

Class:VIII

Subject: ENGLISH

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
05	The Best Christmas Present In The World	The Best Christmas Present In The World	Reading Writing Speaking Listening Vocabulary Awareness Presentation Spelling	Discussion on prologue. Two-way communication- Firstly, students will suggest their opinion regarding the chapter. For ex- What according to you can be the best Christmas present in the world? Explanation of one-one paragraph after reading of the same by the students. Letting them note down the synonyms of hard words.	Write a paragraph on 'How do you celebrate Christmas?' Elaborate which war does this story talk about? Write about the importance of Festivals ? Q/A discussion in the classroom. Extract based questions.	Inculcate creative writing skill. Improve vocabulary. Collaborative learning. Able to comprehend.
03	The Ant and The Cricket	The Ant and The Cricket	Voice Intonation Reading Self-Expression Life Skills Writing Speaking Listening Vocabulary	Explanation of a literary genre 'Fable'. A quick discussion will be done on the title i.e., The Ant and The Cricket. Qualities of both Ant and the Cricket will be defined. Light will be thrown on the	Students will be asked to write the summary of the poem.	Learn about 'Literary Genre'. Life Skills Moral Values Discipline Creativity

				rhyming scheme of the poem.		
06	The Tsunami	The Tsunami	Reading Writing Speaking Listening Life skills Vocabulary Awareness Presentation Spelling	Etymology of the word 'Tsunami' will be explained along with a two-way communication on the topic 'Disaster'. Reading by the students. Explanation of one-one paragraph after reading of the same by the students. Letting them note down the synonyms of hard words.	Note down the characters of the story and give one adjective to every character. For ex- Brave Sanjay, Fortunate Meghna, Etc. Write about any two disasters and also their management. Q/A	Vocabulary Types of disaster and Disaster Management. Collaborative learning.
03	Geography Lesson	Geography Lesson	Reading Creative Thinking Aesthetic skills Environmental Change Expressive skills Listening Vocabulary	A quick discussion will take place on the title 'Geography Lesson' and the poet 'Zulfikar Ghose'. Reading of the poem will be done in the class followed by explanation. Giving easy and understandable synonyms for the hard words and phrases.	Elaborate Why most of the population resides near rivers and valleys? Make a poster and add up related terminologies. Why people are far apart in their feelings and emotions? Exercises	Logics of geography. Importance of rivers and valleys. Vocabulary Poem Recitation and Composition

08	Glimpses of the Past	Glimpses of the Past	Reading Historical Events Language Skills Speaking Writing Dialogue Listening Vocabulary	Discussion on prologue. Two-way communication- Firstly, students will suggest their opinion regarding the chapter. Detailed analysis of the past events from (1757-1857) of history. Explanation of the dialogue written in (direct speech).	Characters of the story. Write a paragraph on your any 2 favourite freedom fighters from the story. Q/A discussion in the classroom. Extract based questions.	Improve vocabulary. Creative Writing Enhanced knowledge of History. Dialogue (direct speech) Collaborative learning. Able to comprehend.
06	Bepin Choudhury's Lapse of Memory	Bepin Choudhury's Lapse of Memory	Reading Writing Speaking Listening Vocabulary	Discussion on the phrase 'Lapse of memory'. Explanation of one-one paragraph after reading of the same by the students. Will provide easy and understandable synonyms for the hard words and phrases. Trait of 'Honesty' and phrase 'True friendship' will be talked over.	Students will be asked to write about 'True friendship'. Characters of the story along with role in the chapter. Q/A Exercises Extract based questions.	Trait of empathy and honesty. Moral values Improve vocabulary. Creative Writing
03	The Last Bargain	The Last Bargain	Reading Writing Aesthetic sense Art id self-expression Speaking	Conversation regarding the title and poet of the poem 'The Last Bargain' and 'Rabindranath Tagore' respectively, will be done.	Students will be asked to write the summary of the poem. Introduction on	Vocabulary Life Skills Poem Recitation

			Listening Vocabulary	Poem recitation by the students followed by the explanation. Introduction of Poetic Devices.	Poetic Devices and the Literary devices used and explained in the poem.	and Composition. Self-satisfaction Creative Writing	
05	The Summit Within	The Summit Within	Reading Life Skills Awareness Writing Speaking Listening Vocabulary	Discussion on prologue. Two-way communication- Firstly, students will suggest their opinion regarding the chapter. Write a short note on 'The summit within'. Explanation of the traits such as- Persistence, Endurance, Will power. Explanation of one-one paragraph after reading of the same by the students.	Comprehension check questions. Write about the highest mountain peak in the world? Throw light on the discussed quality of Persistence, Endurance, and Will power. Q/A	Improve vocabulary. Creative Writing Enhanced knowledge of History. Life Skills Collaborative learning. Able to comprehend.	
04	The School Boy	The School Boy	Reading Imagination Expressive Skills Creative Thinking Writing Speaking Listening Vocabulary	Conversation regarding the title and poet of the poem 'The School Boy' and 'William Blake' respectively, will be done. Poem recitation by the students. Explanation of one-one stanza after reading of the same by the students.	Students will be asked to write the summary of the poem. Write a liner or two for describing a phrase such as- Learning Bower etc. Exercises	Empathy Importance of interactive classes. Enhanced vocabulary	
07	This is Jody's Fawn	This is Jody's Fawn	Reading Writing Speaking Listening	Difference between fawn and doe. Reading of the chapter by the	Characters of the story. Write a paragraph	How to be responsible?	

			Vocabulary	students. Letting them note down the synonyms of hard words.	on your pet (if you have) or your favourite pet animal? Comprehension check exercise. Q/A	Empathy and Honesty. Self-expression
06	A Visit to Cambridge	A Visit to Cambridge	Reading Writing Speaking Listening Vocabulary	Conversation on the University of England i.e., Cambridge Introduction on the profession 'journalist'. Explanation of one-one paragraph after reading of the same by the students.	Characters of the story. Who is the author of 'Wings of Fire'? Name of the book writer by Stephen Hawking. Exercises Extract based questions.	Acquainted with new profession. Learn about authors and their works. Life Skills Collaborative learning.
04	When I set out for Lyonesse	When I set out for Lyonesse	Voice Intonation Reading Writing Aesthetic Skills Speaking Listening Vocabulary Critical Analysis	Poem recitation by the students followed by the explanation. Introduction of Poetic Devices in the poem. Poem recitation by the students. Explanation of one-one stanza after reading of the same by the students.	Students will be asked to write the summary of the poem. Introduction on Poetic Devices and the Literary devices used and explained in the poem.	Learn about 'Literary Genre'. Life Skills Moral Values Discipline Creativity
05	A Short Monsoon	A Short Monsoon Diary	Reading Writing	Introduction and Format on 'Diary Entry'.	Difference between	Diary Entry

	Diary		Speaking Listening Vocabulary	What Monsoon is! (June- August) Reading of the chapter by the students followed by explanation.. Letting them note down the synonyms of hard words.	Travelogue and Diary Entry. Write 5 things about the author of the story.	Inculcate creative writing skill. Collaborative learning. Able to comprehend.
03	On The Grasshopper and Cricket	On The Grasshopper and Cricket	Reading Writing Speaking Listening Vocabulary	Poem recitation by the students followed by the explanation. Introduction and explanation of Poetic Devices used in the poem.	Introduction on Poetic Devices and the Literary devices used and explained in the poem. Exercises	Vocabulary Life Skills Poem Recitation and Composition. Self-satisfaction Creative Writing
05	The Great Stone Face-I	The Great Stone Face-I	Reading Writing Speaking Listening Vocabulary	Discussion on prologue. Two-way communication- Firstly, students will suggest their opinion regarding the chapter.	What was the great stone face? What was the manner in which the Ernest spent his childhood? What qualities you have seen in Ernest showing the affinity to the	Inculcate creative writing skill. Improve vocabulary. Collaborative learning. Able to comprehend.

					Great Stone Face?	
04	The Great Stone Face-II	The Great Stone Face-II	Reading Writing Speaking Listening Vocabulary	Explanation of one-one paragraph after reading of the same by the students. Letting them note down the synonyms of hard words.	How was Ernest different from others in valley? List down the adjectives used by the author to describe Ernest.	Presentation Cognitive Skills Able to comprehend

