating with your students to establish rapport. You can set reminders for assignments and projects in your learning management system. Send it to your students one week prior to the submission deadline
3.	Online teaching is like communicating without body language, so students might misunderstand and can result in their poor performance. Sometimes students asked for an extension for	Give flexibility for the students when they ask for not making up to their deadlines. We should provide a platform for the students in order to communicate and collaborate with other fellow classmates.



	their work or give many excuses for the delay.	
4.	Problem of assessment. As there was less communication between students and teachers, expectation from the students' performances also differs. Students were likely to experience less homework, less assignments or lack of examination at times. This caused difficulties for teachers in assessments.	Make sure that we give proper assignments and conduct tests at regular intervals. This can help us to assess them based on their performance.
5.	Every student needs feedback for their performance for improvement. Teachers find it difficult to give feedback to all students individually. Teachers were not find proper methods of providing feedback to all the students.	We should understand how important it is to give feedback for the students for their growth and improvement. Make sure that we provide personalized guidance to all the students so that they can work on their learning abilities.
6.	Teachers experienced a hard time in expressing their content to students, especially assignments and assessments.	Think and take advantage of the training and workshops attended during teacher training. Apply the methods for effective teaching and management systems. We can also approach other teachers who know about the management system in online learning.
7.	It became difficult for us to adopt new teaching methods that were completely virtual and technology-driven	Most important thing is to get comfortable in a virtual classroom. Find out different kinds of tools that make teaching and assessment simple and easy. We can develop many teaching methods that can improve their learning such as conducting different activities, model making, debates, group activities, virtual tours, group discussions, role play etc.
8.	Sometimes we felt concerned about the risk of cheating in online learning. We felt that students can cheat to get better results in the tests and assignments.	There are many reliable ways to enhance the integrity of online learning. We should allow students to take exams according to their convenience. Do not force for assignments or any tests unless they are ready.
9.	Many teachers struggled with technical issues that were unavoidable and caused stress. They become helpless if something technical errors come in the middle of the live session or communicating with students.	We should contact technical support for solving problems that can cause hindrance in the learning process. Make sure we upgrade our computer with apps and software that can help in an effective learning process with a high-speed internet connection.
10.	The course content was designed earlier with respect to traditional classrooms. It happened some time when there were no content-related activities, assignments or projects that can be done online.	We must understand the course content and how to fit it into our online course. Make sure we modify some changes in terms of activities and assignments for a better understanding of the concepts.



3. Science Class	-	<b>01 per day.</b>
Duration of class	-	<b>40 minutes</b>
Practical Periods	-	<b>02(In a week)</b>
Total no. of Periods in a week	-	<b>08</b>

4. The 40 minutes duration of the online classes should be conducted in a capsule form:

Activity	Explaining the concepts(using PPT or any other way)	Demonstration/Discussion/Solving of worksheets by students	Solving questions on the topic discussed	Recapitulation of the lesson
Time	10 min.	10 min.	10 min.	10 min.

### 5. MODEL LESSON PLAN

**CLASS-IX**                      **DATE OF COMMENCEMENT-18/04/2021**                      **SUBJECT SCI**  
**EXPECTED DATE OF COMPLETION - 02 /05/2021**    **CHAPTER – FUNDAMENTAL UNIT**  
**OF LIFE**    **ACTUAL DATE OF COMPLETION - 02 /05/2021**                      **PD. REQUIRED – 13**

Gist Of The Lesson	Focused Skills/Competencies	Targeted Learning Outcomes (Tlo)	Teaching Learning Activities Planned	Assessment Strategies Planned /Question On Tlos, Hots
Fundamental unit of life.	Critical thinking  Creativity	Students should be able to describe the discovery of cells.	E- class along with PPT on the chapter. <a href="https://in.docworkspace.com/d/sIFD4yLtboZaNhgY">https://in.docworkspace.com/d/sIFD4yLtboZaNhgY</a> Discussion about the definition of cell along with its basic characteristics and cell theory given by Schlieden and Schwann that is the cell is the structural and functional unit of life, all living things are made up of cells and new cells arise from pre-existing cells.  Discussion about the shape and size of some cells like largest, smallest and longest cell	What is cell theory? Who discovered the cell Which cell organelle is called the powerhouse of a cell? Why





Cell.		Students should be able to explain cell theory.	Discussion about the structure of plasma membrane and cell wall, their constituent and function in cell and difference between plant and animal cell.	What are the functions of plasma membranes?
Structure of cell.	Collaboration	Students should be able to describe the structural organization of Cell.	Discussion about the structure of nucleus: its component like nucleolus and chromosomes along with their function that it controls all the activities of the cell and regulates cell cycle.	Which cell organelle is called a semi-autonomous body? Why?
	Communication			
Plasma membrane and cell wall.		Students should be able to list the various components of a cell and state their functions.	Discussion about the cytoplasm and cell organelles like mitochondria, plastids, Golgi apparatus, endoplasmic reticulum and ribosome along with their structure and functions in cell.	What are the differences between plant cells and animal cells?
Nucleus.	Citizenship	Students should be able to draw and label plant and animal cell	Discussion about the difference between Prokaryotes and Eukaryotes on the basis of their nucleus and other cell organelles.	
Cytoplasm and cell organelles.		Students should be able to have basic understanding of Chromosomes DNA and types of cell division.	Show permanent slide of a Prokaryotic and Eukaryotic cell. PPT of Prokaryotic and Eukaryotic cells for better understanding.	What are the differences between prokaryotes and eukaryotes?
Prokaryotes and Eukaryotes		Students should be able to differentiate between prokaryotic and Eukaryotic cell.		

Name & Sign. of Teacher---Monika Sharma

Sign. Of Principal.....

**6. Assignment for the students:**



[https://docs.google.com/document/d/1dlCXb6PF\\_z\\_4dRFh9Nft4sCH3pjQhTH1oQx8\\_CwHPdY/e/dit?usp=drivesdk](https://docs.google.com/document/d/1dlCXb6PF_z_4dRFh9Nft4sCH3pjQhTH1oQx8_CwHPdY/e/dit?usp=drivesdk)

## 7. Important Links for Further Reference:

### Link 1-7 (content & Videos)

(1)[https://diksha.gov.in/play/content/do\\_31307110929003315211144?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/content/do_31307110929003315211144?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)

(2)[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_3129911266750300161185](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3129911266750300161185)

(3)[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_3131270839349493761563](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3131270839349493761563)

(4)[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_3131270841411174401844](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3131270841411174401844)

(5)[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31315953975029760012420](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31315953975029760012420)

(6)[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31307110929003315211144](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31307110929003315211144).

(7)[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31315439354590003211162](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31315439354590003211162)

(8) Very Short Answer

[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31279852717617152016069](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31279852717617152016069)

(9) Short Answer -

[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31279852744279654416073](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31279852744279654416073)

(10) Long Answer -

[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31279852764250112016221](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31279852764250112016221)

(11) Multiple Choice Question -

[https://diksha.gov.in/play/collection/do\\_31310347519628083211467?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31279916641379942417621](https://diksha.gov.in/play/collection/do_31310347519628083211467?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31279916641379942417621)

8. Questions related to learning outcomes other than the textbook: Link for sample.

<https://in.docworkspace.com/d/sIAX4yLtbq7GMhgY>



<https://drive.google.com/folderview?id=0B1I8Z-adnc0tfkNVT0lYLVpQN0JYUW1JOFpMNWs3VWdkblBHNVFWUVZDTWhIM045bDRheHc>

**9. Self-Learning Material:**

<https://in.docworkspace.com/d/sIAX4vLtbq7GMhgY>

<https://drive.google.com/folderview?id=0B1I8Z-adnc0tfkNVT0lYLVpQN0JYUW1JOFpMNWs3VWdkblBHNVFWUVZDTWhIM045bDRheHc>

**Self learning material (video link)**

<https://youtu.be/OlrKfytI4i4>

**OLabs (Online Lab for School Lab Experiments) - [www.olabs.edu.in](http://www.olabs.edu.in)**

<https://www.youtube.com/watch?v=tVmVTf6a4NM&t=2s>



10.

**Academic Calendar (2021-2022)**  
**CLASS -IX**

**SUBJECT: SCIENCE**

S.No	Month	No. of Working Days	Chapter No.	Chapters to be covered	No. of Periods Required	Total LOs to be covered as per (TRALO)
1.	April - May	25	1	Matter In Our Surroundings	12	Differentiates and classifies materials/ objects/ organisms/ phenomena/processes, Plans and conducts investigations/experiments to arrive at and verify the facts / principles/phenomena or to seek answers to queries on their own, explains and Relates processes and phenomena with causes/effects, Calculates using the data given, Draws labelled diagrams /flow charts/concept map / graphs , Measures physical quantities using appropriate apparatus / instruments /devices
			5	The Fundamental Unit Of Life	13	Differentiates materials/ objects / organisms/phenomena/processes, Plans and conducts investigations /experiments to arrive at and verify the facts/principles/phenomena or to seek answers to queries on their own, Explains and Relates processes and phenomena with causes/effects ,Calculates using the data given, Draws labelled diagrams /flow charts/concept map / graphs ,Describes scientific discoveries/ inventions,
2.	June	09	8	Motion	09	Differentiates materials/ objects /organisms / phenomena/ processes, Calculates using the data given, Draws labelled diagrams /flow charts/ concept map / graphs, Analyses and interprets graphs /figures, Derives formulae /equations/laws.

3	July	25	2	Is Matter Around Us Pure	13	Differentiates and classifies materials/ objects/ organisms/ phenomena/processes, Plans and conducts investigations/experiments to arrive at and verify the facts/ principles/ phenomena or to seek answers to queries on their own, explains and Relates processes and phenomena with causes/effects, Calculates using the data given, Draws labeled diagrams /flow charts/concept map / graphs , Measures physical quantities using appropriate apparatus / instruments /devices, Analyses and interprets graphs /figures, Applies scientific concepts in daily life and solving problems, Draws conclusion, Designs models using eco-friendly resources.
			6	Tissues	12	Differentiates and classifies materials / objects / organisms / phenomena/ processes, Plans and conducts investigations / experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, explains and Relates processes and phenomena with causes/effects, Draws labeled diagrams /flow charts/concept map/graphs.

4.	August (PT -1)	23	9	Force And Laws Of Motion	09	Differentiates materials/ objects /organisms / phenomena/ processes, Calculates using the data given, Explains processes and phenomena, Analyses and interprets graphs / figures, Uses scientific conventions /symbols/equations to represent various quantities/ elements/ units Applies scientific concepts in daily life and solving problems, Derives formulae /equations/laws.
			7	Diversity In Living Organisms	14	Differentiates and classifies materials/ objects/ organisms/ phenomena / processes, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Uses scientific conventions /symbols/equations to represent various quantities/elements/units, Draws conclusion, Describes scientific discoveries/inventions,
5	September	24	3	Atoms And Molecules	13	Differentiates and classifies materials/ objects/ organisms/ phenomena/ processes, Plans and conducts investigations /experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Explains and Relates processes and phenomena



						with causes/effects ,Calculates using the data given ,Uses scientific conventions / symbols /equations to represent various quantities /elements/units ,Derives formulae/ equations/ laws, Describes scientific discoveries/ inventions.
6	October (PT-2)/ Half Yearly examination	15	11	Work And Energy	09	Calculates using the data given, Uses scientific conventions /symbols/ equations to represent various quantities/ elements/ units, Derives formulae/ equations/ laws, Draws conclusion
7	November	23	4	Structure Of The Atom	11	Differentiates and classifies materials/ objects/ organisms/ phenomena/ processes, Relates processes and phenomena with causes/ effects, Calculates using the data given, Uses scientific conventions /symbols/equations to represent various quantities/ elements/ units, Derives formulae/ equations/laws, Describes scientific discoveries/inventions, Draws labeled diagrams/flow charts/ concept map/graph
			13	Why Do We Fall Ill	05	Explains and Relates processes and phenomena with causes/ effects, Applies learning to hypothetical situations, Describes scientific discoveries /inventions.
			14	Natural Resources	07	Classifies materials/ objects organisms/phenomena/processes based on properties/ characteristics, Relates processes and phenomena with causes/effects ,Explains processes and phenomena, Draws labeled diagrams /flow charts/ concept map / graphs , Applies scientific concepts in daily life and solving problems.
8	December	18	12	Sound	17	Differentiates and classifies materials/ objects/ organisms/ phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Relates processes and phenomena with causes/effects, Explains processes and phenomena with causes/ effects, Draws



						labeled diagrams /flow charts/concept map /graphs, Analyses and interprets graphs/ figures, Applies scientific concepts in daily life and solving problems.
9	January (PT-03)	22	15	Improvement In Food Resources Revision	21	Relates processes and phenomena with causes/effects, Applies scientific concepts in daily life and solving problems, Draws conclusion, Applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment.
10	February	20		Revision And Remedial Teaching	20	--
11	March			Session Ending Examination and Result		--

### PRACTICALS (30 Periods)

Practicals should be conducted alongside the concepts taught in theory classes.

### LIST OF EXPERIMENTS

1. Preparation of: Unit-I

a) a true solution of common salt, sugar and alum

b) a suspension of soil, chalk powder and fine sand in water c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish

between these on the basis of □ transparency □ filtration criterion □ stability

2. Preparation of Unit-I a) A mixture b) A compound using iron filings and sulphur powder and distinguishing between these on the basis of: (i) appearance, i.e., homogeneity and heterogeneity (ii) behaviour towards a magnet (iii) behaviour towards carbon disulphide as a solvent (iv) effect of heat

3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor). Unit-I

4. Perform the following reactions and classify them as physical or chemical changes: Unit-I a) Iron with copper sulphate solution in water b) Burning of magnesium ribbon in air c) Zinc with dilute sulphuric acid d) Heating of copper sulphate crystals e) Sodium sulphate with barium chloride in the form of their solutions in water

5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. Unit-II

6. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. Unit-II

Unit-II

7. Determination of the melting point of ice and the boiling point of water. Unit-I

8. Verification of the Laws of reflection of sound. Unit-III



9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. Unit-III
10. Establishing the relation between the loss in weight of a solid when fully immersed in
  - a) Tap water Unit-III
  - b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.
11. Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). Unit-III
12. Study of the characteristics of Spirogyra, Agaricus, Moss, Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to. Unit-II
13. Observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record: Unit-II
  - a) one specific feature of its phylum.
  - b) one adaptive feature with reference to its habitat.
14. Verification of the law of conservation of mass in a chemical reaction. Unit-III
15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants. Unit-III

### **OLabs (Online Lab for School Lab Experiments) - [www.olabs.edu.in](http://www.olabs.edu.in)**

<https://www.youtube.com/watch?v=tVmVTf6a4NM&t=2s>

The OLabs is based on the idea that lab experiments can be taught using the Internet, more efficiently and less expensively. The labs can also be made available to students with no access to physical labs or where equipment is not available owing to being scarce or costly. This helps them compete with students in better equipped schools and bridges the digital divide and geographical distances. The experiments can be accessed anytime and anywhere, overcoming the constraints on time felt when having access to the physical lab for only a short period of time. Virtual labs allow students to work through real-life case stories, interact with lab equipment, perform experiments, and learn with theory and quiz questions. A virtual laboratory is an on-screen simulator or calculator that helps test ideas and observe results. Learners use advanced technology to perform a series of experiments that yield authentic results. Some OLAB references as follows:

#### 1. Online labs developed by CDAC

<http://www.olabs.edu.in/?pg=topMenu&id=40>

#### 2. Online Labs for Schools developed by AmritaVishwa Vidyapeetham and CDAC

Class( 9-12) Biology:

<http://www.olabs.edu.in/?pg=topMenu&id=53>

#### 3. Class 10 Chemistry

<http://www.olabs.edu.in/?sub=73&brch=3>

#### 4. Class 10 Biology

<http://www.olabs.edu.in/?sub=79&brch=16>

#### 5. Online labs Class 9-12(Physics, Chemistry, Biology)

<http://www.olabs.edu.in/>

### **SUBJECT ENRICHMENT ACTIVITIES:**





CLASS: IX-X		SUBJECT :- SCIENCE	
<b>ACTIVITY 1: PRACTICALS</b>			
MONTH:-APRIL	AREAS OF ASSESSMENT (RUBRICS)		
	APPARATUS HANDLING (2)		
	OBSERVATION,CALCULATION & CONCLUSION(3)		
<b>ACTIVITY 2: VIVA-VOCE</b>			
MONTH:- MAY	AREAS OF ASSESSMENT (RUBRICS)		
	THINKING (1)		
	TIME MANAGEMENT (1)		
CORRECT RESPONSE(3)			
<b>ACTIVITY 3: SCIENCE MAGAZINE(IX-X)</b>			
MONTH:-JUNE-JULY	AREAS OF ASSESSMENT (RUBRICS)		
	CONTENT MATTER (3)		
	PRESENTATION (2)		
<b>ACTIVITY 4:PROJECT WORK</b>			
MONTH:-AUGUST	AREAS OF ASSESSMENT (RUBRICS)		
	CONTENT MATTER (3)		
	PRESENTATION (2)		
<b>ACTIVITY 5: AWARENESS PROGRAMMES (CHOOSE ANY ONE) REPRODUCTIVE HEALTH, DISASTER MANAGEMENT OR SPREAD OF COMMUNICALBLE DISEASES</b>			
MONTH :- SEPTEMBER	AREAS OF ASSESSMENT (RUBRICS)		
	RELEVANCY TO THE TOPIC /INFORMATION COLLECTION(2)		
	REPORT PRESENTAION(2)		
	ORAL PRESENTATION(1)		

### Preparation of Portfolio:

Project based learning will help in preparation of portfolio. Portfolio will include note-books, classwork and homework assignments besides this portfolio should be a space for students to display her/his exemplary work in Science. Portfolio will help in continuous assessment of students performance. Portfolio can be effectively evaluated using a simple scoring rubric. Suggested are some elements to judge student`s portfolio:

Organization- Neatness, Creativity and Visual Appeal

Completion of guided work focused on specific curricular objectives

Evidences of student`s growth

Inclusion of all relevant work(completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

### Art Integrated Learning:

Learners explore creatively while building connections between different concepts through various art forms. Art experiences , both in visual (drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making, heritage crafts etc.) and performing arts (music, dance, theatre, puppetry etc.)

### Sports Integrated Learning:



- Children are introduced to the benefits of a healthy lifestyle early in their lives by instilling the habit and culture of taking up outdoor activities. Sports offer a perfect opportunity to explore scientific concepts such as force, motion, potential energy, velocity, and torque.
- Different sports activities are as follows:
  - walking (recreational) fitness or gym.
  - running or athletics.
  - swimming.
  - cycling.
  - bushwalking.
  - football or soccer.
  - yoga.

Effective monitoring of Attendance:

For attendance we can prepare Google Sheet. We can take attendance online by presenting screen to the students.

We can involve parents through online PTMs after regular interval of time. Making parents aware about their wards' time-table and different activities.

**Mrs. MONIKA SHARMA** TGT(Science) [monu131983@gmail.com](mailto:monu131983@gmail.com) **KV Khairagarh**



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACADEMIC PLANNER 2021-22**  
**CLASS-IX**  
**SUBJECT: SOCIAL SCIENCE**

**INTRODUCTION**

An academic planner offers school administrators, teachers, parents of school-age kids and students a planner that's focused on their annual schedule. It let teachers and administrators plan meetings, tutoring sessions or parent conferences and keep their schedule on track. This planner include revised syllabus of class-IX & X as per the secondary/senior school curriculum 2021-22 published by CBSE. Focus areas of the planning are overall well-being of the students, pedagogical requirements as per NEP, focus on FLN, Outcome based learning, Self-regulated learning, Varied forms of learner engagement and assessment multi-disciplinary learning & innovative online practices.

1.

**Problems Faced During The Previous Academic Session And Action Plan to Overcome Challenges:**

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19.

Sl No.	Problems Faced By Students	Action Plan to overcome Challenges
1.	Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning.	We can use adaptive learning. Adaptive learning is using Artificial intelligence to adjust the content according to individual needs. It helps in providing personalized courses to identify their weaknesses and strengths for better learning outcomes e.g. Step App
2.	Many students were not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they were not much aware of technology and computer applications.	Governments have to think about availability of internet equally in all parts of country. For solving technical issues we can take help from our computer teachers.
3.	In many cases students find difficulty in managing their time with online learning. Online learning was completely new for them and requires intensive work. They need a scheduled planner to manage their time in an effective manner.	Teachers can help students by suggesting  Create To-Do List – students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Make sure that you adhere to the list and establish the routine that can make time management practices easy.  2. Students must take help from friends and family.
4.	Students start losing hope once they find difficulty in online learning. Lack of motivation was a common challenge for all students.	It requires motivation to complete tasks and engage students with their learning. Make sure that your students stay



		positive towards online learning.
5.	At home things were different from school. Students get distracted from small things easily.	Here involve parents of students. Schools should inform parents about the time of online learning so that there will be no distractions from their side. Parents must be advised to restrict the study area for others to come during live sessions and video calls. Make sure your ward relax in the breaks set in the time table.
6.	Students lack effective communication skills during online learning. Teachers gave assignments for improving reading and writing skills but students were not able to write so convincingly that educators understand the concept behind their assignments.	Teachers must make their students aware about different tools that can help students to improve their communication skills.
7.	Students find it difficult to communicate in person who struggles with understanding concepts. Many times these students were not even approach teachers to clear their doubts.	Here is a need of personal attention to such students. Teachers can call such students to understand their problems and clear their doubts.
<b>Problems Faced By Teachers</b>		
1.	As students were moving towards online learning from traditional classrooms, it was difficult for teachers to engage students for longer periods of time.	Teachers must understand that online learning has a lot of advantages with respect to tools and interesting platforms to engage students in learning. Try to include those tools and multiple types of learning approaches such as podcasts, videos (teaching channel, own videos, live classes), discussions, various forms of text through articles and blogs, different assessment methods (tests, quizzes, assignments and projects) learning activities and collaboration for better learning outcomes.
2.	Problem of time commitment. Some students exceed their deadline in submitting assignments or projects.	Use a friendly tone for communicating with your students to establish rapport. You can set reminders for assignments and projects in your learning management system. Send it to your students one week prior to the submission deadline
3.	Online teaching is like communicating without body language, so students might misunderstand and can result in their poor performance. Sometimes students asked for an extension for their work or give many excuses for the delay.	Give flexibility for the students when they ask for not making up to their deadlines. We should provide a platform for the students in order to communicate and collaborate with other fellow classmates.
4.	Problem of assessment. As there was less communication between students and teachers, expectation from the students' performances also differs. Students were likely to experience less homework, less assignments or lack of	Make sure that we give proper assignments and conduct tests at regular intervals. This can help us to assess them based on their performance.



	examination at times. This caused difficulties for teachers in assessments.	
5.	Every student needs feedback for their performance for improvement. Teachers find it difficult to give feedback to all students individually. Teachers were not find proper methods of providing feedback to all the students.	We should understand how important it is to give feedback for the students for their growth and improvement. Make sure that we provide personalized guidance to all the students so that they can work on their learning abilities.
6.	Teachers experienced a hard time in expressing their content to students, especially assignments and assessments.	Think and take advantage of the training and workshops attended during teacher training. Apply the methods for effective teaching and management systems. We can also approach other teachers who know about the management system in online learning.
7.	It became difficult for us to adopt new teaching methods that were completely virtual and technology-driven	Most important thing is to get comfortable in a virtual classroom. Find out different kinds of tools that make teaching and assessment simple and easy. We can develop many teaching methods that can improve their learning such as conducting different activities, model making, debates, group activities, virtual tours, group discussions, role play etc.
8.	Sometimes we felt concerned about the risk of cheating in online learning. We felt that students can cheat to get better results in the tests and assignments.	There are many reliable ways to enhance the integrity of online learning. We should allow students to take exams according to their convenience. Do not force for assignments or any tests unless they are ready.
9.	Many teachers struggled with technical issues that were unavoidable and caused stress. They become helpless if something technical errors come in the middle of the live session or communicating with students.	We should contact technical support for solving problems that can cause hindrance in the learning process. Make sure we upgrade our computer with apps and software that can help in an effective learning process with a high-speed internet connection.
10.	The course content was designed earlier with respect to traditional classrooms. It happened some time when there were no content-related activities, assignments or projects that can be done online.	We must understand the course content and how to fit it into our online course. Make sure we modify some changes in terms of activities and assignments for a better understanding of the concepts.

**2.The 40 minutes duration of the online classes should be conducted in a Capsule form of teaching as mentioned below:**

Split Duration (in Minutes)	Component of Teaching/Learning to be taken up
10	Explaining the concepts using Power Point Presentation or other mode of teaching
10	Solving of worksheets by students and discussion on answers/demonstration of experiments



10	Solving questions on the topic discussed
10	Recapitulation of the lesson

### 3. MODEL LESSON PLAN

DATE -01.04.2021                      CHAPTER: FRENCH REVOLUTION (HISTORY CH.1<sup>ST</sup>)  
DATE OF COMMENCEMENT-01.04.2021      PERIODS REQUIRED – 13  
EXPECTED DATE OF COMPLETION – 10.04.2021  
Subject: Social Science                      ACTUAL DATE OF COMPLETION - 12.04.2021

Gist of the lesson	Focused skills / Competencies	Targeted Learning Outcomes (TLO)	Activities planned for achieving the TLO	Assessment strategies planned
Introduction, Causes of French Revolution, Jacobin Club, Napoleon Code, Division of French society, Work of the National Assembly.	Discussion, Knowledge, Reading and Writing, Map Work, Explaining.	The student is able to understand the main events of the French Revolution 1789-99 and its significance in the shift in European culture from Enlightenment to romanticism.	Use some pictures, maps of Europe, and give the knowledge about the lesson and explain it. Put the questions in the middle of the lesson to attract the attention of the students.	Map work, Group Discussion, Short answer type question, Presentation, Audio - visual aids.

Remarks / Suggestions .....

Sign. of Teacher .....

Sign. of Principal .....

#### 4. Assignment for the students:

- Q.1 Who was the ruler of French during the revolution?
- Q.2 When did French Revolution Occur?
- Q.3 Who formed the National assembly in France in 1789?
- Q.4 What is the slogan of the French revolutionaries?
- Q.5 What was feudal system?

#### 5. Important Links for Further Reference:

- [https://diksha.gov.in/play/collection/do\\_31310347520033587211302?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31310347520033587211302?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)
- [https://diksha.gov.in/play/collection/do\\_31310347520033587211302?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31310347520033587211302?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)
- [https://diksha.gov.in/play/collection/do\\_31310347520033587211302?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31310347520033587211302?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)
- [https://diksha.gov.in/play/collection/do\\_31310347520033587211302?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31310347520033587211302?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)
- [https://diksha.gov.in/play/collection/do\\_31310347520033587211302?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31310347520033587211302?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)



[https://diksha.gov.in/play/collection/do\\_31310347520033587211302?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31310347520033587211302?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)

### Self Learning Material (links /videos)

<https://youtu.be/kHF0vuj1Dz8>

### 6.Preparation of Lesson Plan on line with STP:

- Will provide children an environment where they can freely talk about their interest areas and will help them to work on it to achieve their goals.
- Appreciate children for every little thing they do, and mention it in a positive way during class-room transaction, so that their confidence level increases and they can have full faith on themselves. This will motivate them to attend online classes.
- My objective of teaching is to make children self-confident, so that they can walk through different phases of life with ease and face the challenges thrown by life with a positive attitude and smile.
- Macro plan once in a fortnight has to be prepared by the teacher. The plan has to be e-plan. The same has to be submitted to the Principal by 05th and 20th of every month. In the macro plan all learning indicators (competency) of the lesson to be included. Strategies, learning outcome to be clearly defined.
- Micro plan sub-unit of the unit involving one/two Learning Indicators, strategies, learning outcome.