Class: VIII

Subject: HINDI

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	OUTCOME
17	लाख की चूड़िया	ग्रामीण उद्योग और शहरी उद्योग	चिंतन कौशल लेखन कौशल वाचन कौशल श्रवण कौशल	लेखक परिचय देते हुए पाठ का विस्तार करना। पाठ का उद्देश्य प्रस्तुत करते हुए व्याख्या स्पष्ट करना। पाठ के शब्दार्थ स्पष्ट करना। पाठ के अभ्यास प्रश्न कार्य कराना।	पाठ में आए सज्ञा शब्दों और उसके भेदों के नाम लिखो। पाठ के प्रमुख पात्र का परिचय दीजिए। ग्रामीण और शहरी संस्कृति में अंतर स्पष्ट कीजिए।	वस्तु विनिमय से परिचित होना। कुटीर उद्योग वा मशीनी उद्योग में अंतर समझना। शब्द भंडार में वृद्धि करना।
10	बस की यात्रा	व्यग्य विधा निजी मुनाफा हेतु जनता को संकट में डालना।	चिंतन कौशल लेखन कौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	लेखक परिचय देते हुए पाठ का उद्देश्य स्पष्ट करना। पाठ की व्याख्या प्रस्तुत करना। पाठ के शब्दार्थ स्पष्ट करना। पाठ से जुड़े अभ्यास प्रश्न कराना।	प्रस्तुत पाठ किस विधा में है। हिंदी गद्य विधाओं के नाम लिखिए। संख्यावचक विशेषण और गुणवाचक विशेषण के उदाहरण लिखिए।	व्यग्य विधा की जानकारी। गद्य विधा की जानकारी। जनता की समस्याओं को जानना और उसका निवारण।
10	दीवानों की हस्ती	वीरों की मनोदशा का वर्णन। कवि परिचय	चिंतन कौशल लेखन कौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	कवि परिचय देते हुए कविता का वाचन करना और उद्देश्य स्पष्ट करना। कविता में वीर लोगो की मनोदशा का वर्णन करना। कठिन शब्द निवारण करना। पाठ के प्रश्न अभ्यास कार्य कराना।	प्रस्तुत पाठ के कवि का नाम बताओ। कविता का भावार्थ अपने शब्दों में लिखिए। कविता में आए तुकांत शब्द पता कीजिए।	मस्त मोलापन स्वभाव से परिचित होना। कवि परिचय प्राप्त करना। शब्द भंडार में वृद्धि करना। संघर्ष के महत्व को जानना।
12	भगवान के	पक्षी और बादल का संदेश ।	लेखन कौशल	कविता का उद्देश्य बताना।	भगवान के डाकेए	कवि परिचय प्राप्त

	डाँकेए	प्रकृति का संदेश।	श्रवण कौशल वाचन कौशल व्याख्या कौशल	पाठ का वाचन करते हुए व्याख्या स्पष्ट करना। कठिन शब्दार्थ को बताना। पाठ से संबंधित प्रश्न अभ्यास कार्य करना।	कैसे कहा गया है। संचार के साधन बताइए। डब्लू डब्लू डब्लू का पूरा नाम बताओ। कविता का भावार्थ स्पष्ट करो।	करना। भगवान के संदेश वाहक के रूप में पक्षी और बादल को जानना। शब्द भंडार में वृद्धि होना। कविता का भावार्थ जानना।
06	क्या निराश हुआ जाए	लेखक परिचय पाठ का सार	श्रवण कौशल वाचन कौशल व्याख्या कौशल लेखन कौशल	लेखक परिचय देते हुए पाठ का उद्देश्य बताना। पाठ का आदर्श वाचन और पाठ की संक्षिप्त व्याख्या प्रस्तुत करना। पाठ से जुड़े कठिन शब्दों के अर्थ स्पष्ट करना। पाठ से जुड़े प्रश्नोत्तर कार्य करना।	पाठ के लेखक का नाम बताओ। कुछ समाचार पत्रों के नाम बताओ। संचार के साधन बताइए। पाठ का उद्देश्य स्पष्ट कीजिए।	आशावादी बनने को प्रेरणा। मानवीय नैतिक मूल्यों की जानकारी। नैतिकता पर बल। हिंदी गद्य विधा की जानकारी। संचार के विभिन्न साधन की जानकारी
08	यह सबसे कठिन समय नहीं	कावे परिचय पाठ का सार आगे बढ़ने की प्रेरणा	वाचन कौशल व्याख्या कौशल लेखन कौशल श्रवण कौशल	काव्यत्रयी परिचय देते हुए पाठ का उद्देश्य और वाचन करना। वाचन करते हुए कविता की व्याख्या प्रस्तुत करना। पाठ में आए कठिन शब्दों के अर्थ स्पष्ट करना। पाठ से जुड़े प्रश्न अभ्यास कार्य करना।	काव्यत्रयी का नाम बताओ। पाठ की व्याख्या स्पष्ट करो। पाठ का उद्देश्य स्पष्ट करो।	संघर्ष से जीवन में बढ़ते रहने की प्रेरणा। पाठ के सार को समझना। शब्द भंडार में वृद्धि। व्याख्या कौशल
05	कबीर की साखियां	कावे परिचय भक्तिकाल दोहा छंद	वाचन कौशल व्याख्या कौशल लेखन कौशल श्रवण कौशल	कावे का जीवन परिचय देते हुए उनकी रचनाएं स्पष्ट करना। भक्तिकाल की शाखाओं को स्पष्ट करना। दोहा छंद का गायन करते हुए व्याख्या प्रस्तुत करना। कबीरदास की भाषा स्पष्ट करना। शब्दार्थ स्पष्ट करना। पाठ से जुड़े प्रश्न अभ्यास कार्य करना।	कबीरदास का संक्षिप्त परिचय दीजिए। कबीरदास की रचनाएं स्पष्ट कीजिए। कबीरदास के दोहे सुनाए। कबीर की भाषा स्पष्ट कीजिए।	सामाजिक जीवन की जानकारी। नैतिक मूल्यों से परिचित होना। धार्मिक भावना का विकास शब्द भंडार में वृद्धि। बोली की समझ।
06	जहा पाहिया है	लेखक परिचय पाठ का सार पाठ का उद्देश्य तमिलनाडु के एक जिले का वर्णन	लेखन कौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	पाठ का उद्देश्य स्पष्ट करते हुए आदर्श वाचन करना। आदर्श वाचन के माध्यम से पाठ का सार स्पष्ट करना। साइकिल आंदोलन महिलाओं के लिए वरदान साबित होना। पाठ में आए शब्दार्थ स्पष्ट करना। पाठ से जुड़े प्रश्नोत्तर कार्य करना।	पाठ के लेखक का नाम बताओ। पाठ से जुड़े शब्दार्थ पढ़ना। तमिलनाडु का भौगोलिक परिचय लिखिए। पाठ से जुड़े महत्वपूर्ण प्रश्न का उत्तर लिखिए।	गद्य विधा के नाम जानना। नारी शक्ति करण पर बल। नारी जागरूकता समानता और स्वतंत्रता की समझ। तमिलनाडु के जिले की जीवन शैली की जानकारी
05	सूर के पद	कावे का परिचय पाठ का सार कृष्ण लीला का वर्णन	श्रवण कौशल वाचन कौशल व्याख्या कौशल चिंतन कौशल	सूरदास का जीवन परिचय देते हुए कृष्ण भक्ति शाखा वा भक्तिकाल को स्पष्ट करना। श्री कृष्ण की बाल लीलाओं का वर्णन	सूरदास का जीवन परिचय दीजिए। सूरदास के रचनाओं के नाम लिखिए।	भक्तिकाल की जानकारी। सूरदास का जीवन परिचय जानना।

			लेखन कौशल	करना। सूरदास के भाषा शैली को स्पष्ट करना। पाठ से जुड़े शब्दार्थ कार्य कराना।	श्री कृष्ण को बाल लीलाओं का वर्णन कीजिए।	कृष्ण लीला से परिचित होना। बोली की समझ होना।
05	पानी की कहानी	लेखक परिचय पाठ का सार	वाचन कौशल व्याख्या कौशल चिंतन कौशल लेखन कौशल	पाठ का आदर्श वाचन करते हुए व्याख्या प्रस्तुत करना। पाठ में आए कठिन शब्दों के अर्थ स्पष्ट करना। पानी के जन्म संबंधी बातें स्पष्ट करना। पाठ से जुड़े प्रश्न अभ्यास कार्य कराना।	पानी से जुड़े तथ्य एकत्र कीजिए। जल ही जीवन है पर एक लेख लिखिए। जल की तीन अवस्थाओं को स्पष्ट कीजिए। पर्यावरण संकट के बारे में लेख लिखिए।	जल संबंधी वैज्ञानिक समझ विकसित होना। शब्द भंडार में वृद्धि। जल चक्र के बारे में जानना। गद्य विधा के बारे में जानना।
04	बाज और साप	लेखक परिचय पाठ का सार साहसी जीवन जीने की प्रेरणा	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	लेखक परिचय दें हुए पाठ का सार स्पष्ट करना। पाठ का आदर्श वाचन करते हुए पाठ की व्याख्या प्रस्तुत करना। बाज और साप की कहानी सुनाना। कठिन शब्दों के अर्थ स्पष्ट करना। पाठ से जुड़े प्रश्न अभ्यास कार्य कराना।	बाज और साप के स्वभाव की विशेषताएं स्पष्ट कीजिए। पाठ का उद्देश्य स्पष्ट करते हुए लेखक परिचय दीजिए। शब्दों के अर्थ स्पष्ट कीजिए।	गद्य विधा को जानकारी प्राप्त करना। संघर्ष शील स्वभाव की प्रेरणा प्राप्त करना। शब्द भंडार में वृद्धि करना। व्याख्या कौशल का विकास होना।

Class/Section: - VIII

Subject: - MATHS

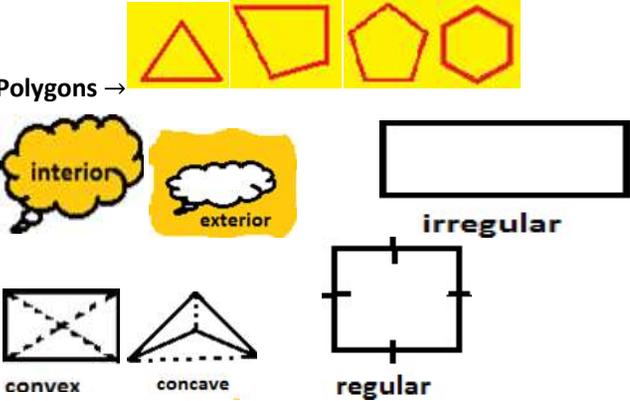
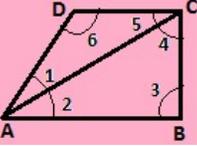
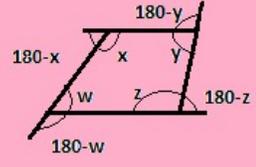
Chapter: - 3-UNDERSTANDING QUADRILATERALS