### 7.Subject Enrichment Activities:

All activities suggested by KVS / CBSE have to be taken up. The assessment of SEA to be done as per the identified rubrics for the subject.

- Project based learning- preparation of portfolio.
- Art integrated learning and Ek Bharat Shreshth Bharat: for teaching and projects.

Class-IX Sub. Social Science (Subject Enrichment Activities)

<b>Activity-1</b>	<b>Portfolio (Maps, charts, graphs, assignment, tests , celebration of various functions, important days, anniversaries, important institutions, virtual visit of ASI center, musium, historical buildings etc.)</b>	April-May
<b>Activity-2</b>	Oral Quiz	June-July
<b>Activity-3</b>	Worksheet of MCQs	August-September
<b>Activity-4</b>	<b>Seminar, Role Play, mock parliament, Constitution Day, Date of 1857 revolt, Role of freedom fighters,</b>	October-November
<b>Activity-5</b>	<b>Project Work (AI, EBSB)</b>	December-January

### 8.PRESCRIBED BOOKS:

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT



**CLASS-IX**  
**SUBJECT: SOCIAL SCIENCE**

Sl No	Month	No. of working days	No. of periods	Units/Chapters to be covered	Links/Videos	Activity	Total LOs to be covered as per (TRALO)
1	April	23	15	First 15 days Bridge Course		Map Work	Recognizes and retrieves facts, figures and narrate processes. Explains cause and effect relationship between phenomena, events and their occurrence.
			13	1.(H1) French Revolution	<a href="https://youtu.be/kHF0vuj1Dz8">https://youtu.be/kHF0vuj1Dz8</a>		
2	May - June	10	06	2.(G1) India size and location	<a href="https://youtu.be/G8oi-Qlwb9E">https://youtu.be/G8oi-Qlwb9E</a>	Map Work	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
			06	3.(P1) What is Democracy? Why Democracy	<a href="https://youtu.be/efDpemz-hJo">https://youtu.be/efDpemz-hJo</a>	-	Recognizes differences /different perspectives /different situations, etc. In order to demonstrate sensitivity.
3	July	25	09	4.(E1) The story of village Palampur	<a href="https://youtu.be/Sr-IZFy2ERI">https://youtu.be/Sr-IZFy2ERI</a>	Debate	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
			08	5.(G2) Physical features of India	<a href="https://youtu.be/pi7CKZ5WKp4">https://youtu.be/pi7CKZ5WKp4</a>	Map Work	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
			10	6. (P2) Constitutional Design.	<a href="https://youtu.be/Je0XEZiYwbA">https://youtu.be/Je0XEZiYwbA</a>	Role Play	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
4	August	23	<b>Periodic Test-1</b>			Map Work	Recognizes and retrieves facts, figures and narrate processes.
			13	7.(H2) Socialism in Europe and Russian Revolution	<a href="https://youtu.be/TRTbPCus70o">https://youtu.be/TRTbPCus70o</a>		
			10	8.(E2) People as Resource	<a href="https://youtu.be/XIY_U0vFX68">https://youtu.be/XIY_U0vFX68</a>		





5	Sept emb er	24	08	9.(H3) Nazism and the rise of Hitler	<a href="https://youtu.be/bKap_KTM_C-k">https://youtu.be/bKap_KTM_C-k</a>	Map Work	Recognizes and retrieves facts, figures and narrate processes.
			08	10.(G3) Drainage	<a href="https://youtu.be/9XBLgkTx_Jc">https://youtu.be/9XBLgkTx_Jc</a>	Diagram	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it.
			08	11.(E3) Poverty as a challenge	<a href="https://youtu.be/dLLHzYZTGjE">https://youtu.be/dLLHzYZTGjE</a>	Debate	Examines given information in order to analyze and evaluate it.
6	Octo ber	16	07	12.(G4) Climate	<a href="https://youtu.be/Ny99p2fWkpU">https://youtu.be/Ny99p2fWkpU</a>	Map	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it.
			09	13.(H4) Forest, society and colonialism or Pastoralists and farmers, Project (Disaster management)	<a href="https://youtu.be/UaAFuANSgIM">https://youtu.be/UaAFuANSgIM</a>	-	Draws inter-linkages within Social Science.
			<b>PT-2/Half Yearly Examination</b>				
7	Nov emb er	20	10	14.(P3) Electoral Politics	<a href="https://youtu.be/5cjFXcaM1jU">https://youtu.be/5cjFXcaM1jU</a>	Debate	Recognizes differences /different perspectives /different situations, etc. In order to demonstrate sensitivity and appreciation skills.
			09	15.(G5) Natural Vegetation and wild life	<a href="https://youtu.be/u_mGfQKiLHo">https://youtu.be/u_mGfQKiLHo</a>	-	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
8	Dec emb er	18	09	16.(P4) Working Institutions	<a href="https://youtu.be/TzDfnRMpukE">https://youtu.be/TzDfnRMpukE</a>	Role Play	Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.
			08	17.(E4) Food security in India	<a href="https://youtu.be/h_DZ8wo2NDM">https://youtu.be/h_DZ8wo2NDM</a>	-	Examines given information in order to analyze and evaluate it.
9	Janu ary	23	<b>Periodic Test -3</b>				
			10	18.(G6) Population	<a href="https://youtu.be/sIxJyVjJIUE">https://youtu.be/sIxJyVjJIUE</a>	Debate	Examines and evaluates the information given in any of the several



							formats, both known and unknown, in order to interpret it.
			07	19.(P5) Democratic Rights	<a href="https://youtu.be/JgcRnz_cbRg">https://youtu.be/JgcRnz_cbRg</a>	Quiz	Recognizes differences /different perspectives /different situations, etc. In order to demonstrate sensitivity and appreciation skills: For example, the learner.
10	February	24		Revision Work-Sample Paper Practice		-	
11	March		<b>Session Ending Examination</b>				

### 9. Three Types of Assessment:

1.Assessment for Learning	2.Assessment as Learning	3.Assessment of Learning
During learning at regular intervals. E. g. MCQs, Peer assessment, quizzes, debates, project work, group discussion etc.	In the middle of learning a concept and topic. E. g. Self assessment, portfolio, MCQs, maps, concept maps etc.	After learning. E. g. Unit tests, board exam, half yearly exam, end of class project etc.

Remedial Teaching: After assessment for learning.

Micro Teaching: After assessment for learning.

SLATE: After assessment of learning.

### 10. Annual Assessment:

Annual Examination- 80 marks

Internal Assessment- 20 marks

### Internal Marks Distribution:

#### Internal Assessment: 20 Marks INTERNAL ASSESSMENT

	Marks	Description
Periodic Assessment	10 Marks	Pen Paper Test
		Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>Classwork and Assignments</li> <li>Any exemplary work done by the student</li> <li>Reflections, Narrations, Journals, etc.</li> <li>Achievements of the student in the subject throughout the year</li> <li>Participation of the student in different</li> </ul>



		activities like Heritage India Quiz
Subject Enrichment Activity	5 Marks	Project Work(Art Integration Project)

**ACTIVITY CLASS – IX**  
**SUB. SOCIAL SCIENCE**

Month	Topics/Units	Activity	Links/Videos
<u>April</u>	<u>Bridge course 15 days activities</u>	<u>Bridge course</u>	<u>Day -1</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>Day-2</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>Day-3</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 4</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 5</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>Day-6</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 7</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 8</u> <u>DAY- 9</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 10</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 11</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 12</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 13</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 14</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a> <u>DAY- 15</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a>
<u>May-June</u>	<u>1.French Revolution</u>  <u>2.India size and locations</u> <u>3.What is democracy?</u> <u>Why democracy?</u>	<u>Map work</u>	<a href="https://youtu.be/F9Lai7vAb0E">https://youtu.be/F9Lai7vAb0E</a>
<u>July</u>	<u>4.The story of village Palampur</u> <u>5. Physical features of India</u> <u>6.Constotutional design</u>	<u>Debate</u>  <u>Map work</u>  <u>Mock Parliament</u>	<a href="https://youtu.be/Be9P9T7XpBs">https://youtu.be/Be9P9T7XpBs</a>
<u>August</u>	<u>7.Socialism in Europe and Russian revolution</u>	<u>Europe map</u>	<a href="https://youtu.be/F9Lai7vAb0E">https://youtu.be/F9Lai7vAb0E</a>



	<b><u>8.People as resource</u></b>		
<b><u>September</u></b>	<b><u>9.Nazism and the rise of Hitler</u></b> 10.Drainage 11.poverty as a challenge	<b><u>Europe map</u></b>  <b><u>Flow chart</u></b>	<a href="https://youtu.be/F9Lai7vAb0E">https://youtu.be/F9Lai7vAb0E</a>
<b><u>October</u></b>	12.H4) Forest, society and colonialism or Pastoralists and farmers, Project (Disaster management 13.climate	Physical map	<a href="https://youtu.be/Be9P9T7XpBs">https://youtu.be/Be9P9T7XpBs</a>
<b><u>November</u></b>	14.Electoral politics 15.(G5) Natural Vegetation and wild life	<b><u>Role play</u></b>  <b><u>Map</u></b>	<a href="https://youtu.be/Be9P9T7XpBs">https://youtu.be/Be9P9T7XpBs</a>
<b><u>December</u></b>	16.Working of institutions 17.Food security in India	<b><u>Debate</u></b>	
<b><u>January</u></b>	18.Population 19.Democratic rights	<b><u>Debate</u></b>	

**VIRTUAL VISIT OF CLASS IX SUBJECT: SOCIAL SCIENCE**

- 1.Historical Buildings: <https://youtu.be/tlowIDWwSio>
- 2.World Heritage Sites in India: <https://youtu.be/onqrBoBj050>
- 3.The Parliament: <https://youtu.be/UDr4XexJ2MQ>
- 4.Indian National Movement Centers: <https://youtu.be/mW7eSLKK3L8>
- 5.Indian Temples: <https://youtu.be/U6-or5yQAkk>
- 6.Indian National Parks: <https://youtu.be/GfYP22sL2Gg>
- 7.Important Ports and Airports: <https://youtu.be/riaLIaRbXR0>
- 8.Indian Congress Session: [https://youtu.be/5yZ57\\_hmjoI](https://youtu.be/5yZ57_hmjoI)
- 9.Indian States and Capitals: <https://youtu.be/FcvLlvs8IQE>
- 10.Festivals of India: <https://youtu.be/a3k4wqwOCwo>
- 17.Effective monitoring of Attendance:

For attendance we can prepare Google Sheet. We can take attendance online by presenting screen to the students. We can involve parents through online PTMs after regular interval of time. Making parents aware about their wards' time-table and different activities.



## KENDRIYA VIDYALAYA SANGATHAN - RAIPUR REGION

ACADEMIC CALENDAR - 2021-22  
SUBJECT - ARTIFICIAL INTELLIGENCE (417), CLASS - IX

AI Curriculum Unit-wise distribution given by CBSE –

UNIT	NAME OF THE UNIT	SUB-UNIT	DURATION	PERIODS
1	INTRODUCTION TO AI *  *Covered in Class-VIII	Excite	2 Hours 40 Mins.	4 Periods
		Relate	02 Hours	3 Periods
		Purpose	02 Hours	3 Periods
		Possibilities	02 Hours	3 Periods
		AI Ethics	3 Hours 20 Mins.	5 Periods
2	AI PROJECT CYCLE	Problem Scoping	14 Hours	21 Periods
		Data Acquisition	02 Hours	3 Periods
		Data Exploration	04 Hours	6 Periods
		Modelling	06 Hours	9 Periods
3	NEURAL NETWORK		04 Hours	6 Periods
4	INTRODUCTION TO PYTHON		70 Hours	105 Periods
<b>TOTAL</b>			<b>112 Hours</b>	<b>168 Periods</b>

### NOTE:

As per CBSE curriculum, UNIT-1 (Introduction to AI), to be covered in Class – VIII. So, in Class-IX only Unit-II, III & IV to be covered in Artificial Intelligence.

### UNITWISE MARK DISTRIBUTION

CLASS-IX

SUBJECT – ARTIFICIAL INTELLIGENCE (417)

No.	UNIT	SUB-UNIT	THEORY	PRACTICAL
1	Introduction to AI	Excite	10	10
		Relate		
		Purpose		
		Possibilities		
		AI Ethics		
2	AI Project Cycle	Problem Scoping	10	10
		Data Acquisition		
		Data Exploration		
		Modelling		
3	Neural Network	-	10	10
4	Introduction to Python	-	20	10
5	Co-curricular Skills	-		10
<b>TOTAL</b>			<b>50</b>	<b>50</b>



**SPLIT-UP SYLLABUS FOR CLASS-IX ARTIFICIAL INTELLIGENCE(417)**

Month	Number of working days	No. of periods	Units to be covered	Sub-Unit	Session / Activity / Practical	Total LOs to be covered as per (TRALO)
April-May	24 days (approx.)	1	Unit-1 – Introduction to AI	Revision Tour (Covered in Class-VIII)	<ul style="list-style-type: none"> <li>Excite</li> <li>Relate</li> <li>Purpose</li> <li>Possibilities</li> <li>AI Ethics</li> </ul>	To identify and appreciate AI and describe its applications in daily life.
		2	Unit-2 – AI Project Cycle	Problem Scoping	<b>Session: Introduction to AI Project Cycle</b> <ol style="list-style-type: none"> <li>Problem Scoping</li> <li>Data Acquisition</li> <li>Data Exploration</li> <li>Modelling</li> <li>Evaluation</li> </ol>	Identify the AI Project Cycle framework.
		5			<b>Activity: Brainstorm</b> around the theme provided and set a goal for the AI project. <ul style="list-style-type: none"> <li>Discuss various topics within the given theme and select one.</li> <li>List down/ Draw a mindmap of problems related to the selected topic and choose one problem to be the goal for the project.</li> </ul>	Learn problem scoping and ways to set goals for an AI project.
		5			<b>Activity: To set actions around the goal.</b> <ul style="list-style-type: none"> <li>List down the stakeholders involved in the problem.</li> <li>Search on the current actions taken to solve this problem.</li> <li>Think around the ethics involved in the goal of your project.</li> </ul>	Identify stakeholders involved in the problem scoped.  Brainstorm on the ethical issues involved around the problem selected.



		5			<p><b>Activity: Data and Analysis</b></p> <ul style="list-style-type: none"> <li>• What are the data features needed?</li> <li>• Where can you get the data?</li> <li>• How frequent do you have to collect the data?</li> <li>• What happens if you don't have enough data?</li> <li>• What kind of analysis needs to be done?</li> <li>• How will it be validated?</li> <li>• How does the analysis inform the action?</li> </ul>	<p>Understand the iterative nature of problem scoping for in the AI project cycle.</p> <p>Foresee the kind of data required and the kind of analysis to be done.</p>
		4			<p><b>Presentation:</b> Presenting the goal, actions and data.</p>	Share what the students have discussed so far.
June	9 days (approx.)	3	Unit-2 – AI Project Cycle	Data Acquisition	<p><b>Activity: Introduction to data and its types.</b> Students work around the scenarios given to them and think of ways to acquire data.</p>	Identify data requirements and find reliable sources to obtain relevant data.
		4		Data Exploration-1	<p><b>Session: Data Visualisation</b></p> <ul style="list-style-type: none"> <li>• Need of visualising data</li> <li>• Ways to visualise data using various types of graphical tools.</li> </ul>	To understand the purpose of Data Visualisation
July	25 days (approx.)	2	Unit-2 – AI Project Cycle	Data Exploration-2	<p><b>Recommended Activity: Let's use Graphical Tools</b></p> <ul style="list-style-type: none"> <li>• To decide what kind of data is required for a given scenario and acquire the same.</li> <li>• To select an appropriate graphical format to represent the data</li> </ul>	Use various types of graphs to visualise acquired data.



					<p>acquired.</p> <ul style="list-style-type: none"> <li>Presenting the graph sketched.</li> </ul>	
		9		Modelling	<p><b>Session: Decision Tree</b> To introduce basic structure of Decision Trees to students.</p>	Understand, create and implement the concept of Decision Trees.
					<p><b>Recommended Activity: Decision Tree</b> To design a Decision Tree based on the data given.</p>	Understand and visualise computer's ability to identify alphabets and handwritings.
					<p><b>Recommended Activity: Pixel It</b></p> <ul style="list-style-type: none"> <li>To create an "AI Model" to classify handwritten letters.</li> <li>Students develop a model to classify handwritten letters by dividing the alphabets into pixels.</li> <li>Pixels are then joined together to analyse a pattern amongst same alphabets and to differentiate the different ones.</li> </ul>	
		6	Unit-3 – Neural Networks	Introduction to neural network	<p><b>Session: Introduction to neural network</b></p> <ul style="list-style-type: none"> <li>Relation between the neural network and nervous system in human body</li> <li>Describing the function of neural network.</li> </ul> <p><b>Recommended Activity: Creating a Human Neural Network</b></p> <ul style="list-style-type: none"> <li>Students split in four teams each representing input layer (X students),</li> </ul>	Understand and appreciate the concept of Neural Network through gamification





					<p>hidden layer 1 (Y students), hidden layer 2 (Z students) and output layer (1 student) respectively.</p> <ul style="list-style-type: none"> <li>• Input layer gets data which is passed onto hidden layers after some processing. The output layer finally gets all information and gives meaningful information as output.</li> </ul>	
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**PERIODIC TEST – 1 ( 1<sup>ST</sup> WEEK OF AUGUST)**

<b>August</b>	23 days (approx.)	5	<b>Unit-4 – Introduction to Python</b>	<b>Introduction to programming</b>	<b>Recommended Activity: Introduction to programming</b> using Online Gaming portals like Code Combat.	Learn basic programming skills through gamified platforms.
		5		<b>Introduction to Python language</b>	<b>Session: Introduction to Python language</b> Introducing python programming and its applications	Acquire introductory Python programming skills in a very user-friendly format
		7		<b>Python Basics</b>	<b>Practical: Python Basics</b> <ul style="list-style-type: none"> <li>• Students go through lessons on Python Basics (Variables, Arithmetic Operators, Expressions, Data Types - integer, float, strings, using print() and input() functions)</li> </ul>	
<b>September</b>	24 days (approx.)	8	<b>Unit-4 – Introduction to Python</b>	<b>Data Handling</b>	<b>Practical: Python</b> <ul style="list-style-type: none"> <li>• Mutable &amp; Immutable types.</li> <li>• Operators &amp; expressions</li> </ul>	Learn the difference between different data types and their use with various operators in expressions
		10		<b>Conditional statements</b>	<b>Session: Types of statements in Python</b> <ul style="list-style-type: none"> <li>• Statement flow control</li> <li>• The <b>if</b> statements of Python</li> </ul>	Acquire programming skills using selection statements for decision making.



<b>October</b>	16 days (approx.)	8	<b>Unit-4 – Introduction to Python</b>	<b>Iterative statements</b>	<b>Practical:</b> • Iteration/ Looping statements	Acquire programming skills using iteration for repeating certain lines of code.
		4		<b>Practical</b>	<b>Recommended Activity:</b> Artificial Intelligence with Python	Acquire programming skills using both selection and iteration for completing the task.

**HALF YEARLY/ PERIODIC TEST-2 ( IN THE MONTH OF OCTOBER)**

<b>November</b>	20 days (approx.)	5	<b>Unit-4 – Introduction to Python</b>	<b>Strings</b>	<b>Session: Introduction</b> Traversing a string	Understand the concept of strings in Python
		5			<b>Practical: String operators</b> • Basic operators • Comparison operators	Understand about the various operators that can be used with strings.
		5			<b>Practical: String functions</b> • String slicing • String methods	Acquire programming skills using various types of string operators and functions.

<b>December</b>	18 days (approx.)	12	<b>Unit-4 – Introduction to Python</b>	<b>Introduction to Lists</b>	<b>Session: Introduction</b> • Creating list • Accessing list	Understand the concept of Lists in Python
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**PERIODIC TEST-3 ( 1<sup>ST</sup> WEEK OF JANUARY)**

<b>January</b>	22 days (approx.)	16	<b>Unit-4 – Introduction to Python</b>	<b>List operations</b>	<b>Practical: List operations</b> • Joining & slicing lists	Acquire programming skills using various list operations
<b>February</b>	23 days (approx.)	15	<b>Unit-4 – Introduction to Python</b>	<b>Project &amp; Assignment</b>	<b>Survey/Project:</b> • Demand for Python in AI projects • Machine Learning with Python • AI based project study	Students can be evaluated on the basis of the following skills– • Conceptual skills • Technical skills • Life skills

**SESSION ENDING EXAM (MARCH)**

<b>TOTAL</b>	<b>204 days (approx.)</b>	<b>151 periods</b>				
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## Reference Books –

1. Essentials of Artificial intelligence, Class-IX – Kartik Sharma, Sultan Chand & Sons (P) Ltd Publications
2. Artificial Intelligence – Textbook for Class-IX – Harmeet Kaur, Sangita Chadha, BPB Publications

## Diksha app links for Artificial Intelligence –

- [https://diksha.gov.in/play/content/do\\_3130957646926888961264?contentType=PracticeQuestionSet](https://diksha.gov.in/play/content/do_3130957646926888961264?contentType=PracticeQuestionSet)
- [https://diksha.gov.in/play/content/do\\_3131000584459386881226?contentType=PracticeQuestionSet](https://diksha.gov.in/play/content/do_3131000584459386881226?contentType=PracticeQuestionSet)
- [https://diksha.gov.in/play/content/do\\_313004439733665792147?contentType=Resource](https://diksha.gov.in/play/content/do_313004439733665792147?contentType=Resource)

## Diksha app links for AI integration with different subjects in Class-9 –

- [https://diksha.gov.in/play/content/do\\_31315370081052262411053?contentType=Resource](https://diksha.gov.in/play/content/do_31315370081052262411053?contentType=Resource) – Science
- [https://diksha.gov.in/play/content/do\\_31315368664241766411214?contentType=Resource](https://diksha.gov.in/play/content/do_31315368664241766411214?contentType=Resource) – Hindi

## Website links for AI & Machine Learning experiments/Games –

- <https://experiments.withgoogle.com/>
- <https://analyticsindiamag.com/top-10-fun-machine-learning-experiments-by-google-released-in-2020/>
- <https://www.afiniti.com/corporate/rock-paper-scissors>
- <https://www.globalgoals.ai/>
- <https://quickdraw.withgoogle.com/>
- <https://mysteryanimal.withgoogle.com/>
- <https://emojiscavengerhunt.withgoogle.com/>

## ENGAGING STUDENTS

### b) Conduct of Online Classes –

Artificial intelligence was introduced in Class-VIII during the session 2020-21, and classes were taken in the month of February. Unit-I was covered in Class-VIII as per CBSE curriculum.

#### i. Problem/challenges faced during the previous academic session –

- Non-availability of devices
- Poor Internet connectivity
- Sharing of devices between siblings
- Exhausting of data pack after 2-3 classes.
- Difficulty in uploading assignments.
- Time constraint during online classes.
- Getting exhausted looking at mobile/ laptop/ PC for longer duration.
- Students tend to divert from studies and getting active in other social media platforms for fun and entertainment.



- In the subject of Artificial Intelligence, the AI gaming websites needs strong internet connectivity, without which students are unable to enjoy the games and understand the AI concept properly.

**ii. Action Plan to overcome those challenges during the current academic session –**

- Regular counseling with parents to make separate devices available for their ward.
- Materials to be shared in Google classroom and Whatsapp group, so that students can access the material later also, if due to any reason they could not attend the class.
- Regular briefing and training given by class teachers to show, how to upload documents in assignment section of google class-room.
- To manage the time properly during online classes, students can be shared tutorial video links one day before, which they can watch and come prepared in the class, and 1-2 questions from worksheets can be given to solve during online class.
- In the subject of AI, students who are unable to access the AI games due to poor internet connectivity, offline videos/ links will be made available, so that they can understand the concept behind it.

**iii. My Statement of Teaching Philosophy (STP) :**

- Will make students aware about the online ethical values, so that they don't get involved in activities which divert them from studies and also which are against the Cyber law and IT act. Will motivate them to become a responsible user of internet and social media.
- Will provide children an environment where they can freely talk about their interest areas and will help them to work on it to achieve their goals.
- Appreciate children for every little thing they do, and mention it in a positive way during class-room transaction, so that their confidence level increases and they can have full faith on themselves. This will motivate them to attend online classes.
- My objective of teaching is to make children self-confident, so that they can walk through different phases of life with ease and face the challenges thrown by life with a positive attitude and smile.

**iv. The 40 minutes duration of the online classes should be conducted in a Capsule form of teaching as mentioned below:**

Split Duration in Minutes	Component of Teaching/Learning to be taken up
10	Explaining the concepts using Power Point Presentation or other mode of teaching
10	Solving of worksheets by students and discussion on answers/demonstration of experiments.
10	Solving questions on the topic discussed
10	Recapitulation of the lesson



## ASSESSMENT OF THE STUDENTS –

- i. **Assessment as learning: (during the teaching learning process)-**
  - a. Instant quiz, oral, puzzle and riddles through a Google form, www.quiz.com (Teacher and student).
  - b. Quiz using kahoot, <https://kahoot.com/> , to make it interesting with online scores and ranks based on the timings.
  - c. Open discussion on various subject related topics co-relating it with real life situations.
  - d. Experience sharing on applications of the topics discussed.
  
- ii. **Assessment for learning: (formative)**
  - a. LAT, PT, MT regular interval
  - b. After every formative assessment, PTM to be conducted for discussing students' academic progress and other student specific matters.
  
- iii. **Assessment of learning: (Summative)**
  - a. Twice in a year to be conducted for accessing, after learning –
    - i. Half yearly/ PT2
    - ii. Session Ending Exam

### MODEL LESSON PLAN

**CLASS: IX**

**SUBJECT: Artificial Intelligence (417)**

**UNIT: 4 - Introduction to Python**

**TOPIC: Python Basics**

**No of session required: 2**

S N o	Gist of Lesson	Expected Learning Outcomes/ELO	Teaching Learning activities planned	Suggested material / Resources	Assessment strategies planned/ Assignments	Work sheets
1	<ul style="list-style-type: none"> <li>• What is Python?</li> <li>• Features of Python</li> <li>• Installation of Python</li> <li>• Basics of Python Programming :</li> <li>• Way of Writing a python program, i.e. interactive &amp; Script mode</li> <li>• Hello world program or similar basics of program.</li> </ul>	<ul style="list-style-type: none"> <li>• Student able to understand Python</li> <li>• Students able to download Python installer from Internet.</li> <li>• Students able to install python in their PC/mobile</li> <li>• Students can differentiate between Script mode and Interactive mode</li> </ul>	<p style="text-align: center;"><b><u>Activity – 1</u></b></p> <p style="text-align: center;"><b><u>Installation Process</u></b></p> <p>(a) Teachers can plan lab exercise how to download and install the Python.</p> <p style="text-align: center;"><b><u>Activity – 2</u></b></p> <p style="text-align: center;"><b><u>Demonstration</u></b></p> <p>(a) Interactive Mode (b) Script Mode</p> <p style="text-align: center;"><b><u>VIDEO LESSON LINK</u></b></p> <p style="text-align: center;"><a href="https://youtu.be/u0yG4_ygilg">https://youtu.be/u0yG4_ygilg</a></p>	<p>1. Installation of Python</p> <p><a href="https://www.youtube.com/watch?v=UvcQIPZ8ecA">https://www.youtube.com/watch?v=UvcQIPZ8ecA</a></p> <p>2. Python Variables</p> <p><a href="https://www.youtube.com/watch?v=BAoV5_qVKco&amp;list=PLo1K3hjS3usILfyvQlvUBokXkHPSve6S&amp;index=3">https://www.youtube.com/watch?v=BAoV5_qVKco&amp;list=PLo1K3hjS3usILfyvQlvUBokXkHPSve6S&amp;index=3</a></p>	<p><a href="#">Assessment-1</a></p>	<p><a href="#">Work sheet-1</a></p>



2	<ul style="list-style-type: none"> <li>Python Tokens: Character set, Identifier, Variable, Keywords, literal, Operator &amp; Delimiters</li> <li>Simple Data Type: i.e. Integer, Float &amp; String.</li> <li>Comment: Single Line comment, Multi Line comment</li> <li>Simplification of Expression.</li> </ul>	<ul style="list-style-type: none"> <li>Able to assign value to variable</li> <li>Students can differentiate Identifier and Keywords</li> <li>Students can differentiate between Float and Numeric values.</li> <li>Able to understand the concept of comment &amp; also differentiate single line &amp; multiline comment.</li> </ul>	<p style="text-align: center;"><b>Demonstration</b></p> <p>(a) Lab Exercise for Variable Declaration and their use.</p> <p>(b) Lab Exercise for Various Operators and their use in expression.</p> <p>(c) Lab Exercise for the utility of comments.</p> <p>(d) Lab Exercise for the evaluation process of expression</p> <p style="text-align: center;"><b><u>VIDEO LESSON LINK</u></b></p> <p><a href="https://youtu.be/Rfe6bPjoj5g">https://youtu.be/Rfe6bPjoj5g</a></p>	<p>1. Python Variables and Tokens</p> <p><a href="https://www.youtube.com/watch?v=olH6T7iicQQ">https://www.youtube.com/watch?v=olH6T7iicQQ</a></p> <p>2 Variables in Python</p> <p><a href="https://www.youtube.com/watch?v=BAoV5_qVKco">https://www.youtube.com/watch?v=BAoV5_qVKco</a></p>	<p><a href="#">Assignment : 1</a></p> <p>MCQ based</p> <p><a href="#">Assignment : 2</a></p> <p>MCQ based</p> <p><a href="#">Assignment : 3</a></p> <p>MCQ based</p>	<p><a href="#">Assignment : 4</a></p> <p>Question and Answer based</p>
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**Basics of Python**

**Multiple Choice Questions : Based on Session : 1**

**WORKSHEET – 1.1**

(1) Which of the following is not the feature of Python?

- (A) Open Source (B) Rich Library  
(C) Not Case Sensitive (D) Interactive and Script Mode

(2) Which of the following is the editor of Python?

- (A) IDLE (B) Turbo (C) Netbeans (D) VB

(3) What is the symbol of Interactive Mode of Python?

- (A) >> (B) >>> (C) > (D) <<<<

(4) What is the extension name of the Python Script Program File?

- (A) .pyt (B) .p (C) .prg (D) .py

(5) Which of the following is type of Python Interactive Mode?

- (A) Compiler (B) Interpreter (C) Both (D) None

(6) What will be the output of the following expression?

>>> 2 + 3 \* 5

- (A) 25 (B) 50 (C) 17 (D) 22

(7) From which function we can get output in Scripting mode python program

- (A) input() (B) output() (C) print() (D) int()



- (8) From which function we can take input in Scripting mode python program  
(A) input() (B) output() (C) print() (D) int()
- (9) From which function we can convert string to integer value  
(A) input() (B) output() (C) print() (D) int()
- (10) From which symbol we can separate string and variable in print function in python  
(A) , (Comma) (B) + (Plus) (C) : Semicolon (D) None
- (11) In input function **input( [ prompt ] )** here prompt is ?  
(A) Optional (B) Mandatory (C) Both (D) None
- (12) Interpreter converts High level language to machine language  
(A) Line by Line (B) All code in one go  
(C) 5 lines in one go (D) Any of the above.
- (13) Compiler converts High level language to machine language  
(A) Line by Line (B) All code in one go  
(C) 5 lines in one go (D) Any of the above.

### Answers

1	C	8	A
2	A	9	D
3	B	10	A
4	D	11	A
5	B	12	A
6	C	13	B
7	C		

### Basics of Python

Question - Answers : Based on Session : 1

### WORKSHEET – 1.2

- Q.1 How many ways one can write a python code? Explain
- Q.2 Write any three features of python.
- Q.3 What is print() function, explain with example
- Q.4 What is input() function, explain with example
- Q.5 What is variable ?
- Q.6 Write a Python script (program) to addition of three numbers
- Q.7 What is the difference between variable and string.

### Answers

(1) We can write python script in two ways

- (a) Interactive Mode : One line at a time  
(b) Script Mode : All lines together.



## (2) Features of python

- (a) Python is high level language and it is free and open source language
- (b) Python is a case sensitive language. For ex NUMBER and number are not same in python
- (c) Python is portable and platform independent.

## (3) Print Function

The **print()** function **prints** the specified message to the screen. The message can be a string, or any other object, the object will be converted into a string before written to the screen. Ex-

```
print("Hello how are you")  
print("My Name is",name)
```

## (4) Input Function

The **input()** function prompts the user to enter data. It accepts all the input as string. The user may enter a number or a string but the **input()** function treats them string only. The Syntax is

**input( [ prompt ] )**

**Prompt** is the string we may like to display on the screen prior to taking input and it is optional. Ex –

```
name=input("Enter your name")  
age=int(input("Enter your age"))
```

## (5) Variable :

**Variables** are nothing but reserved memory locations to store values. This means that when you create a **variable** you reserve some space in memory. Based on the data type of a **variable**, the interpreter allocates memory and decides what can be stored in the reserved memory.

## (6) Program for addition of three numbers

```
a = int(input("Enter First Number "))  
b = int(input("Enter Second Number "))  
c = int(input("Enter Third Number "))  
sum = a + b + c  
print("Addition of three number : ",sum)
```

## (7) Difference

String will be in double quote but variable will not be in double quote

### Basics of Python

#### Multiple Choice Questions : Based on Session : 2

#### WORKSHEET – 2.1

(1) Which of the following does not belong to tokens in Python?

- (A) Keyword
- (B) Statements
- (C) Operators
- (D) Literals

(2) ASCII code contains

- (A) 6 bits
- (B) 7 bits
- (C) 8 bits
- (D) 7 or 8 bits

(3) Identifier is a?

- (A) Statement
- (B) Keyword





- (C) User Defined words (D) Reserve Word
- (4) Which of the following is a Literal?  
(A) True (B) TRUE (C) true (D) All of above.
- (5) Which of the following is not a valid variable?  
(A) A25 (B) True (C) \_a56 (D) b21
- (6) Which of the following is not an arithmetic operator?  
(A) + (B) // (C) \*\* (D) +=
- (7) Which of the following is a relational operator?  
(A) + (B) <= (C) and (D) +=
- (8) Which of the following is not an assignment operator?  
(A) += (B) %= (C) == (D) \*\*=
- (9) Which of the following is not a logical operator?  
(A) and (B) Not (C) or (D) None of the above
- (10) Which of the following is an identity operator?  
(A) or (B) is (C) not (D) >=

### Answers

1	2	3	4	5	6	7	8	9	10
B	D	C	A	B	D	B	C	B	B

### Basics of Python

#### Multiple Choice Questions : Based on Session : 2

#### WORKSHEET – 2.2

- (1) Which of the following is a membership operator?  
(A) or (B) is (C) in (D) >=
- (2) Numeric value  $4+5i$  belongs to which of the following data type?  
(A) complex (B) integer (C) float (D) string
- (3) Numeric value  $29.4$  belongs to which of the following data type?  
(A) complex (B) integer (C) float (D) string
- (4) Numeric value  $-294$  belongs to which of the following data type?  
(A) complex (B) integer (C) float (D) string
- (5) Numeric value “-294” belongs to which of the following data type?  
(A) complex (B) integer (C) float (D) string
- (6) Python identifier cannot be started with?



(A) Alphabet (B) Special Symbol (C) Number (D) Both B and C

(7) Which of the following is not a keyword?

(A) int (B) and (C) or (D) Not

(8) Variable belongs to

(A) Keywords (B) Identifier (C) Literals (D) Statements

(9) 3.14 is a

(A) Keywords (B) Identifier (C) Literals (D) Statements

(10) An identifier can be of

(A) Any length (B) Min 1 character and maximum 8 character long  
(C) Min 1 character and maximum 32 character long (D) None of the above,

**Answers**

1	B	8	B
2	A	9	C
3	C	10	A
4	B		
5	D		
6	D		
7	D		

**Basics of Python**

**Multiple Choice Questions : Based on Session : 2**

**WORKSHEET – 2.3**

(1) What will be the output of the following command?

`>>> 5 + 2 * 6`

(A) 17 (B) 42 (C) 13 (D) 25

(2) What will be the output of the following command?

`>>> 5 + True`

(A) 5 (B) 6 (C) True (D) Error

(3) What will be the output of the following command?

`>>> 5 + false`

(A) 5 (B) 6 (C) True (D) Error

(4) What will be the output of the following command?

`>>> 39 > = 7`

(A) 5 (B) 6 (C) True (D) False

(5) What will be the value of num? If num = 7

`>>> num ** = 2`

(A) 7 (B) 343 (C) 49 (D) Error



(6) What will be the output of the following command?

```
>>> False or True
```

- (A) 0                      (B) Error                      (C) True                      (D) False

(7) What will be the output of the following command?

```
>>> not (True and False)
```

- (A) 1                      (B) Error                      (C) True                      (D) False

(8) What will be the output of the following command?

```
>>> True or False
```

- (A) 1                      (B) Error                      (C) True                      (D) False

(9) What will be the output of the following command?

```
>>> 25 is 5
```

- (A) 5                      (B) 25                      (C) True                      (D) False

(10) What will be the output of the following command?

```
>>> not 5 is not 25
```

- (A) 5                      (B) 25                      (C) True                      (D) False

### Answers

1	A	8	C
2	B	9	D
3	A	10	D
4	C		
5	C		
6	C		
7	C		

### Basics of Python

Question - Answers : Based on Session : 2

#### WORKSHEET – 2.4

- Q.1 Write about character sets of Python.  
Q.2 What is keywords in Python?  
Q.3 Write any 10 keywords of Python.  
Q.4 What is Literal?  
Q.5 What is variable ?  
Q.6 Write the Naming rules of Identifier  
Q.7 What is operator?  
Q.8 Make a list of various types of operators with examples.  
Q.9 What is Data Type in Python?



**Q.10 What is String Data Types?**

**Q.11 What is Numeric Data Types?**

## ANSWERS

**(1) Python Character sets.**

**Python** uses the traditional ASCII **character set**. The version 2.7 and above also recognizes the Unicode **character set**. The ASCII **character set** is a subset of the Unicode **character set**.

**(2) Keywords**

Keywords are reserve words. Each Keywords has a specific meaning in the Python Interpreter, and we can use a keyword in our program only for the purpose for which it has been defined.

**(3) Keyword list**

False	<a href="#">await</a>	<a href="#">else</a>	<a href="#">import</a>	<a href="#">pass</a>
<a href="#">None</a>	<a href="#">break</a>	<a href="#">except</a>	<a href="#">in</a>	<a href="#">raise</a>
<a href="#">True</a>	<a href="#">class</a>	<a href="#">finally</a>	<a href="#">is</a>	<a href="#">return</a>
<a href="#">and</a>	<a href="#">continue</a>	<a href="#">for</a>	<a href="#">lambda</a>	<a href="#">try</a>
<a href="#">as</a>	<a href="#">def</a>	<a href="#">from</a>	<a href="#">nonlocal</a>	<a href="#">while</a>
<a href="#">assert</a>	<a href="#">del</a>	<a href="#">global</a>	<a href="#">not</a>	<a href="#">with</a>
<a href="#">async</a>	<a href="#">elif</a>	<a href="#">if</a>	<a href="#">or</a>	<a href="#">yield</a>

**(4) Literal – A literal** is a concise and easily visible way to write a value. Some of the choices of **types** of literals are often integers, floating point, Booleans and character strings. **Python** support the following literals:

- String literals : “Hello”, ‘2308’
- Int literals : 0, 14, -20
- Float literals : 8.03, 3.14
- Complex literals : 8+13j
- Boolean literals : True, False

**(5) Variable :**

**Variables** are nothing but reserved memory locations to store values. This means that when you create a **variable** you reserve some space in memory. Based on the data type of a **variable**, the interpreter allocates memory and decides what can be stored in the reserved memory.

**(6) Naming Rules of Identifier**

- (1) The name should be begin with alphabets (of any case) or an underscore sign( `_` ). This can be followed by any combinations of characters like a-z, A-Z, 0-9 or underscore ( `_` ).
- (2) Identifier can be of any length. (However it prefer to keep short and meaningful)
- (3) Identifier should not be keyword or reserve word
- (4) We cannot use special symbols like !, @, #, \$, % etc. in identifier.

**(7) Operators**

An operator is used to perform specific mathematical or logical operations on values. The values that the operators work on are called operands.



For Ex- 10 + num # Here 10 and num are operand and + is an operator.

### (8) List of Operators

S.no	Types of Operators	Operators
1.	Arithmetic Operators	+, -, /, *, %, //, **
2	Relational Operators	>, <, >=, <=, ==, !=
3	Assignment Operators	=, +=, -=, *=, /=, %=, //=, **=
4	Logical Operators	and, or, not
5	Identity Operators	is, is not
6	Membership Operators	in, not in

### (9) Data Types

Every value belongs to specific data type in Python. Data type identifies the type of data values a variable can hold and the operation that can be performed on that data.

### (10) String Data Types

String is a group of characters. These character may be alphabets, digits or special characters including spaces. String values are enclosed either in single quotation marks (e.g. 'Hello') or in double quotation marks (e.g. "Hello"). These quotations are not in the part of string, they are used to mark the beginning and end of the string for the interpreter.

### (11) Numeric Data Types

Number data type stores numeric values only. It is further classified into three categories –

Type/Class	Description	Examples
int	Integer numbers	-3, -1, 0, 25, 154
float	Real or floating point numbers	-28.1, 7.0, 17.05
complex	Complex numbers	2+5j, 9-6j

## KENDRIYA VIDYALAYA SANGATHAN - RAIPUR REGION

### PRACTICAL ACTIVITIES - 2021-22

#### SUBJECT - ARTIFICIAL INTELLIGENCE (417), CLASS - IX

MM – 50

The following activities from the content can be assessed under co-curricular activities. A copy of the printed documents of the following can be maintained for the Practical/Assignment File Record.

Month	Activity	Unit no. and Topic	Marks
<b>April</b>	<b>Kahoot Quiz:</b> Conduct an online Kahoot quiz on AI concepts learnt in Class-VIII.	Unit-I : Revision of concepts – Class-VIII	10
<b>June</b>	<b>Article Writing:</b> Write an article about the problem which you have scoped and write how you wish to solve it using Artificial Intelligence. Use the 4W Problem Statement Template for the activity.	Unit-II : AI Project Cycle	10
<b>July</b>	<b>Cartoonify your image:</b> Turn a photo into a cartoon with a neural network.	Unit-III : Neural networks	10



	<a href="https://experiments.withgoogle.com/cartoonify">https://experiments.withgoogle.com/cartoonify</a> For best results, try to use images with clear objects on a solid background.		
<b>August to January</b>	<b>Python practical programs :</b> Suggested list of python programs given in <b>Appendix-A</b>	Unit-IV: Introduction to Python	10
<b>February</b>	<b>Job advertisement Poster making:</b> Create a poster for a job advertisement describing the job created and skills required for the same after 10 years.	Co-curricular skills	10
		<b>TOTAL</b>	<b>50</b>

**Note: These activities are suggestive. Teachers can make changes as per the topics.**

### PROGRAMMING LANGUAGE – PYTHON

### Appendix-A

#### SUGGESTED LIST OF PRACTICALS IN PYTHON TO BE PERFORMED IN LAB –

S.No	Program	Date of performing practical	Sign of Teacher
1	Write a program to input a name from user and display a Welcome message.		
2	Write a program to calculate area and circumference of a circle.		
3	Write a program to input feet from user and convert it into inches.		
4	Write a program to input Principle, Rate and Time from user and calculate simple interest.		
5	Write a program to display multiplication table of a number.		
6	Write a program to check whether an entered year is a leap year or not.		
7	Write a python program to perform operations of a simple calculator.		
8	Write a python program to enter a string and display its length.		
9	Write a python program to enter a string and check if it starts with 'A'.		
10	Write a program in python to check whether an entered character is alphabet or not.		
11	Write a program in python to check whether a triangle is equilateral, isosceles or scalene.		
12	Write a program to print 1 <sup>st</sup> 10 even numbers using iteration/looping.		
13	Write a python program to print the sum of 1 <sup>st</sup> 10 natural numbers using range() function.		
14	Write a program to display all the numbers between 1 and 100, which are divisible by 3 and 5 both.		
15	Write a program in python to input a number from user and check whether it's a positive or a negative number.		
16	Write a python program to calculate area and perimeter of a rectangle.		
17	Write a program to find the largest & smallest number in a list using max() & min() methods.		
18	Write a program in Python to print squares of all numbers present in a list.		
19	Write a program in python to count the number of odd values in a given list of numbers.		
20	Write a python program to add a number entered by user, in an already existing list using append() function.		

**Note: The above list of practical is suggestive, which covers basic python programming skills. Teacher can make changes as per their requirement. Any 10 practicals can be performed.**



# CLASS - X



केन्द्रीय विद्यालय संगठन रायपुर संभाग  
शैक्षणिक योजना, सत्र - 2021-22 कक्षा-दसवीं,  
हिन्दी पाठ्यक्रम 'अ' (कोड संख्या 002)

पाठ्यपुस्तक : क्षितिज भाग-1 (एन.सी.ई.आर.टी.) कृतिका भाग-1 (एन.सी.ई.आर.टी.)

क्रमांक	माह	कार्य दिवस की संख्या	कुल कालखंड	पुस्तक	पाठ/कवि/लेखक/विषय वस्तु का नाम	शिक्षण के लक्ष्य (श्रवण, वाचन, पठन, लेखन कौशल)	सीखने के प्रतिफल	कला समेकित अधिगम प्रायोजना कार्य
1	अप्रैल	23	25	क्षितिज (गद्य)	नेताजी का चश्मा (स्वयंप्रकाश)	सभी नागरिकों, नदियों पहाड़ों पेड़ पौधों वनस्पतियों पशु पक्षियों के समृद्धि हेतु प्रयास ही देश भक्ति हैं। राष्ट्रीय योद्धाओं के माध्यम से जीवन मूल्यों का विकास। समाज के निम्न एवं मध्यम वर्ग में नेताओं के प्रति सम्मान को PPT के माध्यम से प्रस्तुतिकरण किया जावेगा।	अभिनय भूमिका निर्वाह रोल प्ले कविता पाठ सृजनात्मक लेखन की प्रस्तुति। सामाजिक मुद्दों पर विद्यार्थी अपनी राय लिख कर, बोल कर अभिव्यक्त करते हैं।	<b>प्रथम चरण:</b> भारतीय स्वतंत्रता संग्राम के प्रमुख सेनानियों पर केंद्रित/ सार्वजनिक सेवा करने वाले व्यक्तियों बाबा आमटे, फादर कामिल बुल्के आदि पर आधारित/ कृषि व अन्य व्यवसायों में योगदान के माध्यम से अर्थव्यवस्था में महिलाओं की भूमिका/ षडक्रतुओं पर रचा गया साहित्य/ प्रभाती गायन आदि के आधार पर एक प्रयोजना कार्य का निर्माण कीजिए।
				क्षितिज (पद्य)	पद- (सूरदास)	छात्रों में भक्ति और प्रेम की भावनाओं का विकास करना। कक्षा में क्रमानुसार पदों का वाचन, पदों के माध्यम से भक्ति, प्रेम के प्रति एकनिष्ठ विश्वास, राजा के राजधर्म प्रजा के कर्तव्यनिष्ठता का बोध, मानवीयता का सम्मान मित्रता का परिचय देते हुए नैतिक मूल्यों का संवर्धन। भाषाई कौशलों एवं वाचन क्षमता को बढ़ाना।	विद्यार्थी हिंदी साहित्य के भक्तिकालीन कवियों के काव्य से परिचित होंगे। अध्ययन उपरान्त अपरिचित स्थितियों घटनाओं की कल्पना करते हुए अपने मन में उपजी छवि या विचार को मौखिक या सांकेतिक भाषा में तार्किकता से पूर्ण करते हैं। भाषा के विविध रूपों के प्रयोग से विद्यार्थियों में काव्य सौन्दर्य के तत्वों का बोध होगा।	भक्तिकाल के किन्हीं चार कवियों के जीवन व कृतित्व पर पीपीटी प्रस्तुतिकरण कीजिए ?
				कृतिका	माता का अंचल (शिवपूजन सहाय)	बाल्यकाल की घटनाओं, गतिविधियों से परिचित होंगे। वात्सल्य प्रेम, माता पिता के प्रति सम्मान, जीवन के विभिन्न अवस्थाओं का ज्ञान, ग्रामीण संस्कृति व आचार व्यवहार सभ्यता का विश्लेषण। विद्यार्थी अपने अनुभव के आधार पर अभिव्यक्त कर सकेंगे।	विद्यार्थी सामाजिक मुद्दों पर विचार प्रकट करते हुए स्कूल की भाषा का प्रयोग करते हैं और अपने अनुभव साझा करते हैं। देशज भाषा में निहित ध्वनियों और शब्दों का बेहिचक प्रयोग करते हैं।	
				व्याकरण/रचना	अपठित गद्यांश	सृजनात्मक लेखन- नए और अप्रत्याशित विषयों पर लेखन	लेखन क्षमता, अभिव्यक्ति कौशल	





2	मई - जून	10	10	क्षितिज (पद्य)	राम-लक्ष्मण परशुराम संवाद (तुलसीदास)	छात्रों के मन में काव्य के प्रति रूचि जागृत करना। रस छंद अलंकार का ज्ञान कराना। कवि द्वारा लिखित दोहों और चौपाई में निहित संवाद नैतिक एवं मानवीय मूल्यों के प्रति सजग होंगे। उक्तिपूर्ण आलंकारिक भाषा को पहचानने में विद्यार्थी सफल होंगे। भारत के अलग-अलग क्षेत्रों में बोली जाने वाली बोलियों के प्रति आस्था, जिज्ञासा आदि भाव की व्युत्पत्ति होगी।	जीवन में महान मूल्यों के प्रति सम्मान का भाव रखेंगे। विद्यार्थी किसी की सुनी और बोली गई कहानी कविता एवं अन्य रचनाओं को रोचकता पूर्ण संवाद में बदलते हैं और समूह में साथियों के साथ उचित लय-ताल में नाटक प्रस्तुति करते हैं तथा ऐसे विषय पर अपने विचार लिखकर प्रकट करते हैं।	राम-लक्ष्मण परशुराम संवाद का नाटकीय प्रस्तुतिकरण कक्षा में कीजिए?
				व्याकरण/रचना	रचना के आधार पर वाक्य भेद	उपयुक्त विराम चिह्न और वर्तनी के साथ विभिन्न प्रकार के सरल, मिश्रित, जटिल वाक्यों का उपयोग कर पाएंगे। संवाद की गुणवत्ता हेतु सारांश वाक्यांशों और धाराओं सहित विभिन्न तकनीक का प्रयोग कर पाएंगे।	लेखन कला क्षमता भाषा ज्ञान	
3	जुलाई	25	27	क्षितिज (गद्य)	बालगोबिन भगत (रामवृक्ष बेनीपुरी)	पाठ के माध्यम से कबीरदास की जीवन शैली को समझना। विद्यार्थी द्वारा पारिवारिक सदस्यों के कार्य की उपयोगिता की तुलनात्मक जानकारी सहभागिता के माध्यम से प्राप्त करना। जीवन में काम करने की आवश्यकता, एकल व संयुक्त परिवार की महत्ता समझकर नैतिक मूल्यों पर विशेष बल देते हुए घर परिवार के आपसी सह-सम्बन्धों का विश्लेषण कर पाएंगे।	विद्यार्थी पाठ्यपुस्तक में शामिल रचनाओं के अतिरिक्त साहित्य की अन्य विधा- संस्मरण, रेखाचित्र, रिपोर्टाज, लघुकथा, नवगीत अर्थात् नई रचनाओं के बारे में उत्सुकता के साथ पढ़ते हैं और अपना स्वतंत्र विचार अभिव्यक्त करते हैं।	कश्मीरी कवयित्री ललद्यद, उत्तर भारत के संत कवि कबीरदास, एवं तमिलनाडु के संत कवि तिरुवल्लुवर के जीवनवृत्त का साहित्य विविधताओं के साथ सचित्र वर्णन कीजिए?
				क्षितिज (पद्य)	उत्साह, अट नहीं रही है (सूर्यकान्त त्रिपाठी निराला)	छात्रों में छंद अलंकार गीत शैली कल्पनाशीलता शब्द चयन के गुणों का विकास, खड़ी बोली को जानना समझना। फाल्गुन मास में प्रकृति इन्द्रधनुषी आभा से परिपूर्ण होती है। इसी तरह विद्यार्थियों को विविध ऋतुओं का ज्ञान बोध इस कविता की मूल अवधारणा है। यह ग्राम्य जीवन की कविता है। कविता मूलतः आनंद अनुभूति एवं रस अनुभूति की अभिव्यक्ति है।	भाषा क्लब के माध्यम से विद्यार्थी उचित लय-ताल से कविता को समूह में प्रस्तुत करेंगे। लघु कविता, दोहा अन्ताक्षरी आदि प्रतियोगिता के माध्यम से उनमें वाचन कौशल का विकास होगा। पाठ को समझने के उपरांत प्रश्नों के उत्तर देने में समर्थ होंगे। वे अपनी भाषाओं की संरचना से हिंदी की अन्य भाषा और बोली कश्मीरी, ब्रज, अवधी, मैथिली आदि में समानता और अंतर समझते हैं।	छायावाद के आधार स्तम्भ प्रसाद, निराला, पन्त एवं महादेवी वर्मा की कविताओं का संकलन कीजिए?