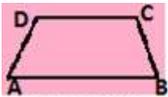
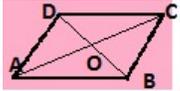
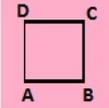
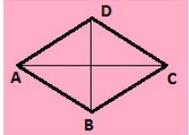
No. of periods: - 09

Date of Commencement:-

Expected date of completion:-

Actual date of completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGI PLANNED
<p>Focused skills/Competencies</p>			
<p>INTRODUCTION OF POLYGONS, CLASSIFICATION OF POLYGONS, DIAGONALS, CONVEX AND CONCAVE POLYGONS & REGULAR AND IRREGULAR POLYGONS</p>	<p>To identify polygons, diagonals, interior and exterior regions, difference between convex and concave polygons, difference between regular and irregular polygons.</p>	<p>Explain all the concepts using figures.</p>  <p>Polygons →</p> <p>interior exterior</p> <p>irregular</p> <p>convex concave regular</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p>
<p>ANGLE SUM PROPERTY</p>	<p>To understand the angle sum of a quadrilateral is 360° and the interior angle sum of a polygon of n sides is $(n-2)180^\circ$</p>	 <p>$\angle A + \angle B + \angle C + \angle D = 360^\circ$ (Prove by using the angle sum property of triangles)</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Dictation</p>
<p>EXTERIOR ANGLE SUM OF POLYGONS</p>	<p>To understand the sum of all exterior angles of a polygons is 360°</p>	 <p>$180-x + 180-y + 180-z + 180-w = 720 - (x+y+z+w) = 720 - 360 = 360$</p>	
		<p>For a regular polygon , each exterior angle = $\frac{360}{n}$ and if the angle is given each side = $\frac{360}{\theta}$</p>	

<p>KINDS OF QUADRILATERALS</p>	<p>To identify the different kinds of quadrilaterals and their properties</p>	<p>Show the different kinds of quadrilaterals on the board and explain their properties.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Trapezium AB CD</p> </div> <div style="text-align: center;">  <p>Kite AB=BC & AD=CD</p> </div> <div style="text-align: center;">  <p>Parallelogram AB CD and AD BC AB=CD and AD=BC <A=<C, <B=<D and the diagonals bisect each other at O</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Rectangle It is a parallelogram with each angle is 90 and both the diagonals are equal</p> </div> <div style="text-align: center;">  <p>Square It is a parallelogram with all sides equal and each angle 90</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Rhombus It is a parallelogram with all sides equal and its diagonals are perpendicular to each other</p> </div> <p style="text-align: right; margin-top: 10px;">Demonstrate the problems by using the different properties of the quadrilaterals. Do the exercise questions</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Class test</p> <p>LAT</p>
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Class/Section :-VIII Subject :-MATHS

Chapter:- 4-DATA HANDLING

No. of periods:- 10

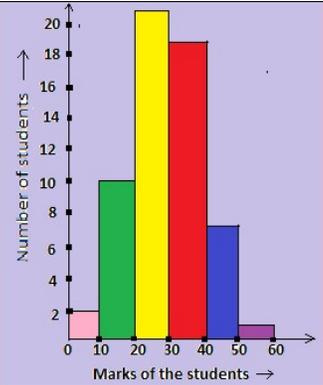
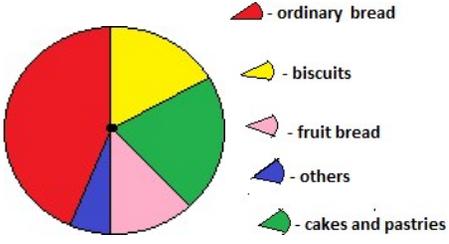
Date of Commencement:-

Expected date of completion:-

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			

<p>INTRODUCTION BAR GRAPH, DOUBLE BAR GRAPHS etc</p>	<p>To be able to recollect the ideas about bar graphs, double bar graphs, tally marks etc.</p>	<p>Give the definition of data and a raw data. Then explain how a raw data can be organized using tally marks, which is called frequency distribution table Consider the list of favourite subjects of a group of students. Art, Maths, Science, English, Maths, Art, English, Maths, English, Art, Science, Art, Science, Science, Maths, Art, English, Art, Science, Maths, Science, Art.</p> <table border="1" data-bbox="779 347 1253 513"> <thead> <tr> <th>Subject</th> <th>Tally marks</th> <th>No of students</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td> </td> <td>7</td> </tr> <tr> <td>Maths</td> <td> </td> <td>5</td> </tr> <tr> <td>Science</td> <td> </td> <td>6</td> </tr> <tr> <td>English</td> <td> </td> <td>4</td> </tr> </tbody> </table>	Subject	Tally marks	No of students	Art		7	Maths		5	Science		6	English		4	<p>H/W (Qns from exercises) Oral test Assignment</p>									
Subject	Tally marks	No of students																									
Art		7																									
Maths		5																									
Science		6																									
English		4																									
<p>GROUPING DATA</p>	<p>To understand the concept of class intervals, class limits, size of the class and how to make grouped frequency table for a given data</p>	<p>Explain the class intervals and class limits by using examples In the class 10-20 , 10 is called lower limit and 20 is called the upper limit. The difference $20 - 10 = 10$ is called the class width or size of the class. If the lower limit is included and the upper limit is excluded the classes are called continuous classes. Consider the marks obtained by 60 students in Maths out of 50. 21, 10, 30, 22, 33, 5, 37, 12, 25, 42, 15, 39, 26, 32, 18, 27, 28, 19, 29, 35, 31, 24, 36, 18, 20, 38, 22, 34, 16, 24, 10, 27, 39, 28, 49, 29, 32, 23, 31, 21, 34, 22, 23, 36, 24, 36, 33, 47, 48, 50, 39, 20, 7, 16, 36, 45, 47, 30, 22, 17.</p> <table border="1" data-bbox="779 889 1253 1127"> <thead> <tr> <th>Groups</th> <th>Tally marks</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>0-10</td> <td> </td> <td>2</td> </tr> <tr> <td>10-20</td> <td> </td> <td>10</td> </tr> <tr> <td>20-30</td> <td> </td> <td>21</td> </tr> <tr> <td>30-40</td> <td> </td> <td>19</td> </tr> <tr> <td>40-50</td> <td> </td> <td>7</td> </tr> <tr> <td>50-60</td> <td> </td> <td>1</td> </tr> <tr> <td colspan="2">Total</td> <td>60</td> </tr> </tbody> </table>	Groups	Tally marks	Frequency	0-10		2	10-20		10	20-30		21	30-40		19	40-50		7	50-60		1	Total		60	<p>H/W (Qns from exercises) Oral test Dictation</p>
Groups	Tally marks	Frequency																									
0-10		2																									
10-20		10																									
20-30		21																									
30-40		19																									
40-50		7																									
50-60		1																									
Total		60																									
<p>HISTOGRAM</p>	<p>To understand how to draw the histogram for a given data And what is the difference between the bar graph and histogram.</p>	<p>To draw the histogram take class limits along x-axis and frequencies along y-axis. On each class draw a bar whose height is proportional to the frequency. For the above grouped frequency distribution table draw the histogram.</p>	<p>H/W (Qns from exercises) Oral test</p>																								

			Class test
CIRCLE GRAPH OR PIE CHART	To be able to draw a pie chart for a given data.	<p>Draw a circle of suitable radius. For each data draw the corresponding sector whose angle is given by $\frac{\text{frequency}}{\text{total freq}} \times 360$</p> <p>Consider sales in a shop Ordinary bread: 320, fruit bread: 80, cakes and pastries: 160, biscuits: 120, others: 40. Corresponding angles are $160^\circ, 60^\circ, 80^\circ, 40^\circ$ and 20°</p>  <ul style="list-style-type: none">  - ordinary bread  - biscuits  - fruit bread  - others  - cakes and pastries 	H/W (Qns from exercise) Oral test
CHANCE AND PROBABILITY	To understand the concept of chance and probability, outcomes. Equally likely outcomes etc.	<p>Explain the terms random experiment, outcomes and equally likely outcomes. Then the probability is defined as the ratio of the number of favourable outcomes to the total number of equally likely outcomes.</p> <p>Probability = $\frac{\text{no. of outcomes in which the event is happened}}{\text{total number of equally likely outcomes}}$</p> <p>If a die is thrown the equally likely outcomes are 1,2,3,4,5,6 Then $P(\text{an even number}) = \frac{3}{6} = \frac{1}{2}$</p>	H/W (Qns from exercise) Lab Activity:- Represent a histogram/pie chart LAT