					विद्यार्थियों को ओजस्विता पूर्ण कविता वाचन के माध्यम से जोड़ा जाएगा इससे पठन कौशल का विकास होगा।			
				कृतिका	जॉर्ज पंचम की नाक (कमलेश्वर)	कहानी के माध्यम से विद्यार्थियों में व्यंग्य रचना के महत्त्व को समझना। भारतीयों की औपनिवेशिक मानसिकता को समझना। व्यंग्य प्रधान कहानी के माध्यम से मनुष्य के सकारात्मक और नकारात्मक पक्ष से परिचित होंगे। दैनिक जीवन में बाह्य अतिथि के प्रति अति उत्साह और घर के सदस्यों के प्रति रूखे व्यवहार के कारणों पर सामयिक रूप से समझ विकसित होगी। पठन कौशल के विकास के लिए छात्रों से एक-एक अवतरण पढ़वाया जावेगा, समूह में विद्यार्थी एक निश्चित अंश का पठन करेंगे।	व्यंग्य रचना शैली का ज्ञानार्जन। परतंत्र भारत और स्वतंत्र भारत विषय पर परिचर्चा का आयोजन करने से मौखिक अभिव्यक्ति का विकास किया जा सकेगा। पाठ्यपुस्तक में शामिल रचनाओं के अतिरिक्त विद्यार्थी साहित्य की अन्य विधा-संस्मरण, रेखाचित्र, रिपोर्टाज, लघुकथा, नवगीत अर्थात् नई रचनाओं के बारे में उत्सुकता के साथ पढ़ते हैं।	
				व्याकरण/रचना	वाच्य	विविध व्याकरणिक अंशों के अभ्यास से वे अपने अनुभवों एवं कल्पनाओं को सृजनात्मक ढंग से लिखते हैं जिससे वे कविता या कहानी की पुनर्रचना कर पाते हैं।	विविध साहित्यिक विधाओं को पढ़ते हुए व्याकरणिक संरचना पर चर्चा करते हैं। छात्रों में पत्र लेखन - भाषा शुद्ध लिखने बोलने के कौशल का विकास करती हैं।	
					पत्र लेखन:- औपचारिक, अनौपचारिक	सृजनात्मक लेखन- नए और अप्रत्याशित विषयों पर लेखन	लेखन क्षमता, अभिव्यक्ति कौशल	
<b>प्रथम आवधिक परीक्षा अगस्त के प्रथम सप्ताह में 31 जुलाई तक के पाठ्यक्रम का ऑकलन किया जाएगा</b>								
4	अगस्त	23	25	क्षितिज (गद्य)	लखनवी अंदाज़ (यशपाल)	लेखक के व्यक्तित्व की सादगी के साथ एक रचनाकार की अन्तर्भेदी सामाजिक दृष्टि का विवेचन करते हुए आज की दिखावे की प्रवृत्ति एवं अवसरवादिता का वर्णन करना। अपनी पसंद अथवा किसी सुनी हुई रचना को पुस्तकालय से ढूंढकर पढ़ने की कोशिश करना और भाव ग्रहण करना।	साहित्य की व्यंग्य विधा का प्रभाव जानना संगीत, फिल्म, विज्ञापन और साहित्य की व्यंग्यपूर्ण भाषा को समझना और वाक्य में प्रयोग करना।	हरिशंकर परसाई और शरद जोशी की व्यंग्य रचनाओं के साहित्य पर कक्षा में परिचर्चा का आयोजन कीजिए ?



				<p>क्षितिज (पद्य)</p> <p>यह दंतुरित मुस्कान, फसल (नागार्जुन )</p>	<p>विद्यार्थियों द्वारा वात्सल्य रस की अद्भुत कविता को उचित आरोह-अवरोह क्रमानुसार पढ़ेंगे। किसी विषय पर अपना मत प्रकट कर सकेंगे तथा उदाहरण और तथ्यों के साथ सहमती अथवा असहमति मौखिक भाषा में प्रकट कर सकेंगे जिससे कविता का मूल सरलार्थ स्पष्ट हो जाए। भाषा कौशल पठन कौशल का विकास करना</p>	<p>कविता हमें उपभोक्ता संस्कृति के दौर में कृषि संस्कृति के निकट ले जाकर ग्राम्य परिवेश का दर्शन कराती है, विद्यार्थियों का कविता के अध्ययन से आंचलिक जीवन से संबंध स्थापित होता है जिससे वे अपने परिवेशगत अनुभवों पर अपनी स्वतंत्र और स्पष्ट राय व्यक्त करते हैं।</p>	<p>छत्तीसगढ़ और पंजाब के किसानों की आर्थिक स्थिति पर एक विश्लेषण डाटा बैंक बना कर कक्षा में प्रस्तुत कीजिए।</p>
				<p>कृतिका</p> <p>साना-साना हाथ जोड़ें (मधु कांकरियां )</p>	<p>विद्यार्थी उचित भाव-भंगिमाओं के साथ साहित्य वाचन करके यात्रा-वृतांत का आनंद प्राप्त कर सकेंगे। विद्यार्थियों को प्रकृति संरक्षण और पर्यावरण के प्रति कार्य करने वाले सिक्किमी निवासियों के समर्पण देखकर देश की भौगोलिक स्थिति के बोध के साथ गर्व होगा। आधुनिक युग में प्रकृति की दशा, पर्यावरण के विषय पर चिंतन करने से उनमें निहित लेखन और वाचन कौशल का विकास होगा।</p>	<p>अपने अनुभवों एवं कल्पनाओं को सृजनात्मक ढंग से लिखते हैं जैसे कोई यात्रा वर्णन संस्मरण लिखना</p>	<p>भारत की टूरिज्म website से देश की पर्वतीय स्थानों की जानकारी एकत्रित कीजिए</p>
				<p>व्याकरण/रचना</p> <p>पद-परिचय</p>	<p>पद-परिचय के विविध तत्वों से परिचित होंगे। शब्द परिवार में विकारी और अविकारी शब्दसंसाधन का समुचित रूप से व्यवहार लेखन में प्रयोग करेंगे।</p>	<p>शब्द संसाधन से शब्द कौशल पठन लेखन कौशल का विकास</p>	
				<p>अपठित काव्यांश</p>	<p>विविध साहित्यिक विधाओं के अंतर को समझते हुए उनके स्वरूप का विश्लेषण निरूपण संभव होगा।</p>	<p>लेखन क्षमता, अभिव्यक्ति कौशल</p>	
5	सितम्बर	24	24	<p>क्षितिज (गद्य)</p> <p>मानवीय करुणा की दिव्य चमक (सर्वेश्वर दयाल सक्सेना)</p>	<p>संस्मरण स्मृतियों से बनता है और साहित्य की इस विधा में विश्वसनीयता अति महत्वपूर्ण है। फादर कामिल बुल्के के हिंदी साहित्य में दिए गए योगदान की चर्चा करना। पठन कौशल के विकास के लिए छात्रों से</p>	<p>देश-विदेश के बहुप्रसिद्ध हिंदी सृजक साहित्यकार भाषाविदों से प्रेरित होकर बहुभाषिकता के प्रति अनुराग वसुधैव कुटुम्बकम् की भावना का विकास होगा।</p>	<p>फादर कामिल बुल्के द्वारा लिखित साहित्य श्रीराम की उत्पत्ति एवं विकास एवं डिक्शनरी का अध्ययन करते हुए कक्षा में परिचर्चा कीजिए।</p>



					एक-एक अवतरण पढ़वाया जावेगा, समूह में विद्यार्थी एक निश्चित अंश का पठन करेंगे और शब्दों का सही उच्चारण करते हुए पाठ में 20 कठिन शब्दों की आवृत्ति पठन किया जावेगा।			
			क्षितिज (पद्य)	छाया मत छूना (गिरिजा कुमार माथुर)	नए मानवीय जीवन एवं जीवन मूल्यों की समझ। रोमानी भावबोध की कविता में जीवन के सत्य को छोड़कर उसकी छायाओं से भ्रमित रहना जीवन की कठोर वास्तविकता से दूर रहना हैं। विद्यार्थियों को रहस्यवादी कविता का पाठ कर वाचन के माध्यम से जोड़ा जाएगा इससे पठन-लेखन कौशल का विकास होगा।	कक्षा में भाषा साहित्य की विविध छवियों/विधाओं के अन्तर्सम्बन्धों को समझते हुए उनके परिवर्तनशील स्वरूपों पर चर्चा होती है यथा : आत्मकथा जीवन संस्मरण कविता कहानी निबंध आदि।		
			व्याकरण/रचना	अनुच्छेद लेखन	सृजनात्मक लेखन- नए और अप्रत्याशित विषयों पर लेखन	लेखन क्षमता, अभिव्यक्ति कौशल		
<b>द्वितीय आवधिक परीक्षा/ अर्धवार्षिक परीक्षा अक्टूबर माह के प्रथम सप्ताह में 30 सितम्बर तक के पाठ्यक्रम का आँकलन किया जाएगा</b>								
6	अक्टूबर	15	16	क्षितिज (गद्य)	एक कहानी यह भी (मन्नू भंडारी)	छोटे शहर की युवा होती लड़की ने देश की आजादी की लड़ाई में राष्ट्रीय योद्धाओं के साथ भागीदारी की। स्त्री-पुरुष के बीच समानता व सम्मान का भाव जगाना। आलोचनात्मक चिंतन तथा संघर्षशीलता की प्रेरणा। विद्यार्थी संदर्भानुसार अपनी पसंद अथवा किसी सुनी हुई रचना को पुस्तकालय से ढूँढकर पढ़ने की कोशिश करना और भाव ग्रहण करना।	विद्यार्थी हस्तकला वास्तुकला खेती बाड़ी के प्रति अपना रुझान व्यक्त करते हैं तथा इनमें प्रयुक्त कलात्मक सन्दर्भों भाषाओं को अपनी भाषा में जोड़कर बोलते लिखते हैं। अपने परिवेश को बेहतर बनाने की कोशिश में सृजनात्मक लेखन करते हैं।	द्वितीय चरण: पुस्तक समीक्षा/भारत के प्रमुख तीन शास्त्रीय संगीतकार व उनका योगदान/भारत में महिला सशक्तीकरण की वर्तमान स्थिति/विज्ञापन डिजायनिंग आदि
				क्षितिज (पद्य)	कन्यादान (ऋतुराज)	विकास के पथ पर बढ़ती नारी का विश्लेषण करना। कविता में स्त्री जीवन के प्रति गहरी संवेदनशीलता अभिव्यक्त हुई है वस्तुतः यह कविता एक कथात्मक रचना है, विद्यार्थियों को स्त्री जाति के प्रति आदर्शिकरण प्रतिमान रखकर वर्ग भेद, जेंडर विविधता पूर्ण समाज को रेखांकित	सामाजिक मुद्दों (लिंग भेदों जाति भेद विभिन्न प्रकार के भेद) पर कार्यक्रम सुनकर अपनी राय सोशल मीडिया या अन्य माध्यमों में अभिव्यक्त करते हैं।	



					किया जा सकेगा।		
				व्याकरण/रचना	शुभकामना पत्र सन्देश लेखन	सृजनात्मक लेखन- नए और अप्रत्याशित विषयों पर लेखन	औपचारिक पत्र जैसे- प्रधानाचार्य, सम्पादक, को अपने आसपास की समस्याओं-मुद्दों को ध्यान में रखकर पत्र लिखते हैं।
7	नवम्बर	20	21	क्षितिज (गद्य)	नौबतखाने में इबादत (यतीन्द्र मिश्र)	भारतीय संस्कृति के विविध गुणों का वर्णन करना। प्रतिभा को निखारने के लिए संघर्ष अत्यंत आवश्यक हैं पाठ के अंत में कठिन परिस्थितियों से लड़ने की क्षमता विकसित करने में सक्षम होंगे। नवीन शब्द का वाक्य प्रयोग विलोम पर्यायवाची अर्थ जानेंगे जिससे शब्द कोष का विकास होगा।	विद्यार्थी पाठ्यपुस्तक के अतिरिक्त नई रचनाओं के बारे में जानने को उत्सुक हो उन्हें पढ़ते हैं एवं अपने आस-पड़ोस के लोगों, सच्चे सहायकों और साथियों की आवश्यकताओं को कह और लिख पाते हैं।
				क्षितिज (पद्य)	संगतकार (मंगलेश डबराल)	संवेदनशीलता का विकास, समाज में प्रत्येक का महत्त्व, संगीत की सूक्ष्म समझ, दृश्यात्मकता बिम्ब से परिपूर्ण कविता में सजीवता का बोध होता है। कविता आशावादिता का सन्देश देती है। सामयिक स्थितियों पर कविता पठन विद्यार्थियों में नई उर्जा का बीज बोएगा।	विद्यार्थी भाषा की बारीकियों व्यवस्था तथा नए शब्दों का प्रयोग नए अर्थों में करते हैं इस प्रतिमानों को विद्यार्थी भी छन्दमुक्त होकर गढ़ते हैं। दैनिक जीवन में भी ऐसी समस्या पर अपने विचार लिखकर या कविता की ध्वनी और लय पर ध्यान देते हैं।
				व्याकरण/रचना	रस: श्रृंगार, वीर, करुण, हास्य, वात्सल्य, रौद्र	रस काव्य का मूल आधार प्राणतत्त्व 'अथवा' आत्मा 'है रस का संबंध 'सृ' धातु से माना गया है। जिसका अर्थ है जो बहता है, अर्थात् जो भाव रूप में हृदय में बहता है उसे रस कहते हैं। कविता मूलतः आनंद अनुभूति एवं रस अनुभूति की अभिव्यक्ति है अतः रस के भेद, स्थायीभाव उदाहरण प्रस्तुत करना जिससे काव्य पाठ रसयुक्त एवं शैली का बोध हो।	विविध साहित्यिक विधाओं को पढ़ते हुए व्याकरणिक संरचना पर चर्चा करते हैं। इन विधाओं पर कार्य करते हुए उनके स्वरूप का विश्लेषण निरूपण करते हैं।
8	दिसम्बर	18	19	व्याकरण/रचना	विज्ञापन लेखन, एवं पुनराभ्यास	संगीत फिल्म विज्ञापनों लेख आदि की भाषा पर ध्यान देते हैं जैसे उपयुक्त विषयों की समीक्षा करते हुए प्रयुक्त लयबद्ध तुकांत शब्दावली गढ़ते हैं।	समाचार पत्र रेडियो और टेलीविजन पर प्रसारित होने वाले विभिन्न कार्यक्रमों/खेल फिल्म साहित्य सम्बन्धी समीक्षाओं रिपोर्ट को सुनते और पढ़ते हैं।
				<b>तृतीय आवधिक परीक्षा</b>		<b>जनवरी माह के प्रथम सप्ताह में 31 दिसंबर तक के पाठ्यक्रम का आँकलन किया जाएगा</b>	



9	जनवरी	24	25	क्षितिज (गद्य पद्य)	पुनरावृत्ति एवं अभ्यास	
						प्रथम प्राक परीक्षा जनवरी- 2022
10	फरवरी	23	24	कृतिका		द्वितीय प्राक परीक्षा फरवरी -2022
11	मार्च	7	7			सत्रांत बोर्ड परीक्षा 2022

टीप: 1.सी.बी.एस.ई. का सत्र 2021-22 का पाठ्यक्रम, प्रश्नपत्र विश्लेषण व भार विभाजन जारी होने पर कृपया उसका संदर्भ लें।

2.पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं-

क्षितिज भाग -2- से देव,जयशंकर प्रसाद-आत्मकथ्य,स्त्री शिक्षा के विरोधी कुतर्कों का खंडन-महावीर प्रसाद द्विवेदी व संस्कृति-भदंत आनंद कौशल्यायन पाठ तथा कृतिका पुस्तक से एही ठैयां झुलनी हेरानी हो रामा-शिवप्रसाद मिश्र ! व मैं क्यों लिखता हूँ-अज्ञेय, पाठ केवल पढ़ने के लिए होंगे।

2.पाठ्यक्रम 10 दिसम्बर तक आवश्यक रूप से पूर्ण करना सुनिश्चित करें.

अंक विभाजन इस प्रकार होगा -

अ) परियोजना कार्य =10 अंक (विषय वस्तु, शब्द सीमा-1000 शब्द, भाषा शैली, संबंधित चित्र/आंकड़े, प्रस्तुतिकरण, मौलिकता, सृजनात्मकता, भाषा शैली)

आ) श्रवण कौशल =5 अंक

इ) वाचन कौशल =5 अंक

### पाठ योजना

कक्षा – दसवीं विषय – हिंदी (अ) अपेक्षित सत्र संख्या – 2

इकाई- पाठ- कृतिका-2 'साना साना हाथ जोड़ि' (मधु कांकरियाँ) दिनांक प्रारम्भ : 08.06.21 दिनांक

समाप्ति : 10.06.21

पाठ - "साना साना हाथ जोड़ि" प्रथम अन्विति — ( मैंने हैरान होकर देखा -----फूलों के बाग में आ गई हूँ ) \*पर्वतीय परिवेश।

सत्र	पाठ का सार	अपेक्षित अधिगम कौशल	आयोजित शिक्षण- अधिगम -क्रियाकलाप	सुझावात्मक सामग्री/संसाधन	आयोजित आकलन युक्ति योजना/ गृहकार्य	कार्य पत्रक	अन्य विषय के साथ सह सम्बन्ध
1.	यात्रा वृत्तांत का सारांश :- इस यात्रा-वृत्तांत में लेखिका ने हिमालय के पल-पल परिवर्तित होते रूप को देखा ज्यों-ज्यों ऊंचाई पर चढ़ते जाँ हिमालय विशाल से विशालांतर होता चला जाता है। छोटी-छोटी पहाड़ियाँ विशाल पर्वतों में बदलने लगती हैं। घाटियाँ गहराती- गहराती पाताल नापने लगती हैं। वादियाँ चौड़ी होने लगती हैं। इनके बीच रंग-बिरंगे फूल मुस्कराते हुए नजर आते हैं। चारों ओर	*मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी देना। * यात्रा वृत्तांत का वर्णन संक्षेप में अपने शब्दों में करना। * यात्रा वृत्तांत की घटनाओं को अपने दैनिक जीवन के संदर्भ में जोड़कर देखना। *नए शब्दों के	*अपने अनुभवों एवं कल्पनाओं को सृजनात्मक ढंग से लिखते हैं जैसे कोई यात्रा वर्णन संस्मरण लिखना। *कक्षा में भाषा साहित्य की विविध छवियों /विधाओं के अन्तर्सम्बन्धों को समझते हुए उनके परिवर्तनशील स्वरूपों पर चर्चा होती है यथा : आत्मकथा जीवन संस्मरण, कविता, कहानी निबंध आदि। *देश-विदेश के बहुप्रसिद्ध हिंदी सृजक साहित्यकार भाषाविदों से प्रेरित होकर	.पावर पाइंट प्रस्तुति .यू ट्युब में उपलब्ध सामग्री । *वीडियो लिंक उपलब्ध  . वीडियो शिक्षण के माध्यम की प्रस्तुति । .एन. सी. ई. आर. टी. नई दिल्ली द्वारा प्रकाशित पाठ्यपुस्तक	1.झिलमिलाते सितारों की रोशनी में गंतोक लेखिका को किस तरह सम्मोहित कर रहा था ? 2.गंतोक को मेहनतकश बादशाहों का शहर क्यों कहा गया है ? 3. एक कुशल गाइड में कौन- कौन से गुण होने चाहिए? 4.कटाओ को	*बहुविकल्पीय प्रश्नों के उचित विकल्प का चयन कीजिए। *कवी लॉन्ग स्टार्क क्यों प्रसिध है ? *प्रकृति ने जलसंचय की किस प्रकार व्यवस्था की है *प्रेयरव्हील को देखकर लेखिका को पूरे भारत की	हिन्दी भाषा का भूगोल के साथ सहसंबंध, सिक्किम यात्रा के दौरान लेखिका ने प्रकृति के साथ वहां के जन जीवन कृषि सांस्कृतिक पृष्ठभूमियों के साथ सहसंबंध स्थापित करके



<p>प्राकृतिक सुषमा बिखरी नजर आती है। जल-प्रपात जल-धारा बनकर पत्थरों के बीच बलखाती –सी निकलती है तो मन को मोह लेती है। हिमालय कहीं हरियाली के कारण चटक हरे रंग की मोटी चादर-सा नजर आता है, कहीं पीलापन लिए नजर आता है। कहीं प्लास्टर उखड़ी दीवार की तरह पथरीला नजर आता है।</p>	<p>अर्थ समझकर अपने शब्द-भंडार में वृद्धि करना। *छात्रों को हिन्दी के साहित्य कारों के बारे में जानकारी देना। *नैतिक मूल्यों एवं मानवीय गुणों की ओर प्रेरित करना।</p>	<p>बहुभाषिकता के प्रति अनुराग. वसुधैव कुटुम्बकम की भावना का विकास होगा। *शब्द संसाधन से शब्द कौशल पठन लेखन कौशल का विकास</p>	<p>हिंदुस्तान का स्विट्जरलैंड कहते हैं ? 5. छत्तीसगढ़ और सिक्किम की विविध संस्कृति पर एक संगणक प्रोजेक्ट (पीपीटी) तैयार कीजिए जिसमें भौगोलिक रूप से लोक संस्कृति कृषि एवं आर्थिक स्वाम्बन की विशेषता को स्पष्ट किया गया हो?</p>	<p>आत्मा एक सी क्यों दिखायी दी ?</p>	<p>संस्मरण को लयात्मकता से पूर्ण किया है।</p>
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## विषय अध्यापक - वी भारद्वाज , स्नातक शिक्षक (हिंदी)

### 1. वीडियो लिंक:

<https://drive.google.com/file/d/1NjAXZFBdJvfcAVHMe08oA1BEPWTVZyI/view?usp=sharing>

2. <https://drive.google.com/file/d/1v1vUpwFtmFDLsD2sVH3gTrpuEolCX6dW/view?usp=sharing>

3. <https://drive.google.com/file/d/1PaJYWBAz8Z9BoftDYypNtDaSMqAXA3aY/view?usp=sharing>

4. [www.diksha.gov.in](http://www.diksha.gov.in)

5. [www.mygov.in](http://www.mygov.in)

## कार्य योजना

### पूर्व सत्र 2020-21 की आगत समस्या:-

समस्या : कोविड 19 के आरम्भिक दौर सत्र 2020-21 के ऑनलाइन शिक्षण में निम्नांकित समस्या सतत बनी रहीं।

1. ग्रामीण छात्रों एवं अभिभावकों की आर्थिक अक्षमता के कारण ऑनलाइन कक्षा का भार उठा पाना संभव ही नहीं था।

2. विद्यार्थियों के पास स्मार्ट फोन का अभाव

3. कंप्यूटर/लैपटॉप की सुविधा न होना

4. इंटरनेट, ब्रॉडबैंड का सुचारू रूप से उपलब्ध ना होना

5. ऑनलाइन शैक्षिक टूल्स की जानकारी न होना

6. शिक्षण अधिगम स्थानान्तरण में विद्यार्थियों के मध्य डिजिटल असमानता का बोध

7. कोविड 19 से संक्रमित परिवार होने की भी वजह से छात्रों को अपने गृह स्थान जाने के कारण भी शिक्षा का सम्बन्ध नियमित नहीं हो सका।

सत्र 2021-22 में पूर्व सत्र की समस्या निदान हेतु किए जा रहे प्रयास

समस्या निवारण:



1. कोविड 19 से उपजी समस्या के उपरांत विद्यालय प्राचार्या डॉ. वंदना शेखर के मार्गदर्शन में ऐसे छात्रों की पहचान की गई जो ऑनलाइन शिक्षण व्यवस्था से जुड़ नहीं पा रहे थे ऐसे विद्यार्थियों के लिए समस्यामूलक, समाधान कक्षा का आयोजन किया गया।

2. रविवार या अवकाश के दिनों में शीतकालीन सत्र एवं ग्रीष्मकालीन सत्र में विद्यार्थियों को शैक्षिक टूल्स जैसे कि कक्षा एक्सेस करना, परीक्षा के उत्तर लिखकर फोटो खींच कर पीडीएफ बनाना ईमेल प्रेषित करना, मोबाईल को अपडेट करना, गूगल फॉर्म एवं गूगल कक्षा में नोट्स शेयर करना आदि का प्रशिक्षण नियमित रूप से दिया गया है।

3. ऐसे छात्र-छात्रों की पहचान करना जो शिक्षण के अलावा मोबाईल में अन्य अनावश्यक वीडियो गेम, फिल्म, इत्यादि में व्यस्त रहते थे उन विद्यार्थियों के पालक अभिभावक ऑनलाइन बैठक उपरांत आवश्यक दिशा निर्देश एवं निर्दर्शन देना।

4. आर्थिक रूप से अक्षम विद्यार्थियों हेतु ई शिक्षण सामग्री को WHATSAPP या प्रिंट माध्यम से संबंधित विद्यार्थियों तक पहुँचाने की व्यवस्था की जा रही है।

5. कक्षा को 4 समान भागों में विभाजित कर योग्य विद्यार्थियों को विषय नायक की गुरुत्तर भूमिका प्रदान की गई, यह विद्यार्थियों में लीडरशिप विकसित करने का एक अभिनव प्रयास है इस माध्यम से वे ऑनलाइन कक्षा की उपस्थिति, आपसी छात्रों में विभिन्न सृजनात्मक कौशल का विकास के साथ, प्रश्न मंच जैसे अन्य प्रतियोगिताओं में भाग लेते हैं।

### शिक्षण दर्शन का अभिकथन

दिनांक 08 जुलाई 2021

शिक्षा का मेरा दर्शन यह है कि सभी बच्चे अद्वितीय हैं और उनके पास एक उन्मुक्त स्वतंत्र शैक्षिक वातावरण होना चाहिए जहाँ वे शारीरिक, मानसिक, भावनात्मक और सामाजिक रूप से विकसित हो सकें। इस प्रकार का वातावरण बनाना मेरी इच्छा है जहाँ छात्र अपनी पूरी क्षमता से मिल सकें। जहाँ एक सुरक्षित वातावरण होगा वहाँ छात्रों को अपने विचारों को साझा करने और चुनौती स्वीकार करने के लिए आमंत्रित किया जाता है।

"मेरा मानना है कि पांच आवश्यक तत्व हैं जो सीखने के लिए अनुकूल हैं।

(1) शिक्षक की भूमिका एक मार्गदर्शक के रूप में कार्य करना है।

(2) छात्रों के पास संसाधन परियोजना कार्य की गतिविधियों तक पहुँच होनी चाहिए। अर्थात्

छात्रों के लिए सक्षम होना चाहिए उनके आयामी विकल्पों और उनकी जिज्ञासा को बुझने नहीं देना चाहिए

(4) छात्रों को एक सुरक्षित वातावरण में कौशल का अभ्यास करने का अवसर चाहिए।

(5) नित नई प्रौद्योगिकी को स्कूल के कालखंड में शामिल किया जाना चाहिए।

"मेरे शिक्षण दर्शन की मंशा यह है कि छात्रों के दिमाग में भरे हुए बर्तन नहीं हैं। उनमें से प्रत्येक अपनी कक्षा के लिए अपने स्वयं के विशिष्ट ब्रांड की प्रतिभा लाता है, और मेरा सबसे महत्वपूर्ण काम उस प्रतिभा की खोज करना और उसे सशक्त बनाना है।" अगर कोई बच्चा हमारे सिखाने के तरीके को नहीं सीख सकता है, तो शायद हमें उसके सीखने के तरीके को सिखाना चाहिए। " चूँकि शिक्षण और शिक्षा सभी एक आकार के नहीं हैं। "

असफलता एक विकल्प है; गलतियाँ सीखने का एक अमूल्य हिस्सा हैं। शिक्षा अक्सर रैखिक नहीं होती है। यह सतत पुनरावर्ती चक्रव्यूह की प्रक्रिया है - अवलोकन, अन्वेषण, विश्लेषण और मूल्यांकन

"मेरा शिक्षण दर्शन एक दोस्ताना जीवंत भाषा कक्षा को बनाए रखना है, इसलिए स्कूल सभी के लिए सीखने के लिए एक खुशी का स्थान है। जब आपके पास सीखने के लिए आवश्यक उपकरण होते हैं तो संभावनाएं अनंत होती हैं।" कहना न होगा कि 'शिक्षा एक बाल्टी भरना नहीं है, बल्कि एक आग का प्रकाश है।' यह उद्घरण मेरे शिक्षण दर्शन का ध्रुव तारा है। शिक्षा का अंत निश्चित रूप से दूसरों की सेवा में होना चाहिए, सामाजिक राष्ट्रीय उत्तरदायित्व का बोध ही मेरी भाषा शिक्षण दर्शन का परम लक्ष्य है।

### \* ऑनलाइन कक्षाओं की 40 मिनट की शिक्षण अवधि

कालखंड का समय विभाजन (प्रति 10 मिनट)	कार्य योजना
10	पूर्व ज्ञान एवं प्रस्तावना
10	संगणक प्रस्तुतीकरण विषय विस्तार
10	विषय से सम्बन्धित प्रश्न /कार्य पत्रक
10	पुनरावृत्ति/ संदेह निवारण

### \*विद्यार्थियों का मूल्यांकन

#### मूल्यांकन प्राविधि शिक्षण अवधि सत्र में मूल्यांकन





### 3. सतत मूल्यांकन

- ❖ प्रश्नोत्तरी, व्याकरण सम्बन्धित प्रश्न (शब्द, शब्दभेद, वाक्य, वाक्यभेद, अलंकार, भेद, वाच्य भेद, पद, पद भेद, रस भेद)
- ❖ राष्ट्रभाषा प्रश्नोत्तरी online tests in the form of Google form ,MCQ, Quizzes [www.quizmygov.in](http://www.quizmygov.in)  
<https://kahoot.com> etc.
- ❖ पाठ्यवस्तु के साथ विभिन्न विषयों का सहसंबंध एवं जीवन मूल्यों की शिक्षा
- ❖ जीवन अनुभवों की चर्चा विद्यार्थियों के अनुभव पर पाठ का विस्तार

### 4. रचनात्मक एवं प्रयोजनात्मक आंकलन

- ❖ प्रथम आवधिक आंकलन
- ❖ द्वितीय आवधिक आंकलन
- ❖ पाठ्यवस्तु प्रकरण परीक्षा
- ❖ प्रायोजना कार्य
- ❖ छात्रों की बुद्धिलब्धि अधिभार अंक पर पालक अभिभावक बैठक



**ACADEMIC PLAN FOR CLASS X SESSION- 2021-22**

**SUBJECT- ENGLISH (LANGUAGE AND LITERATURE) CODE-184**

**Internal Assessment consists of four parts:**

<b>1. Pen Paper Test (Periodic Test)</b>	<b>5 Marks</b>
<b>2. Multiple Assessment (MA)</b>	<b>5 Marks</b>
<b>3. Portfolio</b>	<b>5 Marks</b>
<b>4. Subject Enrichment Activity (SEA)</b>	<b>5Marks</b>

**BOOKS PRESCRIBED - FIRST FLIGHT (FF);**

**SUPPLEMENTARY READER -FOOTPRINTS WITHOUT FEET**

Month	No. of working days	No. of periods	Name of the Unit/ chapter/ Topic	Learning Outcome to be covered as per (TRALO) The student is able to	Suggested Projects/Activities under internal Assessment	Additional Resources
APRIL - MAY	23	4	<b>Tenses (Bridge course)</b>	understand concept and usage of Tenses(Tense – Function, Rules, Practice)	Editing/omission/fill ups (Use previous text with Narration (conversation) like , ‘This is Jody’s Fawn’) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		3	<b>FF- Prosel: A Letter to God</b>	Read, comprehend, and respond to complex texts , enhance spoken skills	Group discussion (discuss the postmaster’s act of charity to sustain Lencho’s faith in God) and Listening Task- MA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
				Speak while participating in interactive tasks in order to demonstrate fluency in the language	Listening /Speaking( Have,you ever been in great difficulty, and felt that only a miracle could help you?) - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:5f0a53ed-4c7f-43eb-8848-e71654ae4622">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:5f0a53ed-4c7f-43eb-8848-e71654ae4622</a>
				Develop comprehension , writing and creative skills.	Extract based comprehension questions(MCQ through google form) - SEA	<a href="https://forms.gle/JvYrbszH4JLJrfA8A">https://forms.gle/JvYrbszH4JLJrfA8A</a>
		2	<b>CCT (Reading Literacy passages)</b>	read with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>



	3	<b>Formal Letter- Letter to the Editor</b>	learn the format and usage of Formal letter writing	Writing Letter to the Editor -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f</a>
			Write official letter business letter, based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.	develop Formal Letters with correct format and appropriate language- SEA	
	2	<b>FF- Poem 1: Dust of Snow</b>	read with comprehension and interprets the text	Poem recitation- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:5f0a53ed-4c7f-43eb-8848-e71654ae4622">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:5f0a53ed-4c7f-43eb-8848-e71654ae4622</a>
			Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identificatio of poetic and literary devices, Rhyme scheme (online quiz ) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
			Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions - SEA	<a href="https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
			Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identificatio of poetic and literary devices, Rhyme scheme (online quiz ) - SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
	2	<b>FF- Poem2 - Fire And Ice</b>	Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions(MCQs through Google form) -SEA	<a href="https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
			Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identificatio of poetic and literary devices, Rhyme scheme (online quiz ) - SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
	4	<b>Suppl. R- Ln1. A Trium</b>	communicates thoughts, ideas, views and opinions verbally	Group discussion - MA	<a href="https://diksha.gov.in/play/collection/doi_31310347523158016011469?referrer">https://diksha.gov.in/play/collection/doi_31310347523158016011469?referrer</a>



			<b>ph of Surgery</b>			<a href="https://forms.gle/SjAnKwLxssV5YoWp8">er=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity)	<a href="https://forms.gle/TYELrMCwK3dKkzMM6">https://forms.gle/TYELrMCwK3dKkzMM6</a>
		<b>3</b>	<b>FF - Prose</b> <b>2.Nelson Mandela : A Long Walk To Freedom</b>	Uses the given hints/clues and figurative meaning of words and phrases as given in the text to enhance the writing skills	Descriptive paragraph writing about a person ; MCQs-SEA	<a href="https://forms.gle/SjAnKwLxssV5YoWp8">https://forms.gle/SjAnKwLxssV5YoWp8</a>
				Collect evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills.	collect data and refer to history to know more about Nelson Mandela, able to develop spoken skills (project)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
<b>JU NE- JULY</b>	<b>35</b>	<b>3</b>	<b>FF-Poem</b> <b>3:A Tiger in the Zoo</b>	develop a suitable opinion, able to express	Group discussion on Contrast between Tiger confined in zoo and natural habitat -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate significant , literary elements such as- metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently, infer inherent ideas	Extract based comprehension questions(MCQs through Google form) -SEA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
		<b>4</b>	<b>Suppl. R- 2.The Thief's Story</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion - MA	<a href="https://forms.gle/SgFXV9j3N5QU8oef6">https://forms.gle/SgFXV9j3N5QU8oef6</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity); MCQs	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>



2	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.	Working with Reading Literacy passage and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
4	<b>Formal Letter- Letter of complaint</b>	learn the format and usage of Formal letter writing Write personal /official letter business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.	develop Formal Letters with correct format and appropriate language- SEA writing letter of complaint -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f</a>
3	<b>Modals</b>	understand concept and usage of Modals and passives	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
7	<b>FF- Prose 3: Two Stories About Flying I: His First Flight; II- The Black Aeroplane</b>	Speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language. Use the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make both fiction and non-fiction Write paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.	Group discussion on Inhibition and fear of Young Seagull -MA Thinking about Language - The various meanings of "Black" and "Fly" in different context -SEA Writing: A narrative piece an experience being alone alone or away from home during a thunderstorm; MCQs-SE	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a> <a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a> <a href="https://forms.gle/HzSrnsoxAyjiSQDq7">https://forms.gle/HzSrnsoxAyjiSQDq7</a>
4	<b>FF- Poem 4- How To Tell Wild Animal</b>	Speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.	Speaking: Comment on the title and bring out the humour, respond to the humour inherent in the close proximity with wild animals MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>



		s	Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>	
			Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs through Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
		4	Suppl. R :Ln.3: The Midnight Visitor	communicate thoughts, ideas, views and opinions verbally	Group discussion -MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity); MCQs	<a href="https://forms.gle/nzXroUdd6Af7uHuV6">https://forms.gle/nzXroUdd6Af7uHuV6</a>
		4	Formal letter - Letter of Enquiry	learn the format and usage of Formal letter writing	develop Formal Letters with correct format and appropriate language- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f</a>
				Write official letter business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.	writing letter to the Editor-SEA	
AUGUST	23	3	Subject Verb Concord	understand concept and usage of grammar	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
			3	FF- Poem - 5 ; The Ball Poem	Speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language	Group-Discussion why is the boy was upset on losing the Ball- he can get a new one - MA
		Identify and appreciates significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to			Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-</a>



		demonstrate understanding of their significance in literature and narratives		81cd-38069517a70c
		Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
2	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
3	<b>Formal letter - Letter of Placing order</b>	learn the format and usage of Formal letter writing	develop Formal Letters with correct format and appropriate language- SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d1568570-416b-44c0-acb7-38b36940229f</a>
		Write personal /official letter business letter, article, debate, paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.	writing letter of Placing order -SE	
4	<b>Suppl. R - Ln. 4:A Question of Trust</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
		read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity); MCQs	<a href="https://forms.gle/c2iGtLWpj1AfraZN6">https://forms.gle/c2iGtLWpj1AfraZN6</a>
4	<b>FF-Prose 4:From the Diary of Anne Frank</b>	Talk on key contemporary issues like social justice, environment, gender, etc. In speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason.	Discussion about Anne Frank - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
		Use grammar in context	Intext Grammar- Phrasal Verbs, Compound words - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-</a>



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				develop writing skills in the students and encourage editing, rewriting and finalizing the context.	Writing a Diary- Imagine yourself as Anne Frank - SEA	<a href="https://forms.gle/Xkqw4yVLBTpWavjr9">https://forms.gle/Xkqw4yVLBTpWavjr9</a>
		4	<b>Reported Speech: Commands and requests; Statements; Questions</b>	understand concept and usage of Reported speech	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
<b>SEPTEMBER</b>	24	3	<b>FF-Poem 6- Amanda</b>	Speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.	Discussion about Amanda's need for freedom, Develops a kind of dislike for real life and escapes into the world of dream. - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
		3	<b>Analytical paragraphs</b>	transcode information from a graph / chart/ map/ report/ line graph/ Cue/ and write analytical paragraph, enhance creative and critical skills	Analytical paragraph writing- SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:be91ca5c-79d9-4eb0-bd04-650e13ef5448">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:be91ca5c-79d9-4eb0-bd04-650e13ef5448</a>
		3	<b>Suppl. R - Ln. 5: Footprints Without</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion ;MCQs- MA	<a href="https://forms.gle/N3afKSnMtRWEMjop9">https://forms.gle/N3afKSnMtRWEMjop9</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>





		<b>t Feet</b>			<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
	2	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
	2	<b>FF-Prose 5: The Hundred Dresses - I</b>	to comprehend different aspects of the story, develop awareness about bullying	Group discussion: The Protagonist - Wanda Petronski was judged by her appearance and possession - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
Read, comprehend, and respond to complex texts independently in order to demonstrate transition from learning to read to reading to learn.			Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://forms.gle/MCojnoYftL4tAQnc9">https://forms.gle/MCojnoYftL4tAQnc9</a>	
	2	<b>FF-Prose 6: The Hundred Dresses - II</b>	enhance spoken skills	Group discussion - Children have an impressionable mind and can be easily moulded - MA ; MCQs	<a href="https://forms.gle/cc7tAG3z41dUVCwPA">https://forms.gle/cc7tAG3z41dUVCwPA</a>
Write scripts and participates in role play, skit, street plays for the promotion of social issues, develops creativity			Role Play- An episode to be enacted from the text - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
	3	<b>Determiners</b>	understand concept and usage of Determiners	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
	3	<b>FF-Poem 7 - Animals</b>	Read, comprehend, and respond to complex texts	Group - discussion : human beings should be sensitive towards Animals - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
Identify and appreciate significant, literary elements such as- metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives			Identification of poetic devices (online quiz) - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>	



			<b>Suppl R - Ln</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion- MA; MCQs	<a href="https://forms.gle/5pd57z5foYJ7r7QG9">https://forms.gle/5pd57z5foYJ7r7QG9</a>	
		3	<b>6. The making of a Scientist</b>	read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
<b>OC TO BE R</b>	15	3	<b>FF-Prose7-PART-I:Glimpses of India - A Baker from Goa</b>	Read, comprehends, and responds to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
				Collect evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills	Project- Collect information on how bakers in Goa bake bread now and how the process has changed over time.collect info. about Goan culture, perform speaking skill tasks effectively	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
				use the given hints/clues to develop the Factual description; enhance writing skill	Descriptive paragraph about a place/ Coorg -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
			2	<b>FF-Prose 7-II:Glimpses of India - Coorg</b>	use vocabulary and understanding of the collocations	Thinking about language- Collocations-SEA	
		3	<b>FF-Prose 7-III:Glimpses of India - Tea From Assam</b>	Read stories and literary texts – both fiction and nonfiction with understanding for pleasure and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills	Anecdotes related to tea - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
				Develop comprehension , writing and creative skills.	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/doi_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
			2	<b>CCT (Reading Literacy)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning,	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3</a>



			y passag es)	predicting, previewing, reviewing,inferring.		<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		2	Use of Passive	understand concept and usage of Determiners	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		3	FF- Poem - 8: Trees	enhance spoken skills	Discussion - Can there be a forest without trees? Where are the trees in the poem, and where do they go? - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
				Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and responds to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/d_o_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/d_o_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
NO VE MB ER	20	3	Suppl. R- Ln7. The Neckla ce	communicate thoughts, ideas, views and opinions verbally	Group discussion -MA ; MCQs	<a href="https://forms.gle/qv7gZRREDgFuX5RK8">https://forms.gle/qv7gZRREDgFuX5RK8</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
		2	CCT (Readi ng Literac y passag es)	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>
		3	FF- Prose 8:Mijbi l the Otter	Listen for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer	Describe The bond of love between the author and Mijbil "-MA ; MCQs	<a href="https://forms.gle/67qRmbsmojd5wjtJ9">https://forms.gle/67qRmbsmojd5wjtJ9</a>



		Write paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.	Writing description of a person or an animal -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
2	<b>Clause s:Noun , Adverb Clause s of condition and time,Relative Clause s</b>	understand concept and usage of Non- Finites and Clauses	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
2	<b>FF- Poem 9- Fog</b>	Read, comprehend, and respond to complex texts independently in order to demonstrate transition from learning to read to reading to learn.	Group discussion- nature is more powerful than anything that humans can produce - MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
		Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
		Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	-
3	<b>Suppl. R-Ln 8. The Hack Driver</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion -MA	<a href="https://forms.gle/afVadpoMZRwJnnmb7">https://forms.gle/afVadpoMZRwJnnmb7</a>
		read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity) ;MCQs	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aai:d:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
3	<b>FF- Prose 9:Mad am</b>	Use the meaning of words and phrases as given in the texts read in order to demonstrate understanding of	Describe Valli in the bus and unforgettable moments -MA	



		<b>Rides The Bus</b>	the text			
			Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://forms.gle/wqqJqXD44HM8ZqYAA">https://forms.gle/wqqJqXD44HM8ZqYAA</a>	
			Use idiomatic expressions in speech and writing in order to demonstrate competence in the acquisition of functional vocabulary.	Intext Grammar- Use of New Words and Expression -SEA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>	
		2	<b>FF-Poem - 10 The Tale Of Custard the dragon</b>	recite the poem with proper stress and intonation	Poem Recitation -MA	
				Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices (online quiz) -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
				Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
<b>DE CE MB ER</b>	18	2	<b>Preposition</b>	understand concept and usage of Preposition	Editing/omission/fill ups - SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		3	<b>Suppl. R -Ln 9. Bholi</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion -MA ; MCQs	<a href="https://forms.gle/3ZuP7VusDVRi9r6t8">https://forms.gle/3ZuP7VusDVRi9r6t8</a>
				read with comprehension and interpret the text; enrich vocabulary	Reading -SEA ; spell check (AAC activity)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
2	<b>CCT (Reading Literacy passages)</b>	reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing,inferring.	Working with Reading Literacy passages and Joyful learning activities (PISA)	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2f1e3ea1-e35c-4f8e-9d55-3d9dce8eef74</a>		



	3	<b>FF-Prose</b> <b>10:Sermon At Benares</b>	Write paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities.	Writing Skill-Descriptive paragraph of an event -SEA ;MCQs	<a href="https://forms.gle/Hd8Xh2v6ByjbiwyC8">https://forms.gle/Hd8Xh2v6ByjbiwyC8</a>
			Collect evidences and discusses in groups for reading autobiographies, history and science based literary texts in order to demonstrate comprehension and critical thinking skills	Collect information about life of Gautam Buddha-Project	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
	2	<b>FF-Poem</b> <b>11:For Anne Gregory</b>	Enhance vocabulary and comprehension of the poem	spell- check -AAC	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
			Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives	Identification of poetic devices-(online quiz)- SE A	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:eec68c3e-7767-44fc-81cd-38069517a70c</a>
			Read, comprehend, and respond to complex texts independently	Extract based comprehension questions (MCQs Google form) - SEA	<a href="https://diksha.gov.in/play/collection/d_o_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/d_o_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
	3	<b>Suppl. R - Ln</b> <b>10. The Book that Save the Earth</b>	communicate thoughts, ideas, views and opinions verbally	Group discussion -MA	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8</a>
read with comprehension and interpret the text; enrich vocabulary			Reading -SEA ; spell check (AAC activity)	<a href="https://diksha.gov.in/play/collection/d_o_31310347523158016011469?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/d_o_31310347523158016011469?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	



				understand concept and usage of Reported speech	Intext Grammar- Reported speech -SEA	<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:fd4d71f-3ec5-4fff-b255-edb62badeaa7</a>
		3	FF - Prose 11: The Proposal	Write scripts and participates in role play, skit, street plays for the promotion of social issues, develop creativity	Role Play- An episode to be enacted from the text -SEA	<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
<b>JANUARY</b>		<b>REVISION AND PRE- BOARD</b>				

**Study Material**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:f6214d3c-1ea7-46c7-8f9f-2d092d3dc9e5>

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:648544d2-b391-4d91-93e5-6143f5871401>

**Question Bank-CCT**

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:f49f043a-8655-4b50-96f5-4e7f61400da6>

**PORTFOLIO:**

1. Class work.
2. Project.
3. Peer assessment.
4. Self-assessment.
5. Achievements of the student in the subject.

**RUBRICS**

**Class Work**

Neatness (2 Marks)	Accuracy (2 Marks)	Punctuality (1 Mark)
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**Project**

Content (2 Marks)	Presentation(2 Marks)	Relevance(1 Mark)
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**Subject Enrichment**

Regularity (1)	Presentation (2)	Accuracy (2 Marks)
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Prepared by - Smt. Meena Gupta  
; TGT (English) ; KV Durg

**Academic Planning- 2021-2022**  
**Classes -X**  
**Subject - English(Language and Literature)**

**Problems Faced During the Previous Academic Session and Action Plan to Overcome Challenges:**



S. no.	Problems Faced by Students	Action Plan to overcome Challenges
1.	Many students were not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they were not much aware of technology and computer applications.	Recording of the live classes can be done so that students having network issues can learn at their own pace. For solving technical issues we can take help from our computer teachers.
2.	In many cases students find difficulty in managing their time with online learning. Online learning was completely new for them and require intensive work. They need a scheduled planner to manage their time in an effective manner.	Teachers can help students by suggesting  Create To-Do List – students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Students must take help from friends and family.
3.	Students start losing hope once they find difficulty in online learning. Lack of motivation was a common challenge for all students.	Teachers should motivate students to complete tasks and engage students with their learning. Make sure students stay positive towards online learning.
4.	At home things were different from school. Students get distracted from small things easily.	Here involve parents of students. Schools should inform parents about the time of online learning so that there will be no distractions from their side. Parents must be advised to restrict the study area for others to come during live sessions and video calls.
5.	Students find it difficult to communicate in person who struggles with understanding concepts. Many a times these students don't even approach teachers to clear their doubts.	Here is a need of personal attention to such students. Teachers can call such students to understand their problems and clear their doubts.
<b>Problems Faced by Teachers</b>		
6..	As students were moving towards online learning from traditional classrooms, it was difficult for teachers to engage students for longer periods of time.	Try to include those tools and multiple types of learning approaches such as podcasts, videos (teaching channel, own videos, live classes), discussions, various forms of text through articles and blogs, different assessment methods (tests, quizzes, assignments and projects) learning activities and collaboration for better learning outcomes.

### MODEL LESSON PLAN - Class: X

**Duration of class** - **40 minutes**

The 40 minutes duration of the online classes should be conducted in a capsule form:

Activity	Introduction of the Topic /Explanation of the concept	Demonstration/Discussion/Solving of	Solving questions on the topic	Recapitulation of the





	(using PPT or any other way)	worksheets by students	discussed	lesson
<b>Time</b>	10 min.	10 min.	10 min.	10 min.

### LESSON PLAN - Class: X

#### TOPIC / LESSON - Nelson Mandela -Long Walk To Freedom

**PERIOD REQUIRED – 4**

**DATE OF COMMENCEMENT - 24/04/2021**

**DATE OF COMPLETION - 30/04/21**

**Teaching- Aid: Power-point Presentation**

Gist of the lesson	Focused skills/competencies	Targeted Learning outcome (TLO) Students are able to	Teaching Learning activities planned for achieving the TLO using suitable resources and classroom management activities	Assessment strategies planned	Co-relation with other subjects
"Nelson Mandela -Long Walk To Freedom" is an autobiography written by Nelson Mandela, the first black president of South Africa. The chapter is about the struggle of freedom of South-Africa. In this chapter Nelson Mandela talks about his "Inauguration ceremony". In his speech, Mandela thanked all the dignitaries. Mandela assured his countrymen that his country would never ever experience the	<ol style="list-style-type: none"> <li>Students will be able to listen to and speak on verbal inputs- biography (A visit to Cambridge.) and autobiography (A Summit within), which they have read in class VIII</li> <li>Students will be able to read with correct pronunciation, pause and intonation.</li> <li>Students will be able to develop comprehension</li> <li>listen to the extract from the text and write the descriptive paragraph.</li> <li>Students enrich their vocabulary</li> <li>Students develop creative and critical</li> </ol>	<ol style="list-style-type: none"> <li>Learn to communicate with confidence and accuracy, speaks on variety of verbal inputs- group discussion, debate, speech, power-point presentation etc.</li> <li>Read with comprehension</li> <li>Comprehend and interpret the text.</li> <li>Listen, comprehend and learn to express the language in grammatically correct English.</li> <li>use the new words efficiently in writing</li> <li>enhance creative and critical skills</li> </ol>	<ol style="list-style-type: none"> <li>E- class along with PPT on the chapter - Discussion about difference between "Biography" and "Autobiography"</li> <li>Reading</li> <li>Comprehension check</li> <li>Listening task</li> <li>Dictation</li> <li>Antonym-Synonym (Joyful learning activity)</li> </ol>	<ol style="list-style-type: none"> <li>Group - discussion <b>(Multiple assessment)</b></li> <li>collect data and refer to history to know more about Nelson Mandela(<b>Project</b>)</li> <li><b>HOTS</b> - Write a descriptive paragraph on Nelson Mandela <b>(Subject enrichment)</b></li> <li><b>MLL</b>-Online MCQs (link given below)</li> <li>Online quiz (link given below)</li> <li>Spell -check <b>(AAC activity)</b></li> <li>PISA (joyful learning activity)</li> </ol>	History



same suppression of one by another.	skills				
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### EXPERIENTIAL LEARNING

- Take the students to the library/online books resource and help them select age appropriate books on famous personalities. In pairs children share one book and read.
- They decide some qualities of the personalities with the teacher's help and write those qualities on a paper which could be used as clues to write descriptive paragraph.
- The books on personalities or their pictures can be displayed. Each pair reads out the qualities to another pair who has to guess which personality it is.

### ASSIGNMENT FOR THE STUDENTS:

#### Multiple Choice Questions based on an extract

(A) "We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity."

#### **I. The guests at the spectacular ceremony are being called distinguished because they**

- a) they have been invited as guests to attend it.
- b) they are eminent world leaders witnessing it.
- c) they are visiting the country for this purpose.
- d) they have resumed diplomatic relations with the country.

#### **ii It is a victory for 'human dignity'. Pick the option that lists the correct answer for what 'human dignity' would include.**

- a) i) equality ii) liberty iii) indecency
- b) i) liberty ii) indecency iii) self-respect
- c) i) immorality ii) self-respect iii) equality
- d) i) equality ii) liberty iii) self-respect

#### **iii Why does the speaker say that it is a 'rare privilege'? He says this as they have**

- a) been deprived of this honour.
- b) seldom been given this honour.
- c) experienced it for the first time.
- d) been chosen over other countries, for this honour



Mandela feels that courage is triumph over fear. How would you define courage in this context?

Mandela says that his country's greatest wealth is its people and not the purest diamonds. Justify his statement.

### Alternative academic calendar

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a15f30da-666e-4972-87c2-5482e52579c8>

### DIKSHA LINKS

[https://diksha.gov.in/play/content/do\\_31279862331283046417380?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/content/do_31279862331283046417380?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)

### SELF LEARNING MATERIAL

[https://diksha.gov.in/play/collection/do\\_31310347522907340811064?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31328195250488934412414](https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31328195250488934412414)

### ONLINE QUIZ LINK

<https://quizizz.com/join/game/U2FsdGVkX189HPm211vXXnUkLV143j%252BWMvFAIwtQ8wxTp6kh5t8E9Zbq8TteOwwZ?gameType=solo>

### STATEMENT OF TEACHING PHILOSOPHY

"My philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially.

I believe that there are some essential elements of learning-

- (1) The teacher's role is to act as a facilitator.
- (2) Students must be able to have choices and curiosity about their learning.
- (3) Students need the opportunity to practice skills in a safe environment.
- (4) Now a days Technology play an important role and must be incorporated to make teaching-learning interactive and interesting .