Class/Section: - VIII

Subject: - MATHS

Chapter:- 1-Rational Numbers

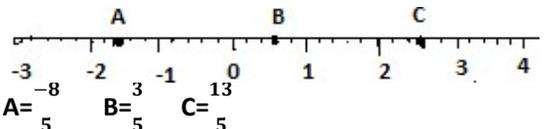
No. of periods: - 12

Date of Commencement:-

Expected date of completion:-

Actual date of completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO	ASSESSMENT STRATEGI
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Focused skills/Competencies		using suitable resources and classroom management strategies	PLANNED
RATIONAL NUMBERS: Properties of Rational Numbers.	Describes properties of rational numbers and expresses them in general form. Understand the closure property, commutativity, associativity, distributive property, additive identity, additive inverse, multiplicative identity, multiplicative inverse or reciprocal.	Involve children in writing general form of rational numbers and to associate it with rules of algebra. The operations on algebraic expressions will help in describing properties of rational numbers. Verify the following properties using different rational numbers. For every rational numbers a, b and c $a + b, a - b, a \times b$ and $a \div b$ are rational \rightarrow Closed $a + b = b + a, a \times b = b \times a,$ $a - b \neq b - a, a \div b \neq b \div a \rightarrow$ addition and multiplication are commutative but subtraction and division are not commutative and so on. Explain the properties of 0 and 1 . Also define additive inverse and multiplicative inverse (reciprocal)	H/W (Qns from exercises) Oral test
Representation of Rational Numbers on number line.	Every rational number can be represented on a number line	Recall the representation of fractions on a number line. Demonstrate the method on the black board 	H/W (Qns from exercises) Oral test Class test
Rational Numbers between two given rational numbers	Reaches to the conclusion that between any two rational numbers there lies infinite rational numbers.	Encourage children to conclude that half of the sum of two rational numbers lies between them and thus a rational number can be obtained between any two rational numbers. Provide hints to the children to reach the conclusion that the process of finding a rational number between any two numbers never stops and thus there lie many rational numbers between any two rational numbers	Lab Activity:- Representing r numbers on a number line. LAT

Class/Section: - VIII Subject: - MATHS Chapter: -2- Linear Equations in one variable No. of periods: - 10

Date of Commencement: - Expected date of completion: - Actual date of completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGI PLANNED
Focused skills/Competencies			

<p>LINEAR EQUATIONS IN ONE VARIABLES INTRODUCTION</p>	<p>To understand the form of a linear equation in one variable Recall the concepts of variables, constants and equations</p>	<p>Recollect the ideas of variables , constants, algebraic expressions and equations. The algebraic expressions in one variable with its highest power is 1, is called a linear equation in one variable OR any equation of the form $ax + b = 0$ is a linear equation in one variable. Egs: $-2x + 3 = 0$, $3y = 5$, $\frac{1}{2}x - 5 = 10$ etc.</p>	<p>H/W (Qns from exercises) Oral test Dictation</p>
<p>SOLUTION OF A LINEAR EQATION IN ONE VARIABLE</p>	<p>To understand the meaning of solution.</p>	<p>Demonstrate with egs that the solution of a linear equation is the value of the variable which satisfy the equation. Egs:- $x + 5 = 10$ is satisfied by $x = 5$ so that $5 + 5 = 10$ So $x = 5$ is the solution of the given equation. Tell the children to give more examples.</p>	<p>H/W (Qns from exercises) Oral test Class test</p>
<p>SOLUTION OF A LINEAR EQUATION IN ONE VARIABLE</p>	<p>To find the solution of a given linear equation in one variable</p>	<p>Explain the method of transposing the terms from one side to another side of an equal sign. When a number is transposed from one side to another side the operation will be opposite. Step1:- Collect the variable terms on LHS and constants on RHS Step2:- Simplify both sides Step3:- Transpose the coefficient of the variable to the RHS To get the value of the variable (Solution) Egs:- $2x - 3 = 7$, $2x = 7 + 3$, $2x = 10$, $x = \frac{10}{2} = 5$ Discuss more egs in the class.</p>	
<p>EQUATIONS REDUCIBLE TO LINEAR EQUATION IN ONE VARIABLE</p>	<p>To understand how to simplify a given equation to convert it into a linear equation in one variable</p>	<p>Consider the equation of the form $\frac{2x+1}{5} + 3 = \frac{x}{2}$ Multiply the equation by the LCM of the denominators(10) $10\left(\frac{2x+1}{5}\right) + 10 \times 3 = 10 \times \frac{x}{2}$ $2(2x + 1) + 30 = 5x$. Solve as in the first case. If the equation is of the form $\frac{x+2}{2x+3} = \frac{3}{4}$, then Cross multiply $4(x + 2) = 3(2x + 3)$ Open the brackets and solve as in the previous cases</p>	<p>H/W (Qns from exercises) Oral test</p>
		<p>Raju has 13 marbles more than that Ravi has. If Raju has 49</p>	

<p>APPLICATIONS</p>	<p>To apply the concept of linear equations in variable in our daily life and how to solve it.</p>	<p>marbles with him How many marbles Ravi has? No. of marbles with Ravi = x Then $+13 = 49$. $x = 49 - 13 = 36$ Demonstrate more examples.</p>	<p>H/W (Qns from exercises) Oral test Class test</p>
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Class/Section:-VIII

Subject:-MATHS

Chapter: - 5- SQUARES AND SQUARE ROOTS

No. of periods: - 12

Date of Commencement:-		Expected date of completion:-	Actual date of Completion:-
Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION SQUARE NUMBER OR A PERFECT SQUARE	To understand what is a square number.	Define a square number as the square of a natural number. For egs $100=10^2$ hence 100 is a square number. Ask the students to write the square of first 20 natural numbers.	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test H/W (Qns from exercises) Oral test Dictation
PROPERTIES OF SQUARE NUMBERS.	Able to identify whether the given number is a perfect square or not.	Explain the properties by giving different egs. <ul style="list-style-type: none"> • A number ends with 2,3,7,or 8 will not be a perfect square. • From the unit digit write the unit's digit in the square number • Number of natural numbers between two consecutive perfect squares. • Write a perfect square as the sum of two consecutive integers. • Write a perfect square n^2 as the sum of first n odd numbers starting with 1 	
FINDING THE SQUARE OF A NUMBER	To find the square of a number by the distributive property, by using pattern.	$39^2 = (30+9)^2 = (30+9)(30+9) = 30 \times 30 + 30 \times 9 + 9 \times 30 + 9 \times 9 = 900 + 270 + 270 + 81 = 1521$ — If the unit's digit is 5 , square= product of the number except 5 and its successor and the last 2 digits will be 25. $35^2 = (3 \times 4)25 = 1225$, Give more egs.	H/W (Qns from exercises) Oral test Dictation
PYTHAGOREAN TRIPLET	To understand that Pythagorean triplet is the collection of 3 three integers which satisfy the Pythagoras property.	Generally $2m$, $m^2 - 1$, and $m^2 + 1$ Pythagorean triplet. By using this if one number is given the other two members of the triplet can be calculated. Let one number is 8. Let $2m=8$, then $m=4$. Then the triplet is 2×4 , $4^2 - 1$, $4^2 + 1$ That is 8,15,17. Do more questions.	Class Test
SQUARE ROOTS	To find the square root of a given number by different methods 1) By successive subtraction 2) By prime factorization 3) By division method	Explain the square root of a number as, If $a = b^2$ then b is called the square root of a and it is denoted by \sqrt{a} . $25=5^2$ then $\sqrt{25} = 5$ Explain the three methods of finding the square root of a given number by demonstrating different examples.	H/W LAT

Class/Section :-VIII Subject :-MATHS

Chapter:- 6-CUBES AND CUBE ROOTS

No. of periods:- 10

Date of Commencement:-

Expected date of completion:-

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes	Teaching learning activities planned for achieving the TLO using	ASSESSMENT STRATEGIES
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Focused skills/Competencies	(TLO)	suitable resources and classroom management strategies	PLANNED
INTRODUCTION: CUBE OF A NUMBER AND PERFECT CUBES	To understand the meaning of cube and identify the perfect cubes.	The product $a \times a \times a = a^3$ is called the cube of a. $2 \times 2 \times 2 = 2^3 = 8$ is a cube. If a number can be expressed as the cube of a natural number the number is called a perfect cube. $64=4^3$ hence 64 is a perfect cube. Demonstrate more examples.	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test
VERIFY THE GIVEN NUMBER A PERFECT CUBE OR NOT.	To know how to verify a given number is a perfect cube or not.	Write the given number as the product of prime factors. Make groups of equal factors taking 3 at a time. If there is any factor left without group then the given number is not a perfect cube. $32 = 2 \times 2 \times 2 \times 2 \times 2. \therefore 32$ is not a perfect cube $64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 \therefore 64$ is a perfect cube. Give more examples to the children.	H/W (Qns from exercises) Oral test Dictation
CUBE ROOT OF A NUMBER	To find the cube root of a number by the method of prime factorization.	If $a^3 = b$ then a is called the cube root of b and it is denoted by the symbol $\sqrt[3]{\quad}$. $27 = 3^3 \therefore \sqrt[3]{27} = 3$. To find the cube root of a number, Write the given number as the product of prime factors. Make groups of equal factors taking 3 at a time. Take one factor from each group and their product will be the cube root of the given number $64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2$ $\therefore \sqrt[3]{64} = 2 \times 2 = 4$ Practice with more examples and make the children able to find cube root by prime factorization.	H/W LAT