### CLASS X -ADDITIONAL RESOURCES

S.N.	Title	Link (MCQs)			
	<b>Class X First Flight</b>				
1	A Letter to God	<a href="#">A Letter to God-X</a>	<a href="https://forms.gle/JvYrbszH4JLJrfA8A">https://forms.gle/JvYrbszH4JLJrfA8A</a>		
2	Long Walk to Freedom- Nelson Mandela	<a href="#">Long Walk to Freedom</a>	<a href="https://forms.gle/SjAnKwLxssV5YoWp8">https://forms.gle/SjAnKwLxssV5YoWp8</a>		
3	Two Stories about Flying	<a href="#">Two Stories about Flying</a>	<a href="https://forms.gle/HzSrnsoxAyjiSQDq7">https://forms.gle/HzSrnsoxAyjiSQDq7</a>		
4	From the Diary of Anne Frank	<a href="#">From the Diary of Anne Frank</a>	<a href="https://forms.gle/Xkqw4yVLBTpWavjr9">https://forms.gle/Xkqw4yVLBTpWavjr9</a>		
5	Hundred Dresses-1	<a href="#">Hundred Dresses-1</a>	<a href="https://forms.gle/MCojnoYftL4tAQnc9">https://forms.gle/MCojnoYftL4tAQnc9</a>		
6	Hundred Dresses-2	<a href="#">Hundred Dresses-2</a>	<a href="https://forms.gle/cc7tAG3z41dUVCwPA">https://forms.gle/cc7tAG3z41dUVCwPA</a>		



7	Glimpses of India	<a href="#">Glimpses of India</a>	<a href="https://forms.gle/qRjDnmiPZk8khnQq8">https://forms.gle/qRjDnmiPZk8khnQq8</a>
8	Mijbil The Otter		
9	Madam Rides the Bus	<a href="#">Madam Ride Bus</a>	<a href="https://forms.gle/wqqJqXD44HM8ZqYAA">https://forms.gle/wqqJqXD44HM8ZqYAA</a>
10	The Sermon at Benaras	<a href="#">Sermon at Benaras</a>	<a href="https://forms.gle/Hd8Xh2v6ByjbiwyC8">https://forms.gle/Hd8Xh2v6ByjbiwyC8</a>
	<b>Class X Foot Prints without Feet (Suppl.)</b>		
1	A Triumph of Surgery	<a href="#">The Triumph of Surgery-X</a>	<a href="https://forms.gle/TYELrMCwK3dKkzMM6">https://forms.gle/TYELrMCwK3dKkzMM6</a>
2	The Thief's Story	<a href="#">The Thieve's Story-X</a>	<a href="https://forms.gle/SgFXV9j3N5QU8oef6">https://forms.gle/SgFXV9j3N5QU8oef6</a>
3	The Midnight Visitor	<a href="#">Midnight Visitor</a>	<a href="https://forms.gle/nzXroUdd6Af7uHuV6">https://forms.gle/nzXroUdd6Af7uHuV6</a>
4	A Question of Trust	<a href="#">A Question of Trust</a>	<a href="https://forms.gle/c2iGtLWpj1AfraZN6">https://forms.gle/c2iGtLWpj1AfraZN6</a>
5	Footprints without Feet	<a href="#">Footprints without feet</a>	<a href="https://forms.gle/N3afKSnMtRWEMjop9">https://forms.gle/N3afKSnMtRWEMjop9</a>
<b>DIKSHA LINKS</b>			
	<b>First Flight</b>		
			<a href="https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347522907340811064?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
	<b>Foot Prints without Feet (Suppl.)</b>		
			<a href="https://diksha.gov.in/play/collection/do_31310347523158016011469?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31310347523158016011469?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
<b>e -Content</b>			
			<a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3270aaca-a17f-4604-938f-e5dbfbc3a17c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3270aaca-a17f-4604-938f-e5dbfbc3a17c</a>

Prepared by – Smt. Meena Gupta TGT (English); KV Durg



केन्द्रीय विद्यालय संगठन रायपुर संभाग  
शैक्षणिक सक्रीय योजना सत्र -2021-22,  
कक्षा – दशमी , विषय- संस्कृतम सम्प्रेषणात्मकम (122)

महीना	कार्य दिवस की संख्या	कुल काल खंड	UNIT TO BE COVERED	TOTAL LOS TO BE COVERED AS PER (TRALO)
अप्रैल	23	25	प्रथमः पाठः – शुचिपर्यावरणम सन्धिकार्यम – व्यंजन संधि :- वर्गीय प्रथमवर्णस्य तृतीयवर्ण परिवर्तनम , प्रथमवर्णस्य पंचमवर्ण परिवर्तनम   <a href="https://www.youtube.com/watch?v=xYOSpwST5JY">https://www.youtube.com/watch?v=xYOSpwST5JY</a> विसर्ग संधि: – विसर्गस्य उत्वं , विसर्गस्य स्थाने स , श , ष	कक्षायाम पाठितस्य पाठस्य लघुमूल्याकनम, मौलिकता , शुद्धता , समयबद्धता , प्रस्तुतीकरणम , शुद्ध उच्चारणं , लेखनम , पठन कौशलम च
मई \ जून	10	10	समासः – वाक्येषु समस्तपदानाम विग्रहः , विग्रहः पदानाम च समासः   तत्पुरुषः - विभक्तिः Website : <a href="https://www.youtube.com/watch?v=Acg5tLpfCk8">https://www.youtube.com/watch?v=Acg5tLpfCk8</a>	श्रुतलेखानाभ्यासः मौखिकी परीक्षा , वाचन क्षमतायाम विकासः
जुलाई	25	27	द्वितीयः पाठः – बुद्धिर्बलवती सदा <a href="https://www.youtube.com/watch?v=qjdpkPMMt4Y">https://www.youtube.com/watch?v=qjdpkPMMt4Y</a> तृतीयः पाठः – व्यायामः सदापथ्यम <a href="https://www.youtube.com/watch?v=eoNW-OJBD4Q">https://www.youtube.com/watch?v=eoNW-OJBD4Q</a> समास कार्यम – अव्ययीभावः – (अनु , उप , सह , निर , प्रति , यथा ) <a href="https://youtu.be/V7AXHn3k2DQ">https://youtu.be/V7AXHn3k2DQ</a> द्वन्द्वः – (केवलं इतरेतर – द्वंद्व समासः ) <a href="https://www.youtube.com/results?search_query=samas+in+sanskrit">https://www.youtube.com/results?search_query=samas+in+sanskrit</a> द्विगु समासः <a href="https://youtu.be/p2k_LvS_EMs">https://youtu.be/p2k_LvS_EMs</a> , बहुब्रीहि <a href="https://youtu.be/LZ0FHtKOeEc">https://youtu.be/LZ0FHtKOeEc</a> मंजूषायाः सहायताः औपचारिक अथवा अनौपचारिक पूर्ण पत्रलेखनम <a href="https://youtu.be/L-CwL7-BrB4">https://youtu.be/L-CwL7-BrB4</a>	कक्षाकार्यम , सामूहिक मूल्याकनम , सुलेख कार्यम , उपस्थिती प्रत्रकम पूर्णियम , कथा , संवाद \वार्तालापः , श्रवण कौशल विकासाय शिक्षकः स्वयं अपि कथाम श्रावयित्वा ततः सम्बद्धः प्रश्नान प्रष्टुम शक्नोति   संस्कृतभाषया उपलब्ध दृश्य श्रव्य सामग्री माध्यमेन पठनाभ्यासः
अगस्त	23	25	चतुर्थः पाठः – शिशुलालनम <a href="https://www.youtube.com/watch?v=4Sn6DexPZUE">https://www.youtube.com/watch?v=4Sn6DexPZUE</a> पञ्चमः पाठः – जननीतुल्यवत्सला <a href="https://www.youtube.com/watch?v=EWfHQUSa00s">https://www.youtube.com/watch?v=EWfHQUSa00s</a> प्रत्ययाः – तद्धिताः – मतुप <a href="https://youtu.be/z1Ke7_k7W9o">https://youtu.be/z1Ke7_k7W9o</a> , ठक <a href="https://youtu.be/KdJLpalPVUU">https://youtu.be/KdJLpalPVUU</a> , त्व <a href="https://youtu.be/asjNYUec7bl">https://youtu.be/asjNYUec7bl</a> तल <a href="https://youtu.be/PqYtYuvHuv4">https://youtu.be/PqYtYuvHuv4</a> स्त्रीप्रत्ययौ – टाप <a href="https://youtu.be/QFXBvmNjiUk">https://youtu.be/QFXBvmNjiUk</a> , डीप , <a href="https://youtu.be/OFNKDsRMUCA">https://youtu.be/OFNKDsRMUCA</a> वाच्य परिवर्तनम – केवलं लटलकारे (कर्त्री – कर्म – क्रिया ) <a href="https://youtu.be/3AYXWoL9Nyw">https://youtu.be/3AYXWoL9Nyw</a> चित्र वर्णनम <a href="https://youtu.be/5jshEvSOhms">https://youtu.be/5jshEvSOhms</a> अथवा अनुच्छेदलेखनम <a href="https://youtu.be/BG62Ga5gyKs">https://youtu.be/BG62Ga5gyKs</a> घटनाक्रमानुसारम वाक्यलेखनम	उच्चारण कौशलम , आरोहवरोह – गतियति प्रयोगः , आशुभाषणम , संस्कृत भाषायाम वार्ता , दूरदर्शने संस्कृत कार्यक्रमः प्रसारितः भवति तम द्रष्टुम प्रेरणीय   अव्यय शब्दानाम प्रयोगः , घटनाक्रमानुसारम कथालेखनम चित्राधारित संस्कृत वाक्यरचना   प्रश्नोत्तर लेखन अभ्यासः
सितम्बर	24	24	षष्ठः पाठः – सुभाषितानि <a href="https://www.youtube.com/watch?v=hKgHWuA9VgM">https://www.youtube.com/watch?v=hKgHWuA9VgM</a> समयः – अंकानाम स्थाने शब्देषु समय लेखनम   ( सामान्य – सपाद – सार्ध – पादोन ) <a href="https://youtu.be/zwhmkEqPg_c">https://youtu.be/zwhmkEqPg_c</a> श्लोकस्य अन्वय कार्यम	श्लोकोच्चारणम भावाभिव्यक्ति , लेखन कौशलस्य विकासः , प्रस्तुतीकरणम संस्कृतगीतानि ,
अक्टूबर	15	16	सप्तमः पाठः – सौहार्द प्रकृतेः शोभा	पठित पाठानाम पठनाभ्यासः समयस्य



			<a href="https://www.youtube.com/watch?v=eB0uoSn7Qf8">https://www.youtube.com/watch?v=eB0uoSn7Qf8</a> अव्ययपदानि – उच्चैः ,च,श्च,ह्यः ,अत्र –तत्र,यत्र –कुत्र ,इदानीम् ,(अधुना ,सम्प्रति ,साम्प्रतम् )यदा ,तदा ,कदा ,सहसा,वृथा,शनैः ,अपि ,कुतः , इतस्ततः ,यदि –तर्हि ,यावत् –तावत् <a href="https://youtu.be/6PQtzjcmQM">https://youtu.be/6PQtzjcmQM</a> AND <a href="https://youtu.be/qOl6oei76-M">https://youtu.be/qOl6oei76-M</a> अशुद्धि – संशोधनम् (वचन –लिंग –पुरुष –लकार –दृष्ट्या संशोधनम् <a href="https://www.youtube.com/watch?v=SMSI9zC7EBk">https://www.youtube.com/watch?v=SMSI9zC7EBk</a> )	सदुपयोगः ,अनुशासनम् ,कठिन शब्दानाम् ज्ञानम् , प्रश्न निर्माण कार्यम् , संस्कृत वाक्यरचना   अनुच्छेद –आधारितम् भाषिक कार्यम्
नवम्बर	20	21	अष्टमः पाठः – विचित्र साक्षी <a href="https://www.youtube.com/watch?v=fCq5gXGJgeI">https://www.youtube.com/watch?v=fCq5gXGJgeI</a> वाक्येषु रेखांकित पदानि अधिकृत्य प्रश्न निर्माण कार्यम्	चित्राधारित संस्कृत भाषायाम् वाक्य प्रयोगः   संकेताधारितम् कथा लेखनम्
दिसम्बर	18	19	नवमः पाठः – सूक्तयः <a href="https://www.youtube.com/watch?v=jCfCX_q_q9E">https://www.youtube.com/watch?v=jCfCX_q_q9E</a> पर्यायपदानाम् विशेष्य –विशेषणपदानाम् वा मेलनम्	संख्यावाची शब्दानाम् प्रयोगः ,विशेषण – विशेष्य ज्ञानम् , पर्याय विलोम पदनाम् ज्ञानम्
जनवरी	24	25	एकादशः पाठः – प्राणेभ्योपि प्रियः सुहृदः <a href="https://www.youtube.com/watch?v=y8jL5vBjFaY">https://www.youtube.com/watch?v=y8jL5vBjFaY</a> <a href="https://www.youtube.com/watch?v=yvkildb7MDQ">https://www.youtube.com/watch?v=yvkildb7MDQ</a> भाषिककार्याय तत्वानि (पाठाधारितानि ) वाक्ये कर्त्रे –क्रियापदचयनम् कर्त्री –क्रिया अन्वितिः विशेषण –विशेष्य चयनम् पर्याय –विलोमपदचयनम्	संकेताधारितम् कथालेखनाम् ,पत्रलेखनम् ,अव्यय ज्ञानम् ,श्रुत लेखः ,सूक्ति लेखनम्
फरवरी	23	24	चित्राधारित वाक्यरचना अनुच्छेद लेखनम् हिंदीभाषातः संस्कृतेन अनुवाद कार्यम् <a href="https://www.youtube.com/watch?v=r0e3vGg8Krc">https://www.youtube.com/watch?v=r0e3vGg8Krc</a>	विविध कौशलानामविकासः , कक्षायाम् पठित पाठस्य मूल्यांकनम् , घटनाक्रमानुसारम् कथालेखनम् ,अनुवादकार्यम्
मार्च	07	7	पुनरावृत्ति कार्यम्	पठित पाठस्य पुनरावृत्ति कार्यम्

- टीप – 1. जुलाई अन्तिम सप्ताहे ( प्रथम आवर्ती परीक्षा)  
2. अक्टूबर अन्तिम सप्ताहे (द्वितीय आवर्ती परीक्षा )  
3. जनवरी मासे (तृतीय आवर्ती परीक्षा )  
4. SAMSKRIT TUTORIAL. IN ME LOGIN कर सभी विषय सामग्री प्राप्त कर सकते है |

#### पाठ्यपुस्तकानि –

1. “ शेमुषी “ पाठ्यपुस्तकं भाग -2 ,संशोधित संस्करणम् |
2. “ अभ्यासवान भव “ भाग -2

#### विगत शैक्षणिक सत्रे आगता समस्या \ काठिन्यम्

1. दूरभाष्ययंत्रस्य अनुपलब्धता |
- 2.न्यूनतम इंटरनेट कनेक्टिविटी |
- 3,कक्षायाम् डाटायाः अभावःअभवत् |
- 4, भ्रात्री भगन्याः मध्ये यंत्रस्य अभावः |
- 5,गृहकार्य \कक्षाकार्य प्रेषणार्थम् काठिन्यम् भवति |
- 6, पाठ्यविषय पठनार्थम् समयस्य अभाव
- 7, दीर्घ समये मोबाइल/लैपटॉप/पीसी यंत्रस्य पश्यन श्रान्तम् गतः|
8. छात्राः अशैक्षिक कार्ये यथा मोबाइल गेम सोशल मीडिया क्षेत्रे सक्रिय भवन्ति |

#### वर्तमान शैक्षिक सत्रे प्राप्त समस्याः दूरीकरणाय कार्य योजना -

4. बालकानाम् कृते उपकरण उपलब्धता हेतु पितरौ सार्धं वार्तालापमकर्तुं शक्यते |
5. छात्राणाम् कृते उपलब्ध पाठ्य सामग्री google \ whatsapp कक्षायाम् प्रदाय छात्रः तस्य उपयोगः अनन्तरं कर्तुं शक्नुवन्ति |



6. ऑनलाइन कक्षायाः समये प्रबंधनार्थम् छात्रानाम् कृते एक दिनात् पूर्वम् ट्यूटोरियल वीडियो लिंक प्रेषण कार्यम् भवेत्

**माई स्टेटमेंट ऑफ टीचिंग फिलॉसफी (एसटीपी) :**

8. छात्राणाम् नैतिक मूल्यस्य बोधनाय ज्ञानम् प्रदाय उचित मार्ग दर्शनम् करिष्यामि ।
9. सर्वान् छात्रान् स्वानुभूत्या ज्ञानम् अर्जयितुम् कल्पना शीलक्रियाः विधातुम् प्रश्नान् प्रष्टुम् च प्रोत्साहयन्ति ।
10. अस्माभिः अवश्यमेव स्वीकरणीयम् यत् स्थानं ,समयः स्वातन्त्र्यं च यदि दीयेत ,तर्हि शिशवः वयस्कैः प्रदत्तेन ज्ञानेन संयुज्य नूतनम् ज्ञानम् सृजन्ति ।
11. बालकेषु सर्जन शक्तेः कार्यारम्भ प्रवृत्तेश्च आधानं तदैव संभवेत् यदा वयं तान् शिशून् शिक्षण प्रक्रियायाः प्रतिभागित्वेन स्वीकुर्याम , न तु निधारित ज्ञानस्य ग्राहाक्त्वेन एव ।
12. online कक्षा माध्यमेन मम शिक्षणस्य उद्देश्य :छात्रान् आत्मविश्वाशी भवेत् .ताकि जीवने सर्वदा सफलताम् प्राप्तुं शक्नुवन्ति ।



## आदर्श पाठ योजना

कक्षा – दशमी विषय – संस्कृतम् पाठ्यपुस्तकम् – शोमुषी द्वितीयो भागः द्वितीयः पाठः – बुद्धिर्बलवती सदा शिक्षणम् उद्देश्यानि –

1. भारतीय भाषाणाम संरक्षणार्थम् ।
2. भाषा शिक्षण कौशलानि विकासाय ।
3. वसुधैव कुटुम्बकम् इति भावना विकासाार्थम् ।
4. संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः ।

शिक्षणप्रविधयः – 1. संस्कृतभाषया उपलब्ध दृश्य – श्रव्य सामाग्रीमाध्यमेन भाषाभ्यासः ।  
2. विभिन्न पाठ्यसामग्रीद्वारा शिक्षकः स्वकीयम् शिक्षणकार्यम् रुचिकरं कर्तुं शक्नोति ।

प्रमुखकौशलानि – 1. पठनम्  
2. उच्चारणम्  
3. अवबोधनम्  
4. लेखनम् च ।

आवश्यकः शिक्षणाधिगमः -

1. शब्दानाम पठनम्
2. साहित्यविषये ज्ञानम्
3. कथा माध्यमेन सद्वृत्तेः विकासार्थं प्रेरयति ।
4. सर्वकार्येषु सर्वदा बुद्धिर्बलवती भवति । अतः छात्रानाम बौद्धिकबलस्य महत्त्वं स्पष्टं करणीयम् ।

पाठस्य सारः – प्रस्तुतो ऽयम् पाठः शुकासप्ततिः कथाग्रंथस्य संपादनम् कृत्वा संगृहीतोस्ति । अतः पाठांशे स्वल्पं पुत्राभ्याम् सह काननमार्गे पितृगृहम् प्रति गच्छन्त्याः बुद्धिमतीति नाम्नाः महिलायाः मति कौशलम् प्रदर्शितम् वर्तते । या पुरतः समागतं सिंहमपि भीतिम् उत्पाद्य ततः निवारयति । इयं कथा नीतिनिपुणयोः शुकसारिकयोः कथा माध्यमेन सद्वृत्तेः विकासार्थं प्रेरयति ।

प्रथमः क्रियाकलापः – अभ्यासः

आवश्यक शिक्षणाधिगमः ( TLO) पठनाभ्यासः

1. निम्नलिखित शब्दानाम उच्चारणं कुरुत –  
भार्या, पुत्रद्वयोपेता, ददर्श, चपेटया, कलहः, विभज्य, लक्ष्यते, व्याघ्रमारी, भामिनी, जम्बुकः,  
आवेदितम्, सात्मपुत्रौ, अत्तुम्, आक्षिपन्ती, तर्जयन्ती, शृगालकः ।

द्वितीयः क्रियाकलापः –

. आवश्यकः शिक्षणाधिगमः ( TLO) पठित अवबोधनम् –

1. प्रश्न निर्माणं कुरुत –

1. त्वं मानुषात् बिभेषि ।
2. मार्गे सा एकम् व्याघ्रम् अपश्यत् ।
3. तत्र राजसिंहः नाम राजपुत्रः वसति सम ।
4. व्याघ्रः शृगालेन सहितं पुनः आगच्छत ।

2. विलोमपदानि लिखत -





1.प्रथमः -----| 2.उक्त्वा -----| 3.अधुना -----| 4. बुद्धिहीना -----|

तृतीयः क्रियाकलापः –

आवश्यकः शिक्षणाधिगमः ( TLO ) व्याकरणाभ्यासः -

3. सन्धिम कुरुत –

1.पितुः + गृहम् = -----| 2,एकैकम् = ----- +----- |  
3 .तत्र + उपस्थिता = -----| 4 ----- यत्र + आस्ते |

4. विभक्तिम प्रयुज्य रिक्तस्थानानि पूरयत –

1.जनाः ----- बहिः आगच्छन्ति | ( ग्राम )  
2.बालकः ----- बिभेति | ( सिंह )  
3.प्रभुः भक्तं ----- निवारयति | (पाप )  
4.----- पत्राणि पतन्ति | (वृक्ष )

5. पर्यायपदम लिखत –

1. वनम् -----|  
2. शृगालः -----|  
3. शीघ्रम् -----|  
4. पत्नीं -----|  
5. विलोक्य -----|

6, पठनस्य उपायः – शिक्षकेण विद्यार्थिभिः वैयक्तिकरूपेण सामूहिक रूपेण च अभ्यासः करणीयः |  
अतः प्रस्तुतपाठेन बालकाणाम नीतिनिपुणता सद्वृत्तेः विकासार्थं अपेक्षितम् इति मन्ये

7, पाठस्य लक्षित अधिगम परिणामः -

अस्मिन् पाठे निजबौद्धिक शक्त्या केन प्रकारेण भामिनी व्याघ्रस्य भयमुक्ता अभवत्  
,कथा माध्यमेन छात्राणाम कृते शिक्षकः विषयवस्तुम प्रतिपादनम् करिष्यति |जीवने यदा-कदा समस्या आगमिष्यति  
तर्हि आत्मविश्वासेन सह समस्या समाधानं करणीयम् | शिक्षकः छात्रेभ्यः सह विचारविमर्शम् कर्तुं शक्नुवन्ति।  
अतः प्रस्तुत पाठेन बालकाणाम नीतिनिपुणता सद्वृत्तेः च विकासार्थं अपेक्षितम् इति मन्ये |

8 , सहायक सामग्री संसाधनम् –

1, पावर पाइंट प्रस्तुति 2,यूट्यूब प्राप्त संसाधनम्  
3,वीडियो माध्यमेन प्रस्तुति 4, NCERT नई दिल्ली ,द्वारा पाठ्य पुस्तिका

मूल्यांकन कार्य –

कक्षाकार्य , गृहकार्य , परियोजना कार्य ,इकाई परीक्षा |

विषय शिक्षक –

एस .जी .दास  
प्रशिक्षित स्नातक शिक्षक (संस्कृत )

प्राचार्य





**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**

**Academic Calendar 2021-22**

**Class – X**

**Subject: Mathematics**

SI No	Month	Number of working days	Number of periods	Units / Chapters to be covered	Total LOs to be covered as per (TRALO)
1	April	23	15	– Real Numbers	Generalises properties of numbers and relations among them studied earlier, to evolve results, such as, Euclid’s division algorithm, fundamental theorem of arithmetic in order to apply them to solve problems related to real life contexts.
			07	– Polynomials	Uses Algebraic and Graphical method of finding zeroes of a polynomial in order to establish a relationship between zeroes and the coefficients.
2	May -June	10	10	– Pair of Linear Equations in Two Variables	Uses graphical and other methods in order to find solutions of pairs of linear equations in two variables.
3	July	25	05	– Pair of Linear Equations in Two Variables (contd)	
			15	– Quadratic Equations	Demonstrates knowledge of application of various strategies and find roots and determine the nature of roots of a given equation.
			08	– Arithmetic Progressions	Develops strategies in order to apply the concept of AP to daily life situations.
4	August	23	<b>Periodic Test - I</b>		
			15	6 – Triangles	Uses reasoning in order to differentiate between congruent and similar figures. Uses different geometric criteria established earlier such as Basic Proportionality Theorem etc. in order to establish properties for similarity of two triangles.
			14	7 – Co-ordinate Geometry	Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as finding the distance between two given points, in order to determine coordinates of a point between any two given points, to find area of a triangle etc.
5	September	24	15	8 – Introduction to Trigonometry	Determines all trigonometric ratios with respect to a given acute angle (of a right triangle) in order to use them in solving problems in daily life contexts like finding heights of different structures or distances from them.
			08	9 – Applications of Trigonometry	
6	October	16	08	10 – Circles	Examines each step and reasons out each step, in order to: A) Construct a triangle similar to a given triangle as per a given scale factor. B) Construct a pair of tangents from an external
			08	11 - Constructions	



					point to a circle and justify Procedures.
			<b>PT – II / Half Yearly Examination</b>		
7	November	20	12	12 – Areas Related to Circles	
			12	13 – Surface Areas and Volumes	Visualizes objects in surrounding as a combination of different solids like cylinder and a cone, cylinder and a hemisphere, combination of different cubes etc. in order to find their surface areas and volumes.
8	December	18	18	14 – Statistics	Calculates mean, median and mode in order to apply them to real life contexts.
			10	15 – Probability	Calculates and determine the probability of a given event.
9	January	23	<b>Periodic Test – III</b>		
				16 – Revision Work	
10	February	24	<b>Pre – Board I</b>		
			<b>Pre – Board II</b>		
				17 – Revision Work	
11	March		<b>CBSE Examination</b>		

### Conduct of online classes:

i. Problem/challenges faced during the previous academic session.

Sl No	Problem/challenges faced during the previous academic session	Action Plan to overcome those challenges during the current academic session
1	Non-availability of devices.	Regular counseling with parents to make separate devices available for their ward.
2	Poor internet connectivity	Material to be shared in Google classroom and whatsapp group, so that students can access the material later.
3	Sharing of devices between siblings.	
4	Difficulty in uploading assignments.	Regular briefing and training given by class teachers / subject teachers for uploading documents in assignment section.
5	Getting exhausted looking at mobile / laptop / PC for longer duration.	Students can be shared tutorial video links one day before so that they come prepared in class. Some problems may be given to solve during the class.

ii. Planning of classes on daily basis, number of periods, duration of the period, and timing of the classes for different stages.

iii. Effective use of black-board/white-board by using mobile/I-pad (combo stand) and Bluetooth devices for effective classroom transactions.

vi. PPT through screen share to be reduced to minimum (may be 10 minutes) during the online classes.

vii. Every Subject Teacher should design an Action Plan to make his/her online class interesting. The **40 minutes duration** of the online classes should be conducted in a Capsule form of teaching as mentioned below:

Split Duration (in Minutes)	Component of Teaching/Learning to be taken up
<b>10</b>	Explaining the concepts using Power Point Presentation or other mode of teaching



<b>10</b>	Solving of worksheets by students and discussion on answers/demonstration of experiments.
<b>10</b>	Solving questions on the topic discussed
<b>10</b>	Recapitulation of the lesson

**Preparation of Lesson Plan on line with STP:**

- i.** Macro plan once in a fortnight has to be prepared by the teacher. The plan has to be e-plan. The same has to be submitted to the Principal by 05th and 20th of every month. In the macro plan all learning indicators (competency) of the lesson to be included. Strategies, learning outcome is to be defined clearly.
- ii.** Micro plan sub-unit of the unit involving one/two Learning Indicators, strategies, learning outcome.