Class/Section: - VIII

Subject:-MATHS

Chapter: - 7- COMPARING QUANTITIES

No. of periods: - 20

Date of Commencement: -

Expected date of completion: -

Actual date of Completion: -

Gist Of The lesson Focused skills/Competencies	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
INTRODUCTION:- RATIOS AND PERCENTAGES	To understand that ratio is a comparison of two quantities which are in same units. Percentage means the quantity out of 100.	Recall the concept of ratios and percentages from the lower classes through different examples. If the no. of boys = 25 and no. of girls = 20 the ratio of no. of boys to no. of girls $\frac{25}{20} = \frac{5}{4}$ 5:4. $15\% \text{ of } 20 = \frac{15}{100} \times 20 = 3$ If a boy got 28 marks out of 40 then the percentage of marks = $\frac{28}{40} \times 100 = 70\%$. Do more eggs for getting practice.	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test H/W (Qns from exercises)
INCREASE OR DECREASE PERCENT, DISCOUNT	To identify whether increase or decrease in the amount and how to find its percentage. Discount is reduction given on marked price.	Increase or decrease % = $\frac{\text{change in the amount}}{\text{initial amount(base)}} \times 100\%$ Discount = Marked price – Sale price Discount % = $\frac{\text{discount}}{\text{Marked price}} \times 100\%$ Demonstrate different problems to understand the formulae.	Oral test Dictation Class Test
COST PRICE, SELLING PRICE , LOSS %/ PROFIT %	To understand the relation between cost price, selling price and profit/loss and how to find the loss/profit %	Make the children understand that Profit = Selling Price– Cost Price = SP – CP and loss = CP – SP Profit % = $\frac{\text{profit}}{CP} \times 100$ and loss % = $\frac{\text{loss}}{CP} \times 100$ Explain the formula by doing different problems.	Class Test
SALES TAX/ VALUE ADDED TAX	To understand the difference between sales tax and value added tax (VAT)	The amount (a particular % of CP) is collected by the shopkeeper in addition to the SP for submitting to the govt is called the sales tax. In some situations the SP includes the tax, which is known as value added tax or VAT. Take different questions from the daily life.	H/W
COMPUND INTEREST	To find the compound Interest of a given amount with a given rate of interest for a particular period of time.	CI is calculated at the starting of each year by finding the simple interest on the amount = principal of the previous year + interest. The formula developed for finding the amount after n years= $P(1 + \frac{r}{100})^n$ where P = Principal, r = rate of interest per annum, n = the no. of full years. If the calculation is half yearly n becomes $\frac{n}{2}$ and r becomes $\frac{r}{2}$ CI = Amount – P The same formula can be used in the case of growth problems. For eggs population	Lab Activity LAT

	In the case of depreciation the formula becomes $P\left(1 - \frac{r}{100}\right)^n$ Demonstrate more examples in the class room.	
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Class/Section: - VIII

Subject:-MATHS

Chapter: -8- ALGEBRAIC EXPRESSIONS AND IDENTITIES

No. of periods:-10

Date of Commencement:-

Expected date of completion:-

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION:- VARIABLES AND CONSTANTS ALGEBRAIC EXPRESSIONS	To understand the difference between variables and constants. To be able to make algebraic expressions.	Variables:- Those whose value is changing Constants:- Those whose value is fixed. Make the children understand the concepts of variables and constants through different examples. The combination of variables and constants by using addition, subtraction, multiplication and division. Egs:- $2x + 3$, $x - 5$, $x^2 + 2x - 4$, $y + 1$ etc.	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test
TERMS OF AN EXPRESSION, FACTORS OF A TERM AND COEFFICIENTS.	To understand terms, factors and coefficients in an algebraic expression. To know how to identify the terms, factors and coefficients.	Terms are separated by addition. In the algebraic expression $x^2 + 2x - 4$ the terms are x^2, $2x$ and -4 because $x^2 + 2x - 4 = x^2 + 2x + (-4)$ The factors of the constant and the variables are the factors of the term. $2xy + 3x^2$ The term $2xy$ is the product of 2, x and y which are the factors of $2xy$. The term $3x^2$ is the product of 3, x and x. The coefficient of a variable in a term is the remaining factor of that term. The coefficient of x in the term $2xy$ is $2y$. The numerical coefficient is the numerical factor of the term. The coefficient of x in the term $5x$ is 5. Do more problems from the text book.	
LIKE AND UNLIKE TERMS	To identify the like and unlike terms	The terms having the same variables with the same power are called like terms other wise they are called unlike terms. $2x$ and $5x$ are like terms. But $3x$ and $3x^2$ are unlike terms. Demonstrate more examples from the text book.	

<p>MONOMIALS, BINOMIALS, TRINOMIALS AND POLYNOMIALS</p>	<p>To identify the monomials, binomials, trinomials and polynomials from a given collection of algebraic expressions.</p>	<p>Polynomials are the algebraic expressions in which all the variables have positive integral powers. $x^2 + 3x - 4$ is polynomial but $1 + 3, \sqrt{x} + y$ etc are not polynomials. If the polynomial has only one term it is called monomial. If it has two terms binomial, and if it has three terms it is trinomial. $2xy, x^2, 5x, 4$ etc. are monomials. $x^2 + 5, y - 7$ etc are binomials. $x + y + z, x^2 + 4x - 2$ are trinomials</p>	
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ADDITION AND SUBTRACTION OF ALGEBRAIC EXPRESSIONS	<p>To understand that only like terms can be added or subtracted. Two algebraic expressions can be added by adding their like terms together.</p>	<p>Make the children understand that while adding two like terms the coefficients are added without any change in the Variable. Egs: $-2x + 3x = 5x$, $5x^2 - 2x^2 = 3x^2$ $(2xy + 4x^2) + (4xy - 3x^2) = (2xy + 4xy) + (4x^2 - 3x^2)$ $= 5xy + x^2$</p>	<p>Dictation H/W (Qns from exercises) Oral test</p>
MULTIPLICATION OF POLYNOMIALS	<p>To know how to multiply monomials , binomials, trinomials and polynomials by using opening brackets and laws of exponents.</p>	<p>$2xy \times 3x^2y = 2 \times 3 \times x \times x^2 \times y \times y = 6x^3y^2$ $2x(3x + 3y) = 2x \times 3x + 2x \times 3y = 6x^2 + 6xy$ $(3+x)(4-y) = 3 \times 4 - 3 \times y + x \times 4 - x \times y = 12 - 3y + 4x - xy$ Demonstrate the multiplication and simplification using more questions from the exercise.</p>	<p>Assignments</p>
IDENTITIES	<p>To know the difference between an equation and an identity and also the four standard identities.</p>	<p>Equation is satisfied only for certain values of the variable and the identities are satisfied for every value of the variable. $2x + 3 = 5$ is an equation. The four identities are</p> <ul style="list-style-type: none"> > $(a + b)^2 = a^2 + 2ab + b^2$ > $(a - b)^2 = a^2 - 2ab + b^2$ > $(a + b)(a - b) = a^2 - b^2$ > $(x + a)(x + b) = x^2 + (a + b)x + ab$ <p>Do the problems from the text book to understand the use of identity. By using identities show how to find the value of $(101)^2$, $(98)^2$, 102×98, 103×105 etc.</p>	

Class/Section :-VIII Subject: Maths

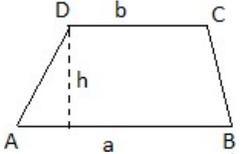
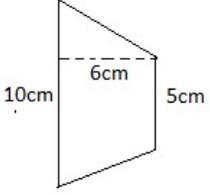
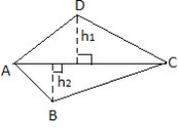
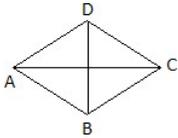
Chapter:- 9- MENSURATION -

No. of periods:- 10

Date of Commencement: -

Expected date of completion: -

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRAT PLANNED
Focused skills/Competencies			
INTRODUCTION Area and perimeter of rectangle, square, circle, parallelogram and triangle.	The students should be able to know the formula for the area and perimeter of various figures and how to apply in different situations.	Recollect the following formulae and practice more problems related. Area of rectangle = $l \times b$, Perimeter = $2(l + b)$ Area of square = a^2 , Perimeter = $4a$ Area of triangle = $\frac{1}{2}bh$, Area of parallelogram = bh Area of circle = πr^2 , Perimeter = $2\pi r$	1-By asking oral quest 2- Home work 3- By solving question black board. 4- Class test
AREA OF TRAPEZIUM	To identify the shape of a trapezium and how to find the area using the formula.	 $\text{Area of trapezium} = \frac{1}{2}(a + b)h$ $= \frac{1}{2}(\text{sum of parallel sides}) \times \text{distance between them}$  $\text{Area} = \frac{1}{2}(10 + 5)6 = \frac{1}{2} \times 15 \times 6 = 45\text{cm}^2$	H/W (Qns from exerc Oral test Class test-1 Assignments
AREA OF QUADRILATERALS AREA OF RHOMBUS	To know the formula and its application .	 $\text{Area of quadrilateral} = \frac{1}{2}AC(h_1 + h_2)$  $\text{Area of rhombus} = AC \times BD = \text{Product of the diagonals.}$ Do the examples from the text book.	Dictation H/W (Qns from exerc Oral test Class test-2
AREA OF POLYGONS	To know how to split the given polygon into different plane figures whose area can be calculated.	Divide the given polygon into a number of shapes like triangles, rectangles ,trapeziumetc and find the area of each figure and then find the total area. Give more eggs from the text book.	Assignments