**Assignment for the students:**

- i.** Video/PPT related to the lesson prepared exclusively by the teacher to be shared after the completion of the unit.
- ii.** Link for further reference to be shared also. (Use of Geogebra, Autograph software)
- iii.** Link from the DIKSHA portal should also be shared.
- iv.** Few Questions (related to the Learning Outcome) prepared by the teacher other than the textbook questions to be shared with the students with a direction to submit the same through Google Classroom.
- v.** Self-learning materials related to the unit based on Learning Outcome with few HOTS with different weightage may be prepared and shared with the students after completion of each chapter with a direction to the students to complete the same within a fixed time.
- vi.** Model answers may be shared after a fixed interval of time.
- vii.** Hard copy of the material may be supplied to the students not having proper devices and connectivity.

**Assessment of the students:** All the assessment has to be planned as per CBA.

- i. Assessment as learning:** (during the teaching learning process)-instant quiz, oral, puzzle and riddles through a Google form, [www.quiz.com](http://www.quiz.com)
- ii. Assessment for learning: (formative)** LAT, PT, MT in regular interval.
- iii. Assessment of learning: (Summative)** after learning.

**PRESCRIBED BOOKS:**

1. Mathematics - Textbook for class X - NCERT Publication
2. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
3. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
4. Mathematics exemplar problems for class X, NCERT publication.

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## SUBJECT ENRICHMENT ACTIVITIES:

All activities suggested by KVS / CBSE have to be taken up. Some activities have been suggested here:

Sl No	Unit / Chapter	Suggested Activities
1	Real Numbers	Worksheet Google Quiz Lab Act – To find geometrically the HCF of two numbers.
2	Polynomials	Worksheet Google Quiz Lab Act - To draw the graph of a quadratic polynomial.
3	Pair of Linear Equations in Two Variables	Oral Questions Google Quiz Lab Act - To draw the graph of the pair of linear equations in two variables.
4	Quadratic Equations	Google Quiz / MCQs Lab Act - To find the solution of a quadratic equation geometrically.
5	Arithmetic Progressions	Worksheet Google Quiz Lab Act – To verify the formula $a_n = a + (n - 1)d$ for $n$ th term of an A P.
6	Triangles	Worksheet Lab Act – (i) To verify Basic Proportionality Theorem (Thales Theorem). (ii) To find the height of the tree / pole by using the properties of Similar Triangles.
7	Co-ordinate Geometry	Worksheet Google Quiz Lab Act – To verify Distance Formula by Graphical Method.
8	Introduction to Trigonometry	Worksheet Google Quiz / MCQs
9	Some applications of Trigonometry	Google Quiz / MCQs
10	Circles	Google Quiz / MCQs Lab Act – (i) To find the number of tangents from a point to a circle. (ii) To verify that lengths of tangents from an external point to a circle are equal.
11	Constructions	Lab Act – To draw a triangle similar to a given triangle as per given scale factor.
12	Areas Related to Circles	Worksheet
13	Surface Areas & Volumes	MCQs / Google Quiz Lab Act – To compare the volumes of a right circular cylinder and a right circular cone of same base radii and same height.
14	Statistics	MCQs / Google Quiz Lab Act – To draw Less than type and More than type Ogive for the given data.
15	Probability	MCQs / Google Quiz Lab Act – To find Experimental Probability of each outcome of a Die when it is thrown for a large number of times.



Minimum 10 Lab Activities are to be performed. Some activities have been suggested in the table above. These activities are suggestive. Teachers can make changes as per the topics.

**i) Project based learning- preparation of portfolio.**

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc. The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem solving merit inclusion as well.

**ii) Art integrated learning:** For Art Integrated Projects, some of the topics have been suggested –

- (i) Warli Art
- (ii) Tessellation
- (iii) GIR National Park
- (iv) Dance of Gujarat (Garba)
- (v) Mandala

**LESSON PLAN**

Date: \_\_\_\_\_

Class: **X**

Subject: **Mathematics**

Topic: **Arithmetic Progressions**

Gist of the lesson	Focused skills /Competencies	Targeted Learning Outcomes (TLO)	Activities planned for achieving the TLO	Assessment strategies planned
n th term of an Arithmetic Progression, Sum of first n terms of an Arithmetic Progression.	Understanding basic concepts Assumption Computation skill	<ul style="list-style-type: none"> <li>– The child is able to find the missing terms of an A P.</li> <li>– The child is able to find the n th term of an A P.</li> <li>- The child is able to find the sum of first n terms of an A P.</li> <li>- The child is able to find the n th term from end of an A P.</li> <li>- The child is able to find the middle term of an A P.</li> </ul>	<ul style="list-style-type: none"> <li>1 – To determine the common difference 'd' of the given A P.</li> <li>2 – To find n th term of an A P by using the formula: <math>a_n = a + (n - 1)d</math> Where the symbols are having their usual meanings.</li> <li>3 – To deduce the formula <math>a_n = a + (n - 1)d</math> By using coloured paper stripes.</li> <li>4 – To find the sum of first n terms of an A P by using the formula – <math>S_n = n/2[2a + (n - 1)d]</math></li> </ul>	<ul style="list-style-type: none"> <li>1. Oral Questions</li> <li>2. Activity: To verify the formula <math>a_n = a + (n - 1)d</math> for n th term of an A P.</li> </ul>

**STP: 1. Will make the students to understand the patterns / series and progressions of numbers.  
2. To make the students to understand the significant use of concept of Arithmetic Progressions in their day to day life.**

Remarks / Suggestions .....

Sign. of Teacher – \_\_\_\_\_

Sign. of Principal \_\_\_\_\_

**MCQ WORKSHEET (Real Numbers)**



**CLASS – X**

1. If LCM of two numbers is 1200, the following number cannot be their HCF –

- (a) 200                      (b) 300                      (c) 400                      (d) 500

Ans \_\_\_\_\_

2. If  $\text{LCM}(a, 18) = 36$  and  $\text{HCF}(a, 18) = 2$ , then  $a$  is equal to –

- (a) 2                      (b) 3                      (c) 4                      (d) 6

Ans \_\_\_\_\_

3. If  $\text{HCF}(26, 169) = 13$ , then  $\text{LCM}(26, 169)$  is equal to –

- (a) 13                      (b) 26                      (c) 52                      (d) 338

Ans \_\_\_\_\_

4. If HCF and LCM of two numbers are 4 and 9696, then the product of the two numbers is –

- (a) 9696                      (b) 24242                      (c) 38784                      (d) 4848

Ans \_\_\_\_\_

5. If two positive integers  $p$  and  $q$  can be expressed as  $p = ab^2$  and  $q = a^3b$ ; where  $a, b$  being prime numbers, then  $\text{LCM}(p, q)$  is equal to –

- (a)  $ab$                       (b)  $a^2b^2$                       (c)  $a^3b^2$                       (d)  $a^2b^3$

Ans \_\_\_\_\_

6. The ratio between the LCM and HCF of 5, 15 and 20 is –

- (a) 9 : 1                      (b) 4 : 3                      (c) 11 : 1                      (d) 12 : 1

Ans \_\_\_\_\_

7. HCF of  $5^2 \times 3^2$  and  $3^5 \times 5^3$  is –

- (a)  $5^3 \times 3^5$                       (b)  $5^2 \times 3^2$                       (c)  $5 \times 3^3$                       (d)  $5^3 \times 3^2$

Ans \_\_\_\_\_

8. The HCF of 52 and 130 is –

- (a) 52                      (b) 130                      (c) 26                      (d) 13

Ans \_\_\_\_\_

9. The HCF of 126 and 168 is –

- (a) 42                      (b) 21                      (c) 18                      (d) 14

Ans \_\_\_\_\_

10. The HCF of two numbers is 145 and their LCM is 2175. If one number is 725, then the other number is –

- (a) 145                      (b) 435                      (c) 725                      (d) none of these

Ans \_\_\_\_\_

\*\*\*\*\*





## Academic Calendar (2021-2022)

### CLASS -X SUBJECT: SCIENCE Subject - Science INTRODUCTION

An academic planner offers school administrators, teachers, parents of school-age kids and students a planner that's focused on their annual schedule. It let teachers and administrators plan meetings, tutoring sessions or parent conferences and keep their schedule on track. This planner includes revised syllabus of class-IX & X as per the secondary/senior school curriculum 2021-22 published by CBSE. Focus areas of the planning are overall well-being of the students, pedagogical requirements as per NEP, focus on FLN, Outcome based learning, Self-regulated learning, Varied forms of learner engagement and assessment multi-disciplinary learning & innovative online practices.

1.

#### Problems Faced During The Previous Academic Session And Action Plan to Overcome Challenges:

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19.

It led to an increase in the demand for online learning across the world. We all know that online learning is attracting more and more students for better learning experiences. But many of them encounter challenges that can cause hindrance in their learning. But the benefits are getting suppressed by the challenges during their learning process. Here are some of the challenges faced by students and teachers along with the suggestions to overcome them.

S. no.	Problems Faced By Students	Action Plan to overcome Challenges
1.	Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning.	We can use adaptive learning. Adaptive learning is using Artificial intelligence to adjust the content according to individual needs. It helps in providing personalized courses to identify their weaknesses and strengths for better learning outcomes e.g. Step App
2.	Many students were not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they were not much aware of technology and computer applications.	Governments have to think about availability of internet equally in all parts of country. For solving technical issues we can take help from our computer teachers.
3	In many cases students find difficulty in managing their time with online learning. Online learning was completely new for them and require intensive work. They need a scheduled planner to manage their time in an effective manner.	Teachers can help students by suggesting  3. Create To-Do List – students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Make sure that you adhere to the list and establish the routine that can make time management practices



		easy.  4. Students must take help from friends and family.
4.	Students start losing hope once they find difficulty in online learning. Lack of motivation was a common challenge for all students.	It requires motivation to complete tasks and engage students with their learning. Make sure that your students stay positive towards online learning.
5.	At home things were different from school. Students get distracted from small things easily.	Here involve parents of students. Schools should inform parents about the time of online learning so that there will be no distractions from their side. Parents must be advised to restrict the study area for others to come during live sessions and video calls. Make sure your ward relax in the breaks set in the time table.
6.	Students lack effective communication skills during online learning. Teachers gave assignments for improving reading and writing skills but students were not able to write so convincingly that educators understand the concept behind their assignments.	Teachers must make their students aware about different tools that can help students to improve their communication skills.
7.	Students find it difficult to communicate in person who struggles with understanding concepts. Many times these students were not even approach teachers to clear their doubts.	Here is a need of personal attention to such students. Teachers can call such students to understand their problems and clear their doubts.

	<b>Problems Faced By Teachers</b>	
1.	As students were moving towards online learning from traditional classrooms, it was difficult for teachers to engage students for longer periods of time.	Teachers must understand that online learning has a lot of advantages with respect to tools and interesting platforms to engage students in learning. Try to include those tools and multiple types of learning approaches such as podcasts, videos (teaching channel, own videos, live classes), discussions, various forms of text through articles and blogs, different assessment methods (tests, quizzes, assignments and projects) learning activities and collaboration for better learning outcomes.
2.	Problem of time commitment. Some students exceed their deadline in submitting assignments or projects.	Use a friendly tone for communicating with your students to establish rapport. You can set reminders for assignments and projects in your learning management system. Send it to your students one week prior to the submission deadline
3.	Online teaching is like communicating without body language, so students might misunderstand and can result in their poor performance. Sometimes students asked for an extension for their work or give	Give flexibility for the students when they ask for not making up to their deadlines. We should provide a platform for the students in order to communicate and collaborate with other fellow classmates.



	many excuses for the delay.	
4.	Problem of assessment. As there was less communication between students and teachers, expectation from the students' performances also differs. Students were likely to experience less homework, less assignments or lack of examination at times. This caused difficulties for teachers in assessments.	Make sure that we give proper assignments and conduct tests at regular intervals. This can help us to assess them based on their performance.
5.	Every student needs feedback for their performance for improvement. Teachers find it difficult to give feedback to all students individually. Teachers were not find proper methods of providing feedback to all the students.	We should understand how important it is to give feedback for the students for their growth and improvement. Make sure that we provide personalized guidance to all the students so that they can work on their learning abilities.
6.	Teachers experienced a hard time in expressing their content to students, especially assignments and assessments.	Think and take advantage of the training and workshops attended during teacher training. Apply the methods for effective teaching and management systems. We can also approach other teachers who know about the management system in online learning.
7.	It became difficult for us to adopt new teaching methods that were completely virtual and technology-driven	Most important thing is to get comfortable in a virtual classroom. Find out different kinds of tools that make teaching and assessment simple and easy. We can develop many teaching methods that can improve their learning such as conducting different activities, model making, debates, group activities, virtual tours, group discussions, role play etc.
8.	Sometimes we felt concerned about the risk of cheating in online learning. We felt that students can cheat to get better results in the tests and assignments.	There are many reliable ways to enhance the integrity of online learning. We should allow students to take exams according to their convenience. Do not force for assignments or any tests unless they are ready.
9.	Many teachers struggled with technical issues that were unavoidable and caused stress. They become helpless if something technical errors come in the middle of the live session or communicating with students.	We should contact technical support for solving problems that can cause hindrance in the learning process. Make sure we upgrade our computer with apps and software that can help in an effective learning process with a high-speed internet connection.
10.	The course content was designed earlier with respect to traditional classrooms. It happened some time when there were no content-related activities, assignments or projects that can be done online.	We must understand the course content and how to fit it into our online course. Make sure we modify some changes in terms of activities and assignments for a better understanding of the concepts.



<b>3. Science Class</b>	-	<b>01 per day.</b>
<b>Duration of class</b>	-	<b>40 minutes</b>
<b>Practical Periods</b>	-	<b>02(In a week)</b>
<b>Total no. of Periods in a week</b>	-	<b>08</b>

4. The 40 minutes duration of the online classes should be conducted in a capsule form:

<b>Activity</b>	Explaining the concepts(using PPT or any other way)	Demonstration/Discussion/Solving of worksheets by students	Solving questions on the topic discussed	Recapitulation of the lesson
<b>Time</b>	10 min.	10 min.	10 min.	10 min.

### 5. MODEL LESSON PLAN

CLASS-X  
SUBJECT- SCIENCE  
CHAPTER – LIFE PROCESSES  
PERIODS REQUIRED – 13

DATE OF COMMENCEMENT-18/04/2021  
EXPECTED DATE OF COMPLETION - 02 /05/2021  
ACTUAL DATE OF COMPLETION - 02 /05/2021

Gist Of The Lesson	Focused Skills/Competencies	Targeted Learning Outcomes(Tlo)	Teaching Learning Activities Planned	Assessment Strategies Planned /Question On Tlos, Hots
Life Processes What are life processes?	Critical thinking	Student should be able to define the term Life Processes.	E- class along with PPT on the chapter <a href="https://drive.google.com/file/d/1XPIbJAWBfsDSOWdIMii9ZCcQeP_ixHWD/view?usp=drivesdk">https://drive.google.com/file/d/1XPIbJAWBfsDSOWdIMii9ZCcQeP_ixHWD/view?usp=drivesdk</a>	How does an amoeba takes its food?
Nutrition Autotrophic Nutrition	Creativity	Students should be able to cite examples of Autotrophic and Heterotrophic nutrition.	Explain to students that a living organism requires certain maintenance processes for the life to continue.	What is transpiration?
Heterotrophic Nutrition Respiration	Collaboration	Students should be able to explain the different types of Respiration.	Brief students that these life processes require energy, for which we eat food-a source of energy. The intake of food and its assimilation varies in different types of organisms.	Why are valves present in heart and the veins?
Transportation			Perform activity to make students understand the role of	Which mechanism plays an



n in humans	Communication	Students should be able to describe the structure and working of Human Heart.	carbon-dioxide for photosynthesis in plants.	important role in transportation of water in plants.
Transportation in plants			Explain to students that another life process required is respiration. Exchange of gases take place differently in simple and complex organisms.	(i) During daytime (ii) At night?
Excretion in human beings	citizenship	Students should be able to differentiate between Transport in Plants and Human Beings.	Explain students that food absorbed by the body , oxygen inhaled and the energy released in cells need to be transported to all parts of the body for which a process called transportation is required.	State the function of kidney and urinary bladder.
Excretion in plants		Students should be able to develop their keen interest in knowing about the functions of excretion in Plants, Animals and Human Beings.	Describe the need of the process of excretion in living organisms.  The discuss the role of stomata in exchange of gasses by the action of guard cells.	What is the role of stomata in exchange of gasses?

Name & Sign. of Teacher---Monika Sharma

Sign. Of Principal.....

### 6. Assignment for the students:

[https://in.docworkspace.com/d/sILb4yLtb\\_ceMhgY](https://in.docworkspace.com/d/sILb4yLtb_ceMhgY)

<https://drive.google.com/folderview?id=0B1I8Z-adnc0tfkNVT0iYLVpQN0JYUW1JOFPmNWs3VWdkblBHNvFWUVZDTWhIM045bDRheHc>

### 7. Important Links For Further Reference:

[https://diksha.gov.in/play/content/do\\_3129911290337198081247?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/content/do_3129911290337198081247?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_3129160691479674881426](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3129160691479674881426)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_3129160709397299201403](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3129160709397299201403)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31310428044007833612372](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31310428044007833612372)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31308683521079705612129](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31308683521079705612129)



[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31308612816708403211944](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31308612816708403211944)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31316869484946227211212](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31316869484946227211212)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_313252125149249536118548](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_313252125149249536118548)

[https://diksha.gov.in/play/collection/do\\_31310347523880550411304?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content&contentId=do\\_31328393046417408016107](https://diksha.gov.in/play/collection/do_31310347523880550411304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31328393046417408016107)

## 8. Questions related to learning outcomes other than the textbook:

[https://in.docworkspace.com/d/sILb4yLtb\\_ceMhgY](https://in.docworkspace.com/d/sILb4yLtb_ceMhgY)

<https://drive.google.com/folderview?id=0B1I8Z-adnc0tfkNVT01YLVpQN0JYUW1JOFpMNWs3VWdkblBHNVFWUVZDTWhIM045bDRheHc>

## 9. Self Learning Material:

[https://in.docworkspace.com/d/sILb4yLtb\\_ceMhgY](https://in.docworkspace.com/d/sILb4yLtb_ceMhgY)

<https://drive.google.com/folderview?id=0B1I8Z-adnc0tfkNVT01YLVpQN0JYUW1JOFpMNWs3VWdkblBHNVFWUVZDTWhIM045bDRheHc>

## Self learning material (video link)

<https://youtu.be/OlrKfytI4i4>

**OLabs (Online Lab for School Lab Experiments) - [www.olabs.edu.in](http://www.olabs.edu.in)**

<https://www.youtube.com/watch?v=tVmVTf6a4NM&t=2s>



10.

**Academic Calendar (2021-2022)**

**CLASS -X**

**SUBJECT: SCIENCE**

S.No	Month	No. of Working Days	Chapter No	Chapters to be covered	No. of Periods Required	Total LOs to be covered as per (TRALO)
1	April - May	25	1	Chemical Reaction and Equations	12	Applies scientific concepts in daily life and solving problems, Draws conclusion, Differentiates and classifies materials/ objects/ organisms/ phenomena/ processes, Calculates using the data given, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation .
			6	Life Processes	13	Differentiates materials/ objects / organisms / phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Exhibits creativity in designing models using eco-friendly resources
2	June	09	10	Light: Reflection and Refraction	09	Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts /concept map /graphs, Relates processes and phenomena with causes/effects, Analyses and interprets graphs/ figures, , Calculates using the data given, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation .
3.	July	25	2	Acids,Bases and Salts	10	Differentiates and classifies materials/ objects / organisms / phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own,



						Relates processes and phenomena with causes/effects , Explains processes and phenomena with causes/ effects, Analyses and interprets data /graph /figure ,Measures physical quantities using appropriate apparatus/instruments/devices.
			11	Human Eye and Colourful World	06	Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts /concept map /graphs, Draws conclusion, Takes initiative to know about scientific discoveries/inventions.
			7	Control and Coordination	09	Relates processes and phenomena with causes/effects Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs,
4.	August (Periodic test-1)	23	3	Metals And Nonmetals	08	Classifies materials/ objects / organisms /phenomena /processes, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Analyses and interprets graphs/ figures
			8	How Do Organisms Reproduce	11	Relates processes and phenomena with causes/effects, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Applies scientific concepts in daily life and solving problems, Draws conclusion.
			12	Electricity	08	Plans and conducts investigations/ experiments to arrive at and verify the facts / principles/phenomena or to seek answers to queries on their own, , Explains processes and phenomena with causes/ effects, Calculates using the data given, Uses scientific conventions / symbols , Measures physical quantities using appropriate apparatus/instruments/devices /equations to represent various quantities/ elements / units, Derives formulae/ equations/laws , Applies scientific concepts in daily life and solving problems
5	September	24	4	Carbon and Its Compounds	13	Differentiates and classifies materials/ objects / organisms / phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/





						principles/phenomena or to seek answers to queries on their own ,Draws labeled diagrams /flow charts/concept map /graphs, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation .
			9	Heredity And Evolution	07	Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Draws conclusion,Takes initiative to know about scientific discoveries/inventions.
6	October (PT-2)/ Half yearly examination	15	13	Magnetic Effect of Electric Current	10	Relates processes and phenomena with causes/effects, Explains processes and phenomena with causes/ effects, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation, Takes initiative to know about scientific discoveries/inventions. Classifies materials/ objects / organisms /phenomena /processes, Exhibits creativity in designing models using eco-friendly resources.
			14	Sources Of Energy	06	Classifies materials/ objects organisms/phenomena/processes based on properties/ characteristics ,Explains processes and phenomena, Applies learning in hypothetical situation, Applies scientific concepts in daily life and solving problems, Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment.
7	November	23	5	Periodic Classification Of Elements	09	Explains processes and phenomena, Draws conclusion, Takes initiative to know about scientific discoveries/inventions.
			15	Our Environment	08	Applies learning in hypothetical situation, Applies scientific concepts in daily life and solving problems, Differentiates and classifies materials/ objects / organisms / phenomena/processes, , Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment.



			16	Sustainable Management Of Natural Resources	05	Applies learning in hypothetical situation, Applies scientific concepts in daily life and solving problems, Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment. Explains processes and phenomena.
8.	December	18	-	Revision And Pre-Board		
9.	January (PT-3)	22	-	Revision And Pre-Board		
10	February	20	-	Revision And Pre-Board		
11	March		-	CBSE BOARD EXAMINATION		

\*PT=Periodic test. HY=Half Yearly Examination.

NEW EDUCATION POLICY: 2020 • Emphasises on transforming assessment for optimizing learning and development of all students with a focus on the following • Features of Assessment:

Regular, formative and competency-based

Promoting learning and development of students

Focuses on 'assessment for learning'

Tests higher-order skills (analysis, critical thinking and conceptual clarity etc.)

Helps entire schooling system in revising continuously teaching learning processes to optimize learning

Three types of Assessment:

1. Assessment for Learning	2. Assessment as Learning	3. Assessment of Learning
During learning at regular intervals. e.g. MCQs, Peer assessment, quizzes, debates, project work, group discussions, etc.	In the middle of learning a concept/topic . e.g. Self-assessment, portfolio work, MCQs, mind maps, concept maps, etc.	After learning. e.g. Unit tests, board exams, half yearly exams ,end of class projects etc.

Remediation:

Remedial teaching: after assessment for learning

Micro teaching: after assessment for learning.

SLATE: after assessment of teaching.

**Annual Assessment:**

**Annual Examination---80 marks**

**Internal Assessment---20 marks**

**Internal marks distribution**

Periodic tests	Diverse methods of assessment	Practical assessment	Portfolio
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<b>Average of best two</b>	<b>Quizzes, oral tests, short tests, projects, posters</b>	<b>Practical copy, practical work</b>	<b>Copy, other samples of student works (projects, posters, other creative works related to science)</b>
<b>Weightage-5marks</b>	<b>Weightage-5marks</b>	<b>Weightage-5marks</b>	<b>Weightage-5marks</b>

### **PRACTICALS (30 Periods)**

Practical should be conducted alongside the concepts taught in theory classes

### **LIST OF EXPERIMENTS**

#### **1. A. Finding the pH of the following samples by using pH paper/universal indicator: Unit-I**

- (i) Dilute Hydrochloric Acid**
- (ii) Dilute NaOH solution**
- (iii) Dilute Ethanoic Acid solution**
- (iv) Lemon juice**
- (v) Water**
- (vi) Dilute Hydrogen Carbonate solution**

#### **B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: Unit-I**

- a) Litmus solution (Blue/Red)**
- b) Zinc metal**
- c) Solid sodium carbonate**

#### **2. Performing and observing the following reactions and classifying them into: Unit-I**

- A. Combination reaction**
- B. Decomposition reaction**
- C. Displacement reaction**
- D. Double displacement reaction**
  - (i) Action of water on quicklime**
  - (ii) Action of heat on ferrous sulphate crystals**
  - (iii) Iron nails kept in copper sulphate solution**

#### **(iv) Reaction between sodium sulphate and barium chloride solutions**

#### **3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: Unit-I**

- i) ZnSO<sub>4</sub>(aq)**
- ii) FeSO<sub>4</sub>(aq)**
- iii) CuSO<sub>4</sub>(aq)**
- iv) Al<sub>2</sub>(SO<sub>4</sub>)<sub>3</sub>(aq)**

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

#### **4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. Unit-IV**

#### **5. Determination of the equivalent resistance of two resistors when connected in series and parallel. Unit-IV**

#### **6. Preparing a temporary mount of a leaf peel to show stomata. Unit- II**

#### **7. Experimentally show that carbon dioxide is given out during respiration. Unit-II**

#### **8. Study of the following properties of acetic acid (ethanoic acid): Unit- I**

- i) Odour**
- ii) solubility in water**
- iii) effect on litmus**
- iv) reaction with Sodium Hydrogen Carbonate**

#### **9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. Unit-I**

#### **10. Determination of the focal length of: Unit-III**



i) Concave mirror

ii) Convex lens

by obtaining the image of a distant object.