<p>SURFACE AREA OF CUBOID AND CUBE</p> <p>VOLUME OF CUBE AND CUBOID</p>	<p>To understand the formula for finding the surface area of a cuboid = $2(lb+lh+bh)$ and surface area of a cube = $6a^2$</p> <p>Volume = a^3</p>	<p>base area = $lb+lb = 2lb$</p> <p>Area = $2lh+2bh = 2(l+b)h$ = perimeter of base \times height</p> <p>Total Surface Area (TSA) = $2lb+2lh+2bh = 2(lb+lh+bh)$</p> <p>Volume = base area \times height = lbh</p> <p>Make the children understand how to use the formula to find the area and volume by demonstrating different problems.</p> <p><u>CUBE</u></p> <p>Total base area = $2a^2$, L S A = $4a^2$, T S A = $6a^2$, Volume of a cube = a^3</p>	
<p>SURFACE AREA AND VOLUME OF A CYLINDER</p>	<p>To understand the formula for finding the total surface area = $2\pi r(r + h)$</p> <p>Volume = $\pi r^2 h$</p> <p>Volume of cylinder = base area \times height = $\pi r^2 h$</p>	<p>Total base area = $2\pi r^2$</p> <p>area = $2\pi r h$</p> <p>Total base area = $2\pi r^2$, CSA = $2\pi r h$, TSA = $2\pi r^2 + 2\pi r h = 2\pi r(r + h)$</p>	<p>LAT</p>

Date of Commencement: -

Expected date of completion: -

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED						
Focused skills/Competencies									
DIRECT PROPORTION	The children should be able to verify whether the given quantities are in direct proportion	<p>Two quantities which are varying in the same direction (either increasing or decreasing) together in such a way that the ratio of the quantities are in the same ratio, are said to be in the direct proportion.</p> <p>If x and y are given quantities in direct proportion then $\frac{x}{y}$ is constant at any stage. The direct proportion is represented by x a y</p> <p>Egs. A machine in a soft drink factory fills 840 bottles in six hours. How many bottles will it fill in five hours.</p> <table border="1" data-bbox="821 565 1501 634"> <tr> <td>No. of bottles</td> <td>840</td> <td>x</td> </tr> <tr> <td>Time (hrs)</td> <td>6</td> <td>5</td> </tr> </table> $\frac{840}{6} = \frac{x}{5}$ <p>$x = \frac{840 \times 5}{6} = 700$. Practice more problems.</p>	No. of bottles	840	x	Time (hrs)	6	5	<p>1-By asking oral question. 2- Home work 3-By solving questions on black board. 4- Class test</p> <p>H/W (Qns from exercises)</p> <p>Oral test</p>
No. of bottles	840	x							
Time (hrs)	6	5							
INDIRECT PROPORTION	They should be able distinguish between the direct and indirect proportion.	<p>Two quantities which are varying in the opposite direction (one is increasing and one is decreasing) in such a way that the product of them is a constant at any stage are said to be in inverse proportion.</p> <p>If x and y are in the inverse proportion then $x \times y$ is a constant. It is represented by the symbol x a $\frac{1}{y}$</p> <p>Egs. A farmer has enough food to feed 20 animals in his cattle for 6 days. How long would the food last if there were 10 more animals in his cattle.</p> <table border="1" data-bbox="821 1011 1501 1081"> <tr> <td>No. of days</td> <td>6</td> <td>x</td> </tr> <tr> <td>No. of animals</td> <td>20</td> <td>30</td> </tr> </table> $6 \times 20 = x \times 30$ $x = \frac{6 \times 20}{30} = 4$ <p>Do more problems from the text book to make understand.</p>	No. of days	6	x	No. of animals	20	30	<p>Class test</p> <p>Assignments</p> <p>Dictation</p>
No. of days	6	x							
No. of animals	20	30							

Class: 8

Subject: History

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
6	How, When and Where	Meaning of history, Importance of dates Which dates? How do we periodise? What is colonial? Administration produces regards, Sarveys become important. What official records do not tell?	Understand the notions of the time Explains the importance of dates in history and why do we divide history into different periods	Discussion on the fig 1 ,pg 1 textbook	A worksheet containing MCQ, short answer and new terminologies will be assigned in the google classroom.	Students will be told to make the time table for their studies after the school classes.
6	From Trade to Territory:- The Company Establishe s power	East India company comes East, East India company begins trade in Bengal, How trade led to battle, The battle of Plassey, Company officials become "nabobs". Tipu Sultan :The tiger of Mysore War with the marathas The claim to paramountcy The doctrine of lapse Setting up a new administration	Explains the reasons how the English East India company became the most dominant power	Explains the reasons how the English East India company became the most dominant power	students will be told to collect the different spices available in their house and make a collage.	Collect pictures, stories, poems and information aboutany of the following – the Rani of Jhansi, MahadjiSindhia,H aidar Ali, Maharaja Ranjit Singh, Lord Dalhousie orany other

						contemporary ruler of your region.
6	Ruling the Countryside	The company becomes the Diwans The need to improve agriculture The Munro system all was not well Crops for Europe Why the demand for Indian Indigo? The problem with with nij cultivation The blue rebellion and after	Analyses critically the company's strategy to become the chief financial administrator	Examines the differences in the colonial agrarian policies in different regions of the country	Dramatisation of conversation between a peasant and a planter.	Picture reading will be assigned with some questions.
6	Tribal, Dikus and the Vision of Golden Age	How did tribal groups live? How did colonial rule affect tribal lives? The problem which trade A closer look : birsa Munda	Relationship between tribes and Britishers in the 19th cent	Explains the policies of the colonial administration towards the tribal communities	Picture activity. Showing the pictures of different tribes and questions related to these will be asked.	Choose any tribal group living in India today. Find out about their customs and way of life,
6	When people Rebel , 1857 and After	Policies and the people Nawabs lose their power The peasants and sepoys Responses to reforms Through the eyes of the people Mutiny becomes a popular rebellion The company fights back After math	Analyses the significant developments in the process of nation building	Explain the origin, nature and spread of the revolt of 1857 in order to infer the lessons learned from it.	Imagine you are a sepoy in the Company army, advising your nephew not to take employment in the army. What reasons would you give?	A worksheet will be framed related to the chapter including fill ups match the columns, true false
6	Civilising the Native, Educating the Nation	How the British education? The tradition of orientation Grave error of the East Education for commerce	Comprehend the strategic moves of the British to "civilize the natives" they changed the education policy	.Comprehend the strategic moves of the British to "civilize the natives" they changed the education policy	A worksheet will be framed related to the chapter including fill ups, match the columns, true	Make a model of any craft item of your choice. (pottery, knitting, weaving..etc)

		<p>The demand for moral education</p> <p>Indian perspective</p> <p>What happens to the local schools</p> <p>New routines new rules</p> <p>The agenda for a natural education</p> <p>English education has in slaved us by Mahatma Gandhi</p> <p>Tagore's abode of peace.</p>			false etc...	
6	Women Caste and Reform	<p>Working towards change, Changing the lives of widow,</p> <p>Girls begin going to school,</p> <p>Women write about women</p> <p>Law Against child marriage</p> <p>Caste and social reform</p> <p>Demand for equality and justice</p> <p>The non-Brahman movement organising for reform</p>	<p>Apprehend the gender and caste differences prevailing in the society</p>	<p>Analyses the laws and policies of colonial administration towards issues related to caste, women, widow remarriage, child marriage, social reforms</p>	<p>A worksheet having MCQ, short answer, match the columns etc. will be framed. Write an article on any of the social reformer of India.</p>	<p>Write an article on any of the social reformer of India.</p>

Class: 8

Subject: civics

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
6	The Indian constitution	Why does a country need a constitution? The key feature of Indian constitution Federalism, Parliamentary form of Government Separation of powers Fundamental rights Secularism	Familiarize with constitutive rules	Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights	A story will be told on the concept of majority, minority and the equality. Then developmentry questions will be asked.	With the help of the mind map the short questions will be asked With the help of the mind map the short questions will be asked. Make a biography on Dr.B.R.Ambedkar
6	Understanding secularism	What is secularism? Why is it important to separate religion from the state? What is Indian secularism? Comparison of Indian secularism with the secularism of other democratic countries	Learns the concept of peaceful co-existence where all the religions are same in the eyes of the law	Differentiates between state government and union government in order to compare and	List out the religious holidays in the annual holiday calender of school.	Design your own poster on religious tolerance for your peers.

				contrast their roles /functions /responsibilities /mandate, etc		
6	Why do we need a parliament?	Why should people decide? People and their representatives The role of parliament Who are the people in the parliament?	Enables citizens of India to participate in decision making and control the government	Describes the process of election to the Lok Sabha	Mock parliament election. Do you think there would be any difference if the class monitor was selected by the teacher or elected by the students? Discuss	Google form will be framed on the facts of the chapter .Point out the constituencies of your state for the year 2019.
6	Understanding laws	Do law apply to all? Discussion about the rule of law How do new laws come about? Picture story the protection of women for domestic violence act 2005 passed. Unpopular and controversial laws	Understand the indiscriminatory basis of law and its integral value in the society	Describes the process of making a law. (e.g., domestic violence act, RTI act, RTE act	Read the newspapers/watch news on TV for a week and find out if there are any unpopular laws that people in India or around the world care	Write in your own words what you understand by the term the 'rule of law'. In your response include a fictitious or real.

					currently protesting	
6	Judiciary	<p>What is the role of the judiciary?</p> <p>What is an independent judiciary?</p> <p>What is the structure of courts in India?</p> <p>What are the different branches of legal system?</p> <p>Does everyone have access to the courts?</p> <p>Understanding our criminal justice system</p> <p>What is the role of the police in the investing a crime?</p>	<p>role played by Indian judiciary ,</p> <p>three different levels of courts ,</p> <p>Understand civil law and criminal laws and public interest litigation</p>	<p>Describes the functioning of the judicial system in India by citing some landmark cases</p>	<p>The role play is based on the story – ‘Judgment of King Solomon’.</p>	<p>Activity worksheet will be prepared based on the Role play. Collect the statements of famous philosophers about Judiciary</p>
6	Understanding marginalisation	<p>Reason for marginalisation Adivasi and stereotypes</p> <p>Minorities and marginalisation</p> <p>Muslims and marginalisation</p> <p>Adivasi and development</p>	<p>Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one’s own region</p>	<p>Discussion on story board page 71</p>	<p>Online quiz will be organised.</p> <p>Paste newspaper articles related to minority communities in India</p>	<p>Who are Adivasis ,</p> <p>Break the stereotypical ,</p> <p>Address marginalization of minorities through various struggle organised..</p>
6	Confronting marginalisation	<p>Invoking fundamental rights</p> <p>Loss for the marine</p> <p>Protesting the rights of dalits and adivasi</p> <p>Story of Kabir</p> <p>The scheduled caste and</p>	<p>Invoking Fundamental Rights , Laws for the Marginalized and</p>	<p>Identifies the role of government in providing public facilities such as</p>	<p>story board of the textbook will be discussed.</p> <p>Write on your own an article,</p>	<p>Google form will be created in the mcq form and assigned</p>

		<p>scheduled Tribes 10 courage of manual scavenging Adivasi and demands and the 1989 act</p>	<p>Protecting the Rights of Dalits and Adivasis</p>	<p>water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.</p>	<p>poem, passage painting etc...depicting the confrontation to marginalisation.</p>	<p>in the google classroom.</p>
6	Public Facilities	<p>Water as a part of the fundamental right to life Public facilities The governments role Water supply to Chennai In search of at alternatives Extending sanitation facilities</p>	<p>Identify the right to water as being a part of the Right to Life under Article 21 or universal access to water</p>	<p>Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs</p>	<p>take a note of all the public facilities the student avail and see in their surroundings.</p>	<p>Express your ideas about the public facilities in any of the way you like. Story telling, poem,drama,drawi ng,craft etc....Write a formal letter (format will be provided) to the MLA regarding the public issues concerning your locality like –water and electricity supply, drainage system, public transport</p>
6	Law and Social Justice	<p>Bhopal gas tragedy What is a workers worth Enforcement of safety laws New laws to protect the environment Environment as a public facility</p>	<p>Understand the challenges and achievements in making India a nation-state</p>	<p>Describes the role of government in regulating economic activities</p>	<p>The guidelines will be shared to make a diary entry on the incidentof Bhopal gas</p>	<p>Worksheet will be frame including short answer type questions, MCQ, fill ups etc....The gas leak at Vishakhapatnam’s chemical plant in May 2020 shows</p>

					tragedy in 1984 .	that we have not learnt a lesson from the Bhopal gas tragedy in 1984. Find out the causes behind the recent gas leak tragedy at Vishakhapatnam

Class: VIII

Subject: Geography

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
6	Sources resources	Types of resources, it's use and importance, renewable and nonrenewable resource	Justifies judicious use of natural resources in order to maintain developments in all areas	Word puzzle of natural, manmade, renewable and non renewable resource	Pg 2 Activity	What are the ways you can conserve resources? In a survey way
6	Land, Soil ,Water Natural vegetation & Wild Life Resources	Land, Soil ,Water Natural vegetation & Wild Life Resources	Enumerate factors, for distribution , degradation and conservation of Naturalresources	Justifies judicious use of natural resources in order to maintain developments in all areas	pg 13 activity Online Worksheet (short answer type question) iwill be framed and	Talk to some elderly person in your family or neighbourhood and collect information about changes in the land use over the years, in the place where you

						live. Display your findings on a chart pap
6	Agriculture	Primary secondary and territory activity, type of agriculture, shifting agriculture, plantation, main grains of India Forms of farming and comparitive study of farm of India and USA	Analyses the factors due to which some countries are known for production of major crops and locates these countries on the world map.	Collect seeds of wheat, rice, jowar, bajra, ragi, maize, oilseeds and pulses available in the market.	Google form will be framed on the facts of the chapt	Draw a comparative poster of the USA and India farm
6	Industries	Categorize different types of industries,,factors affecting location of industries, studies industrial System and enlist industrial regions across the world..	Classifies different types of industries based on raw materials ,size and ownership.	Classification of industries with the help of concept ma	worksheet having MCQ, short answer, match the coloumns etc. will frame.	Find out the inputs, outputs and processes involved in the manufacture of a leather shoe or any product of youe own choice.
6	Human resources	Identify and	Interprets the world	f	Online word puzzle	e students will prepare a

		recognize the factors affecting distribution and composition of population.	map in order to demonstrate understanding of uneven distribution of population .o	pg 63 and 64.	will be framed related to the terminologies confronted in the chapter.	chart with the population of Indian States with the population of countries thatmatch the State.They will try to match the population of a state with the population of a country and mark it on the map.
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Class: VIII

Subject: COMPUTER

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	OUTCOME
6	Ch-1 Networking Concepts	1) Networking 2) Advantages of Networking 3) Networking Components	<ul style="list-style-type: none">• Audio/video• Listening Skill• Reading Skill• Writing Skill• Technical Skills• Life Skills	<ul style="list-style-type: none">• Discuss with examples the concept and definition of networking.• Discuss the advantages of networking, giving some examples of the facilities that computer networks offer.	<ul style="list-style-type: none">• Exercise Discussion• Group Discussion• Project Work• Online Links	Student will know: <ul style="list-style-type: none">• the basic concepts of a computer network.• the advantages and disadvantages of networks.• about networking components.• about the types of networks.
6	Ch-2 OpenShot Video Editor	1) Features of OpenShot Video Editor 2) Starting OpenShot Video Editor 3) Components of OpenShot Interface	<ul style="list-style-type: none">• Audio/video• Listening Skill• Reading Skill• Writing Skill• Technical Skills• Life Skills	<ul style="list-style-type: none">• Discuss that OpenShot is a simple but powerful open-source video editing software. It is designed to create and edit videos.• Discuss about	<ul style="list-style-type: none">• Exercise Discussion• The students can be asked to do the project work as a home assignment, or it can be done in the lab.	student will be able to: <ul style="list-style-type: none">• understand the features of OpenShot Video Editor.• know the components of OpenShot interface.• move and

				<p>the features of OpenShot Video Editor.</p> <p>Discuss and demonstrate how to start OpenShot Video Editor.</p>		<p>slice clips on timeline.</p> <ul style="list-style-type: none"> • add title and export videos.
10	Ch-3 Log on To Access	<p>1) Database</p> <p>2) Types of Database</p> <p>3) Structure of a Database</p> <p>4) Database Management System (DBMS)</p>	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss about the types of databases – Flat file database and relational database and the difference between them. • Discuss the Elements of a database – Tables, Queries Forms and Reports. Discuss the features and functionality of each of these elements. 	<ul style="list-style-type: none"> • Exercise Discussion • Take the students to the computer lab and let them perform the activity • Group Discussion 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • know about the concept of database and DBMS. • know about the types and structure of database. • know about the advantages of DBMS. • know about Access 2016 and its components. • know how to create a database.
7	Ch-4 Working with Queries, Forms and Reports	<p>1) Query.</p> <p>2) Setting a Relationship between Tables</p> <p>3) Creating a Query.</p> <p>4) Creating Forms and reports</p>	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss that as the number of records in a table grow, it becomes difficult to extract specific records fulfilling certain criteria. • Discuss and demonstrate, 	<ul style="list-style-type: none"> • Exercise Discussion <p>1) Take the students to the computer lab and let them perform the activity given on the page no. 64.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • know how to create a Query. • know how to set a relationship between tables. • know how to

				<p>giving the example of a student table, how to create a query in design view.</p> <ul style="list-style-type: none"> Discuss that similarly we have forms in Access that allow us to insert, update and delete information in a table. 		<p>create forms.</p> <ul style="list-style-type: none"> know how to create reports.
6	Ch-5 Introduction to Data Science	<p>1) Data 2) What is Data Science 3) Life Cycle of Data Science</p>	<ul style="list-style-type: none"> Audio/video Listening Skill Reading Skill Writing Skill Technical Skills Life Skills 	<ul style="list-style-type: none"> Discuss about the three domains of artificial intelligence. Describe that data is defined as facts or figures used by a computer and how data processing cycle is used to get information from data. 	<ul style="list-style-type: none"> Exercise Discussion <p>1) Take the students to the computer lab and let them perform the activity given on page 72.</p> <ul style="list-style-type: none"> Group Discussion 	<p>Student will know:</p> <ul style="list-style-type: none"> what is data science. about the life cycle of data science. applications of data science.
7	Ch-6 Using Lists and Tables in HTML 5	<p>1) Lists 2) Unordered List 3) Ordered List 4) Tables 5) Table Properties</p>	<ul style="list-style-type: none"> Audio/video Listening Skill Reading Skill Writing Skill Technical Skills Life Skills 	<ul style="list-style-type: none"> Discuss giving real-life examples that a list is the most efficient way of presenting information in a precise manner. Discuss that there are three types of lists – ordered, 	<ul style="list-style-type: none"> Exercise Discussion <p>1) Take the students to the computer lab and let them perform the activity given on the page no. 90.</p>	<p>Student will:</p> <ul style="list-style-type: none"> appreciate the usage of different types of lists. know about tables and table properties

				unordered and description list		
7	Ch-7 Images, Links & Frames in HTML 5	<ol style="list-style-type: none"> 1) Inserting Images 2) The Tag 3) Linking Web Pages 4) The Anchor <A> Tag 5) CSS and Links 6) Links as Buttons 7) Images as Links 	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss about the two types of images • Discuss giving examples how the <src> tag is used to define the source of an image. • Discuss that HTML provides a powerful feature for linking related webpages called hyperlinking, which is of two types. 	<ul style="list-style-type: none"> • Exercise Discussion • Take the students to the computer lab and let them perform the activity 	<p>Student will:</p> <ul style="list-style-type: none"> • know how to insert images and know about image tags. • know about links, linking webpages, links as buttons and images as links. • know about frames, borders and iframe.
7	Ch-8 Iterative Statements in Python	<ol style="list-style-type: none"> 1) Concept of Loops 2) Iterative Statements 3) For loop – Membership Operators – ‘in operator’ 	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss giving real-life examples what loops are and use a flow chart to help students understand loops. • Discuss the concept of the control variable which controls the number of times the loop will be repeated. 	<ul style="list-style-type: none"> • Exercise Discussion • Take the students to the computer lab and let them perform the activity 	<p>Student will:</p> <ul style="list-style-type: none"> • understand and use the different types of control statements. • know about iterative statements. • understand the <i>for loop</i>, <i>while loop</i>, <i>Infinite loop</i>, <i>loop...else</i> and when to use them.