11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. Unit - III

12. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides. Unit-II

13. Tracing the path of the rays of light through a glass prism. Unit-III

14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed. Unit-III

15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). Unit-II

**OLabs (Online Lab for School Lab Experiments) - [www.olabs.edu.in](http://www.olabs.edu.in)**

<https://www.youtube.com/watch?v=tVmVTf6a4NM&t=2s>

The OLabs is based on the idea that lab experiments can be taught using the Internet, more efficiently and less expensively. The labs can also be made available to students with no access to physical labs or where equipment is not available owing to being scarce or costly. This helps them compete with students in better equipped schools and bridges the digital divide and geographical distances. The experiments can be accessed anytime and anywhere, overcoming the constraints on time felt when having access to the physical lab for only a short period of time. Virtual labs allow students to work through real-life case stories, interact with lab equipment, perform experiments, and learn with theory and quiz questions. A virtual laboratory is an on-screen simulator or calculator that helps test ideas and observe results. Learners use advanced technology to perform a series of experiments that yield authentic results. Some OLAB references as follows:

1. Online labs developed by CDAC

<http://www.olabs.edu.in/?pg=topMenu&id=40>

2. Online Labs for Schools developed by Amrita Vishwa Vidyapeetham and CDAC

Class( 9-12) Biology:

<http://www.olabs.edu.in/?pg=topMenu&id=53>

3. Class 10 Chemistry

<http://www.olabs.edu.in/?sub=73&brch=3>

4. Class 10 Biology

<http://www.olabs.edu.in/?sub=79&brch=16>

5. Online labs Class 9-12(Physics, Chemistry, Biology)

<http://www.olabs.edu.in/>

### SUBJECT ENRICHMENT ACTIVITIES:

CLASS: IX-X		SUBJECT :- SCIENCE	
ACTIVITY 1: PRACTICALS			
MONTH:-APRIL		AREAS OF ASSESSMENT (RUBRICS)	
		APPARATUS HANDLING (2)	
		OBSERVATION,CALCULATION & CONCLUSION(3)	
ACTIVITY 2: VIVA-VOCE			



MONTH:- MAY	AREAS OF ASSESSMENT (RUBRICS)
	THINKING (1)
	TIME MANAGEMENT (1)
	CORRECT RESPONSE(3)
ACTIVITY 3: SCIENCE MAGAZINE(IX-X)	
MONTH:-JUNE-JULY	AREAS OF ASSESSMENT (RUBRICS)
	CONTENT MATTER (3)
	PRESENTATION (2)
ACTIVITY 4:PROJECT WORK	AREAS OF ASSESSMENT (RUBRICS)
MONTH:-AUGUST	CONTENT MATTER (3)
	PRESENTATION (2)
ACTIVITY 5: Awareness programmes (choose any one) reproductive health, disaster management or spread of communicable diseases	
MONTH :- SEPTEMBER	AREAS OF ASSESSMENT (RUBRICS)
	RELEVANCY TO THE TOPIC /INFORMATION COLLECTION(2)
	REPORT PRESENTATION(2)
	ORAL PRESENTATION(1)

### Preparation of Portfolio:

Project based learning will help in preparation of portfolio. Portfolio will include note-books, classwork and homework assignments besides this portfolio should be a space for students to display her/his exemplary work in Science. Portfolio will help in continuous assessment of students performance. Portfolio can be effectively evaluated using a simple scoring rubric. Suggested are some elements to judge student's portfolio:

Organization-Neatness, Creativity and Visual Appeal

Completion of guided work focused on specific curricular objectives

Evidences of student's growth

Inclusion of all relevant work(completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

Art Integrated Learning:

Learners explore creatively while building connections between different concepts through various art forms. Art experiences, both in visual (drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making, heritage crafts etc.) and performing arts (music, dance, theatre, puppetry etc.)

### Sports Integrated Learning:

- **Children are introduced to the benefits of a healthy lifestyle early in their lives by instilling the habit and culture of taking up outdoor activities. Sports offer a perfect opportunity to explore scientific concepts such as force, motion, potential energy, velocity, and torque.**

- **Different sports activities are as follows:**

- walking (recreational) fitness or gym.

- running or athletics.

- swimming.

- cycling.

- bushwalking.

- football or soccer.

- yoga.

### Effective monitoring of Attendance:



**For attendance we can prepare Google Sheet. We can take attendance online by presenting screen to the students. We can involve parents through online PTMs after regular interval of time. Making parents aware about their wards' time-table and different activities.**

**Mrs. MONIKA SHARMA TGT(Science) [monu131983@gmail.com](mailto:monu131983@gmail.com) KV Khairagarh**



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACADEMIC PLANNER 2021-22**  
**CLASS- X**  
**SUBJECT: SOCIAL SCIENCE**

**INTRODUCTION**

An academic planner offers school administrators, teachers, parents of school-age kids and students a planner that's focused on their annual schedule. It let teachers and administrators plan meetings, tutoring sessions or parent conferences and keep their schedule on track. This planner include revised syllabus of class-IX & X as per the secondary/senior school curriculum 2021-22 published by CBSE. Focus areas of the planning are overall well-being of the students, pedagogical requirements as per NEP, focus on FLN, Outcome based learning, Self-regulated learning, Varied forms of learner engagement and assessment multi-disciplinary learning & innovative online practices.

2.

**Problems Faced During The Previous Academic Session And Action Plan to Overcome Challenges:**

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19.

Sl No.	Problems Faced By Students	Action Plan to overcome Challenges
1.	Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning.	We can use adaptive learning. Adaptive learning is using Artificial intelligence to adjust the content according to individual needs. It helps in providing personalized courses to identify their weaknesses and strengths for better learning outcomes e.g. Step App
2.	Many students were not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they were not much aware of technology and computer applications.	Governments have to think about availability of internet equally in all parts of country. For solving technical issues we can take help from our computer teachers.
3.	In many cases students find difficulty in managing their time with online learning. Online learning was completely new for them and require intensive work. They need a scheduled planner to manage their time in an effective manner.	Teachers can help students by suggesting  Create To-Do List – students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Make sure that you adhere to the list and establish the routine that can make time management practices easy.  2. Students must take help from friends and family.
4.	Students start losing hope once they find difficulty in online learning. Lack of motivation was a common challenge for all students.	It requires motivation to complete tasks and engage students with their learning. Make sure that your students stay



		positive towards online learning.
5.	At home things were different from school. Students get distracted from small things easily.	Here involve parents of students. Schools should inform parents about the time of online learning so that there will be no distractions from their side. Parents must be advised to restrict the study area for others to come during live sessions and video calls. Make sure your ward relax in the breaks set in the time table.
6.	Students lack effective communication skills during online learning. Teachers gave assignments for improving reading and writing skills but students were not able to write so convincingly that educators understand the concept behind their assignments.	Teachers must make their students aware about different tools that can help students to improve their communication skills.
7.	Students find it difficult to communicate in person who struggles with understanding concepts. Many times these students were not even approach teachers to clear their doubts.	Here is a need of personal attention to such students. Teachers can call such students to understand their problems and clear their doubts.
<b>Problems Faced By Teachers</b>		
1.	As students were moving towards online learning from traditional classrooms, it was difficult for teachers to engage students for longer periods of time.	Teachers must understand that online learning has a lot of advantages with respect to tools and interesting platforms to engage students in learning. Try to include those tools and multiple types of learning approaches such as podcasts, videos (teaching channel, own videos, live classes), discussions, various forms of text through articles and blogs, different assessment methods (tests, quizzes, assignments and projects) learning activities and collaboration for better learning outcomes.
2.	Problem of time commitment. Some students exceed their deadline in submitting assignments or projects.	Use a friendly tone for communicating with your students to establish rapport. You can set reminders for assignments and projects in your learning management system. Send it to your students one week prior to the submission deadline
3.	Online teaching is like communicating without body language, so students might misunderstand and can result in their poor performance. Sometimes students asked for an extension for their work or give many excuses for the delay.	Give flexibility for the students when they ask for not making up to their deadlines. We should provide a platform for the students in order to communicate and collaborate with other fellow classmates.
4.	Problem of assessment. As there was less communication between students and teachers, expectation from the students' performances also differs. Students were likely to experience less homework, less assignments or lack of	Make sure that we give proper assignments and conduct tests at regular intervals. This can help us to assess them based on their performance.





	examination at times. This caused difficulties for teachers in assessments.	
5.	Every student needs feedback for their performance for improvement. Teachers find it difficult to give feedback to all students individually. Teachers were not find proper methods of providing feedback to all the students.	We should understand how important it is to give feedback for the students for their growth and improvement. Make sure that we provide personalized guidance to all the students so that they can work on their learning abilities.
6.	Teachers experienced a hard time in expressing their content to students, especially assignments and assessments.	Think and take advantage of the training and workshops attended during teacher training. Apply the methods for effective teaching and management systems. We can also approach other teachers who know about the management system in online learning.
7.	It became difficult for us to adopt new teaching methods that were completely virtual and technology-driven	Most important thing is to get comfortable in a virtual classroom. Find out different kinds of tools that make teaching and assessment simple and easy. We can develop many teaching methods that can improve their learning such as conducting different activities, model making, debates, group activities, virtual tours, group discussions, role play etc.
8.	Sometimes we felt concerned about the risk of cheating in online learning. We felt that students can cheat to get better results in the tests and assignments.	There are many reliable ways to enhance the integrity of online learning. We should allow students to take exams according to their convenience. Do not force for assignments or any tests unless they are ready.
9.	Many teachers struggled with technical issues that were unavoidable and caused stress. They become helpless if something technical errors come in the middle of the live session or communicating with students.	We should contact technical support for solving problems that can cause hindrance in the learning process. Make sure we upgrade our computer with apps and software that can help in an effective learning process with a high-speed internet connection.
10.	The course content was designed earlier with respect to traditional classrooms. It happened some time when there were no content-related activities, assignments or projects that can be done online.	We must understand the course content and how to fit it into our online course. Make sure we modify some changes in terms of activities and assignments for a better understanding of the concepts.

**2.The 40 minutes duration of the online classes should be conducted in a Capsule form of teaching as mentioned below:**

Split Duration (in Minutes)	Component of Teaching/Learning to be taken up
10	Explaining the concepts using Power Point Presentation or other mode of teaching



10	Solving of worksheets by students and discussion on answers/demonstration of experiments
10	Solving questions on the topic discussed
10	Recapitulation of the lesson

### MODEL LESSON PLAN

Date \_\_\_\_\_ CLASS-X Chapter- Agriculture (Geo.Ch.4<sup>th</sup>) Date of commencement \_\_\_\_\_

Periods Required \_\_\_\_\_ EXPECTED DATE OF COMPLETION \_\_\_\_\_

Subject : Social Science ACTUAL DATE OF COMPLETION \_\_\_\_\_

Gist of the lesson	Focused skills / Competencies	Targeted Learning Outcomes (TLO)	Activities planned for achieving the TLO	Assessment strategies planned
What is Agriculture? What are the types of Agriculture? <ul style="list-style-type: none"> <li>• Cropping Pattern</li> <li>• Major Crops</li> <li>• Technological and Institutional Reforms</li> <li>• Impact of Globalization on Agriculture</li> </ul>	Reading and writing, Critical thinking, Creative thinking, Understanding, Awareness, Knowledge, Classification.	Students will be able to know and identify different types of farming. <ul style="list-style-type: none"> <li>• Students will be able to understand, discuss and think why different types of farming are important.</li> <li>• Students will be able to realize the importance of agriculture activities in the growth and development of a country.</li> </ul>	Teacher will show pictures of different types of sectors using PPT. <ul style="list-style-type: none"> <li>• There will be classroom discussion on the topic to develop critical thinking among students.</li> <li>• Teacher will ask the questions while reading the lesson in the class.</li> <li>• Teacher will give the instruction to the students to make PPT.</li> </ul>	Oral questioning regarding lesson. <ul style="list-style-type: none"> <li>• Short answer type questions.</li> <li>• Learning goals.</li> <li>• Classroom discussion.</li> <li>• Individual task.</li> <li>• Presentation.</li> <li>• Pictures and collage.</li> <li>• Criteria for success.</li> </ul>

Remarks / Suggestions .....

Sign. of Teacher .....

Sign. of Principal .....

#### 4. Assignment for the students:

- Q.1 In which season are rabi crops sown in India?
- Q. 2 Which is the leading sugarcane producer state of India?
- Q. 3 What is White Revolution related to?
- Q. 4 By what other name is 'slash and burn' agriculture known?
- Q. 5 Name the state which is the largest producer of ragi.

#### 5. Important Links for Further Reference:

[https://diksha.gov.in/play/collection/do\\_31306098485501132811750?referrer=utm\\_source%3Dmobile%26utm\\_campaign%3Dshare\\_content](https://diksha.gov.in/play/collection/do_31306098485501132811750?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content)

#### Self Learning material:

<https://youtu.be/ITftNzulAjY>

#### Links of Historical Movies:



1. <https://youtu.be/xaUZuZ4GBFY> (Titanic 1912)
2. <https://youtu.be/0WL5vFRBS9M> (Hitler)
3. <https://youtu.be/6151ZlyV0p4> (1857 revolt)
4. <https://youtu.be/oRS1-zIqDkw> (Gandhi to Hitler)
5. [https://youtu.be/\\_GEC7dWsais](https://youtu.be/_GEC7dWsais) (Shaheed Bhagat singh)
6. <https://youtu.be/kQ41v0mZN0w> (Udham Singh)
7. [https://youtu.be/o0tanAT0\\_dI](https://youtu.be/o0tanAT0_dI) (World War 1)

**Map Files ( link/ videos) :** <https://youtu.be/JeFCQoONHGQ>  
<https://youtu.be/6t153nlTXLs1>.

1. Physical Maps: <https://youtu.be/Be9P9T7XpBs>
2. Political Maps: <https://youtu.be/F9Lai7vAb0E>
3. Thematic Maps: <https://youtu.be/yCXV-2d88vA>

### **6. Preparation of Lesson Plan on line with STP:**

- i. Macro plan once in a fortnight has to be prepared by the teacher. The plan has to be e-plan. The same has to be submitted to the Principal by 05th and 20th of every month. In the macro plan all learning indicators (competency) of the lesson to be included. Strategies, learning outcome to be clearly defined.
- ii. Micro plan sub-unit of the unit involving one/two Learning Indicators, strategies, learning outcome.

### **7. Subject Enrichment Activities:**

All activities suggested by KVS / CBSE have to be taken up. The assessment of SEA to be done as per the identified rubrics for the subject.

- i) Project based learning- preparation of portfolio.
- ii) Art integrated learning and Ek Bharat Shreshth Bharat: for teaching and projects.

### **Class- X Sub. Social Science (Subject Enrichment Activities)**

<b>Activity-1</b>	<b>Portfolio (Maps, charts, graphs, assignment, tests , celebration of various functions, important days, anniversaries, important institutions, virtual visit of ASI center, museum, historical buildings etc.)</b>	April-May
<b>Activity-2</b>	Oral Quiz	June-July
<b>Activity-3</b>	Worksheet of MCQs	August-September
<b>Activity-4</b>	<b>Seminar, Role Play, mock parliament, Constitution Day, Date of 1857 revolt, Role of freedom fighters,</b>	October-November
<b>Activity-5</b>	<b>Project Work (AI, EBSB)</b>	December-January

### **8. PRESCRIBED BOOKS:**

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT



**ACADEMIC CALENDER 2021-22**

**CLASS - X , SUB: SOCIAL SCIENCE**

Sl No.	Month	No. of working days	No. of periods	Units / Chapters to be covered	Links/Videos	Activities	Total LOs to be covered as per (TRALO)
1	April	23	15	First 15 days Bridge Course		-	Examines given information, in order to analyze and evaluate it.
			10	1. The Rise of Nationalism in Europe	<a href="https://youtu.be/383WJ9NL2d0">https://youtu.be/383WJ9NL2d0</a>	Map Work	
			06	2. RESOURCES AND DEVELOPMENT	<a href="https://youtu.be/u8B9LUb4PY0">https://youtu.be/u8B9LUb4PY0</a>	Map Work	
			06	3. POWER SHARING	<a href="https://youtu.be/DHet25Now1c">https://youtu.be/DHet25Now1c</a>	Role Play	
2	May-June	10	08	4. DEVELOPMENT	<a href="https://youtu.be/fTnX3oNQOSU">https://youtu.be/fTnX3oNQOSU</a>	-	Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis: For example, the learner examines for constructing views /ideas /arguments. Recognizes differences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills.
			08	5. WATER RESOURCES	<a href="https://youtu.be/7oH7-Mum21I">https://youtu.be/7oH7-Mum21I</a>	Map Work	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes. "Map work will be evaluated"
3	July	25	09	6. NATIONALISM IN INDIA	<a href="https://youtu.be/dEbZhs01Zhk">https://youtu.be/dEbZhs01Zhk</a>	Map Work	Examines and evaluates events, facts, data and figures in order to classify and compare them.
			05	7. FEDERALISM	<a href="https://youtu.be/SA6RSk1J2_c">https://youtu.be/SA6RSk1J2_c</a>	-	Examines and evaluates events, facts, data and figures in order to classify and compare them.



			06	8.FOREST AND WILD LIFE RESOURCES	<a href="https://youtu.be/W6sJdIoNXVM">https://youtu.be/W6sJdIoNXVM</a>	-	Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.	
			09	9.AGRICULTURE	<a href="https://youtu.be/TftNzulAjY">https://youtu.be/TftNzulAjY</a>	Map Work	Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.	
4	August	23	<b>Periodic Test-1</b>			Map Work	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.	
			06	10. MINERAL AND ENERGY RESOURCES	<a href="https://youtu.be/u44RUla3k">https://youtu.be/u44RUla3k</a>			
			06	11. DEMOCRACY AND DIVERSITY	<a href="https://youtu.be/O4GfrcwDF24">https://youtu.be/O4GfrcwDF24</a>	Debate		Poses questions and undertakes research in order to demonstrates skills of inquisitiveness /enquiry. "Need for periodic test only"
			05	12. POPULAR STRUGGLES & MOVEMENTS	<a href="https://youtu.be/TCnqoebrvA">https://youtu.be/TCnqoebrvA</a>	Project Work		Examines and evaluates events, facts, data and figures in order to classify and compare them. "Need for periodic test only"
6.	September	24	07	13. MAKING OF GLOBAL WORLD OR THE AGE OF INDUSTRIALISATION	<a href="https://youtu.be/Q29h3UgjqI">https://youtu.be/Q29h3UgjqI</a>	-	Examines phenomena, events and their occurrence in order to explain cause and effect. Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.ct relationship between them.	
			08	14. MANUFACTURING INDUSTRIES	<a href="https://youtu.be/f4cOLCTH-tY">https://youtu.be/f4cOLCTH-tY</a>	Map Work	Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. In order to interpret them.	
			09	15. SECTORS OF INDIAN ECONOMY	<a href="https://youtu.be/eDPcTNVEd-U">https://youtu.be/eDPcTNVEd-U</a>	Charts And Diagram	Extrapolates in order to predicts events and phenomena.	
7	October	16	08	16. PRINT CULTURE AND THE MODERN WORLD	<a href="https://youtu.be/sD4C6NAR3JO">https://youtu.be/sD4C6NAR3JO</a>	-	Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.	



			07	17GENDER, RELIGION AND CASTE	<a href="https://youtu.be/mP3t6RvUNk4">https://youtu.be/mP3t6RvUNk4</a>	Debate	Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.
<b>PT-2/Half Yearly Examination</b>							
8	November	20	05	18. POLITICAL PARTIES	<a href="https://youtu.be/AdAX4CFm7xs">https://youtu.be/AdAX4CFm7xs</a>	Role Play	Examines given information, in order to analyze and evaluate it.
			05	19. MONEY AND CREDIT	<a href="https://youtu.be/e7fcGn nvEA">https://youtu.be/e7fcGn nvEA</a>	-	Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis.
			06	20. LIFE LINES OF NATIONAL ECONOMY	<a href="https://youtu.be/Hjhicc0Ftm4">https://youtu.be/Hjhicc0Ftm4</a>	Map Work	To enhance their creativity by writing their views on the importance of transport and communication in India and their contribution in the Economy and will do it in group enhancing their collaborative work skills.
			06	21. GLOBALISATION AND THE INDIAN ECONOMY	<a href="https://youtu.be/fdmrXbH AIY">https://youtu.be/fdmrXbH AIY</a>	-	Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis.
9	December	18	06	22. OUTCOMES OF DEMOCRACY	<a href="https://youtu.be/0GS6FR ycmWs">https://youtu.be/0GS6FR ycmWs</a>	-	Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.
			05	23. CHALLENGES OF DEMOCRACY	<a href="https://youtu.be/mim9Z HxX-Q">https://youtu.be/mim9Z HxX-Q</a>	-	Examines given information, in order to analyze and evaluate it. “Need for periodic test only”
			04	24. CONSUMER RIGHTS (ONLY FOR PROJECT WORK)	<a href="https://youtu.be/PD7qW Q iKAs">https://youtu.be/PD7qW Q iKAs</a>	Project Work	Evaluates and presents the best options with reasoning in order to illustrate decision making /problem solving skills.
10	January	23	23	<b>Periodic Test -3</b>		Revision Work- Sample Paper Practice	
11	February	23	23	REVISION PRE-BOARDS PRACTICE EXAMS, etc.			
12	March	-	-	<b>CBSE EXAMINATION-2021-22</b>			

**9. Three Types of Assessment:**

1.Assessment for Learning	2.Assessment as Learning	3.Assessment of Learning
During learning at regular	In the middle of learning a	After learning.



intervals. E. g. MCQs, Peer assessment, quizzes, debates, project work, group discussion etc.	concept and topic. E. g. Self assessment, portfolio, MCQs, maps, concept maps etc.	E. g. Unit tests, board exam, half yearly exam, end of class project etc.
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Remedial Teaching: After assessment for learning.

Micro Teaching: After assessment for learning.

SLATE: After assessment of learning.

**10. Annual Assessment:**

Annual Examination- 80 marks

Internal Assessment- 20 marks

**Internal Marks Distribution:**

**Internal Assessment: 20 Marks**

**INTERNAL ASSESSMENT**

	Marks	Description
Periodic Assessment	10 Marks	Pen Paper Test
		Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>Classwork and Assignments</li> <li>Any exemplary work done by the student</li> <li>Reflections, Narrations, Journals, etc.</li> <li>Achievements of the student in the subject throughout the year</li> <li>Participation of the student in different activities like Heritage India Quiz</li> </ul>
Subject Enrichment Activity	5 Marks	Project Work(Art Integration Project)

**ACTIVITIES OF CLASS - X  
SUBJECT : SOCIAL SCIENCE**

Month	Activity	Unit/Topic	Links/Videos
April	Bridge Course	1.Rise of	<p><b>Day -1</b></p> <p><a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><a href="https://youtu.be/F9Lai7vAb0E">https://youtu.be/F9Lai7vAb0E</a></p>



	<b>rse Acti vity</b>	<b>p Rol e Pla y</b>	Nationali sm in Europe	MENT 3. Power Sharing	<p><u>Day-2</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>Day-3</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 4</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 5</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>Day-6</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 7</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 8</u> <u>DAY- 9</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 10</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 11</u>  <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 12</u>  <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 13</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 14</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p> <p><u>DAY- 15</u> <a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a></p>	
<b>May- June</b>	<b>Cha rts</b>		4.DEVE LOPME NT	5.water Resources	<a href="https://youtu.be/DHet25Now1c">https://youtu.be/DHet25Now1c</a>	
<b>July</b>	<b>Map s</b>		6.NATIO NALISM IN INDIA 7. Federalis m 8.Forest and wild life resources	9.Agricultur e	<p><a href="https://youtu.be/dEbZhso1Zhk">https://youtu.be/dEbZhso1Zhk</a></p> <p><a href="https://youtu.be/SA6RSk1J2_c">https://youtu.be/SA6RSk1J2_c</a></p>	<a href="https://youtu.be/ITftNzulAjY">https://youtu.be/ITftNzulAjY</a>
<b>Augus t</b>	<b>Map</b>		10.MINE RAL AND	12.Popular struggle and movement	<a href="https://youtu.be/ru4_4RUla3k">https://youtu.be/ru4_4RUla3k</a>	





			ENERGY RESOURCES 11. Democracy and Diversity			
September	Charts, diagram		13. Making of global world Or The age of industrialisation	14. Manufacturing Industry 15. Sectors of Indian Economy	<a href="https://youtu.be/f4cOLCTH-tY">https://youtu.be/f4cOLCTH-tY</a>	<a href="https://youtu.be/sD4C6NAR3J0">https://youtu.be/sD4C6NAR3J0</a>
October	Debate		16. Print culture and modern world	17. Gender, religion and caste	<a href="https://youtu.be/mP3t6RvUNk4">https://youtu.be/mP3t6RvUNk4</a>	<a href="https://youtu.be/mP3t6RvUNk4">https://youtu.be/mP3t6RvUNk4</a>
November	Debate, Role Play	Maps	18. Political Party 19. Money and credit	20. Lifelines of Indian economy 21. Globalisation and Indian economy	<a href="https://youtu.be/fdmrXbHAIY">https://youtu.be/fdmrXbHAIY</a> <a href="https://youtu.be/e7fcGnnvEA">https://youtu.be/e7fcGnnvEA</a>	<a href="https://youtu.be/AdAX4CFm7xs">https://youtu.be/AdAX4CFm7xs</a>
December	Debate		22. Outcomes of democracy 23. Challenges of democracy	24. Consumer rights	<a href="https://youtu.be/mim9Z_HxX-Q">https://youtu.be/mim9Z_HxX-Q</a>	

**16. VIRTUAL VISIT OF CLASS X**  
**SUBJECT: SOCIAL SCIENCE**

1. Historical Buildings: <https://youtu.be/tlowIDWwSio>
2. World Heritage Sites in India: <https://youtu.be/onqrBoBj050>
3. The Parliament: <https://youtu.be/UDr4XexJ2MQ>



**4.Indian National Movement Centers:** <https://youtu.be/mW7eSLKK3L8>

**5.Indian Temples:** <https://youtu.be/U6-or5yQAkk>

**6.Indian National Parks:** <https://youtu.be/GfYP22sL2Gg>

**7.Important Ports and Airports:** <https://youtu.be/riaLIaRbXR0>

**8.Indian Congress Session:** [https://youtu.be/5yZ57\\_hmjol](https://youtu.be/5yZ57_hmjol)

**9.Indian States and Capitals:** <https://youtu.be/FcvLlvs8IQE>

**10.Festivals of India:** <https://youtu.be/a3k4wqwOCwo>

**17.Effective monitoring of Attendance:**

For attendance we can prepare Google Sheet. We can take attendance online by presenting screen to the students.

We can involve parents through online PTMs after regular interval of time. Making parents aware about their wards' time-table and different activities.

**Sub.Teacher: Monika Devi(TGT, Social Science) email Id – [monika.devi0816@gmail.com](mailto:monika.devi0816@gmail.com)  
KV CISF BHILAI**



## CO-ORDINATION TEAM









**Dr.(Smt.) Vandana Sekar, Principal, KV CISF, Bhilai**





**Mr. Rahul Dev, Principal Gr- II, KV Saraipali**

### CONTENT TEAM

	<b>Mr. V. Bhardwaj, TGT(Hindi), KV CISF Bhilai</b>		<b>Mrs. Meena Gupta, TGT(Eng.), KV Durg</b>		<b>Dr. S. G. Das, TGT(Sanskrit) KV CISF Bhilai</b>
	<b>Mr. R. Adhikari, TGT(Maths), KV CISF Bhilai</b>		<b>Ms. Monika Sharma, TGT(Sci.) KV Khairagarh</b>		<b>Ms. Monika Devi, TGT(S.Sci.), KV CISF Bhilai</b>
			<b>Mrs. Soma Seal PGT (C.Sc) KV CISF Bhilai</b>		

### REVIEW TEAM

	<b>Mr. V. K. Singh, PGT(Eng.), KV Durg</b>		<b>Mrs. Sunita Khirbat , PGT(Phy.), KV BMY Bhilai</b>
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### COMPILATION TEAM

**Mr. Rahul Dev, Principal Gr- II, KV Saraipali**  
**Mrs. Soma Seal, PGT(Comp. Sci.), KV CISF Bhilai**



**Prepared and compiled by KVS RO Raipur.**

**With the best wishes.**