6	Ch-9 Cyber Ethics	1) Computing Ethics 2) Unethical Practices – Plagiarism, Cyberbullying, and Phishing 3) Safety Measures while using Computers and the Internet 4) Digital footprints	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss the Computing Ethics that regulate the use of the internet. • Describe the various unethical practices like plagiarism, cyberbullying, and phishing and their effects on us. • Discuss with examples the safety measures to be observed while using computers and the internet. • Discuss with examples how digital footprints exist on the internet. 	<ul style="list-style-type: none"> • Exercise Discussion <ul style="list-style-type: none"> • Conduct a group discussion with the students on the topics given on page 131. • The students can be asked to do the project work as a home assignment, or it can be done in the lab 	student will know: <ul style="list-style-type: none"> • about computing ethics and unethical practices. • the safety measures that should be taken while online. • about digital footprints.

Total Number of Chapters :- 15				TERM I = 8	TERM II = 7						
S N	TERM	MONTHS	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/ pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment Planning	Assignments
1	TERM 1	अप्रैल	24	प्रथमःपाठः -सुभाषितानि । व्याकरणांशाः- वर्णविचारः, प्रश्ननिर्माणम्, (सप्तककार, किम् शब्द)कारकपरिचयः, पुरुषप्रयोगः ।	8 Hours	12	श्लोकैः नैतिकमूल्यानां परिचयः ।	वर्णविचारः, प्रश्ननिर्माणम्, कारकपरिचयः, पुरुषप्रयोगः । एतेषां पुनरावृत्तिः अभ्यासः च	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।
2		मई/जून	10	द्वितीयःपाठः- बिलस्य वाणी न कदापि मे श्रुता । व्याकरणांशाः-संधिः- दीर्घ, गुण, वृद्धिः।	2:40 Hours	4	कथामाध्यमेन नैतिक शिक्षा। पञ्चतन्त्रस्य परिचयः।	छात्राःअत्र पदानां सन्धिः सन्धिविच्छेदं च जास्यन्ति,	आदर्शपाठः, अनुपाठः, पदानां सन्धिः च। ऑनलाइन गूगलक्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संधिनियमानां स्मरणम् लेखनम् च ।
3		जुलाई	26	तृतीय पाठः - डिजी-भारतम्। धातुरूपाणि-खाद् धातु (लट्, लृट्, लङ्, लोट्, विधिलिङ् लकारः)	4 Hours	6	भारतसर्वकारस्य 'डिजिटल इण्डिया' इत्यस्य परिचयः	धातुरूपाणां प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः, डिजी-भारतम् विषय स्पष्ट परिवादविवादम् च। ऑनलाइन गूगल क्लासरूम,	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google	भारतसर्वकारस्य 'Digital India, विषये पञ्च लेखनम्।

4			चतुर्थः पाठः- सदैव पुरतो निघेहि चरणम् । सन्धिः- यण । (अव्यय प्रयोगः)	4 Hours	6	सन्धिः- यण अव्ययपदानां लोट्लकारशब्दानाम् अभ्यासः ।	अव्ययानिर्देशां योगः। वाक्यरचनायाः अभ्यासः । यणसन्धिः जानम् ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, क्वाट्स एप्प- द्वारा		सस्वरं गीतम् Record कृत्वा प्रेषणम् । गीतस्य लेखनम् स्मरणम् च	
<p style="text-align: center;">PT I</p> <p style="text-align: center;">FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</p>											
5		अगस्त	23	पञ्चमः पाठः- कण्टकेनैव कण्टकम् । शब्दरूपाणि-मातृ, स्वसृ (ऋकारान्त स्त्री लि.)	4 Hours	6	कथामध्यमेन नैतिकशिक्षा। पञ्चतन्त्रस्यहितोप देशस्य च परिचयः।	मातृ , ऋकारान्तस्त्री लिङ्गशब्दस्य, क्त्वा, तुमुन् प्रत्यययोः प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, क्वाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz),	स्वयमेव पठनम् , गृहे कथा-श्रावणम् च ।
6				षष्ठः पाठः- गृहं शून्यं सुतां विना । शब्दरूपाणि- यत् (पुं, स्त्री , नपुं, लिङ्गेषु)	4 Hours	6	कन्यानां शिक्षा, भ्रूण-हत्यायाः विरोधः । जनजागरणम् ।	यत्शब्दरूपस्य त्रिषु लिङ्गेषु प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः-नाटक स्य अभिनयः, च। ऑनलाइन गूगल क्लासरूम, क्वाट्स एप्प- द्वारा	लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	कन्यानां महत्त्वविषये संस्कृतभाषायां पञ्चवा क्यलेखनम्।
7		सितम्बर	24	सप्तमः पाठः- भारतजनतासहम्। (कारक, उपपद-विभक्तिपरिचयः)	4 Hours	6	भारतवर्षस्य माहा त्म्यम्, काव्यस्य रसास्वादने च ।	कारक-उपपद- विभक्तेः प्रयोगः अभ्यासश्च । संधिविच्छेदः ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, क्वाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं गीतम् Record कृत्वा प्रेषणम् । गीतस्य लेखनम् स्मरणम् च

8				अष्टमः पाठः- संसारसागरस्य नायकाः । (प्रत्ययाः - क्त्वा, तुमुन्, ल्यप्)	4 Hours	6	वास्तुकाराणां शिल्पीनां च विषये परिचयः ।	क्त्वा, तुमुन्, ल्यप् प्रत्ययानां प्रयोगः अभ्यास श्च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प- द्वारा		क्त्वा, तुमुन्, ल्यप् प्रत्ययपदानां पाठान्त चयनकृत्वा लेखनम् ।
FIRST WEEK OF OCTOBER. SYLLABUS FROM APRIL UPTO SEPTEMBER WILL BE ASSESSED.											
HY 											
9		अक्टूबर	15	नवमः पाठः- सप्तभगिन्यः । धातुरूपाणि-इष (इच्छा) (लट्, लृट्, लङ्, लोट्, विधिलिङ्लकाराः)	2:40 Hours	4	पूर्वोत्तर- सप्त- राज्यानां वि- षये परिचयः ।	इषधातुरुपस्य पञ्चलकारेषु प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा..	भारतस्यमानचित्रं निर्माय सप्तराज्यानां प्रदर्शनम्, नाम लेखनम् च ।
10	TERM 2	नवम्बर	23	दशमः पाठः-नीतिनवनीतम् । शब्दरूपाणि- इदम् (पुं, स्त्री ,न. पुं. लिङ्गेषु)	4 Hours	6	श्लोकैः नीति कमूल्यानां जानम् ।	इदमशब्दस्य त्रिषु लिङ्गेषु प्रयोगः अभ्यासश्च । वाक्यरचनायाः अभ्यासः ।	सस्वरगानम् अ नुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरश्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।
11				एकादशः पाठः-सावित्री बाई फुले । (कर्ता, क्रिया, विशेषण, विशेष्य, पर्याय, विलोम, अभ्यासः)	4 Hours	6	सावित्री- बाई-फुले महोदयायाः परिचयः ।	गद्यांशे कर्ता, क्रिया, विशेषण, विशेष य्य, पर्याय, विलोम, पदानाम् अन्वेषण- अभ्यासः।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प- द्वारा		सावित्रीबाईफुले महोदयायाः विषये संस्कृतेपञ्चवाक्यलेख नम् ।
12				दिसम्बर	18	द्वादशः पाठः-कः रक्षति कः रक्षितः। (कर्ता-कर्म-क्रिया-माध्यमेन वाक्य-रचना)	2:40 Hours	4	प्लास्टिक- स्य दुष्प्रभावस्य		कर्ता-कर्म- क्रिया- माध्यमेन

						पर्यावरणरक्षणस्य चपरिचयः ।	वाक्य- रचनायाः ज्ञानम् , प्रयोगः अभ्यासश्च ।	गूगल क्लासरूम, व्हाट्सएप्प- द्वारा	(Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	
		 FIRST WEEK OF JANUARY. SYLLABUS FROM OCTOBER UPTO DECEMBER WILL BE ASSESSED. PT II								
13	जनवरी	24	त्रयोदशः पाठः- क्षितौ राजते भारतस्वर्णभूमिः । (चित्रं दृष्ट्वा वाक्यरचना)	4 Hours	6	भारतभूमेः माहात्म्यम्, काव्यस्य रसास्वादने च ।	चित्रं दृष्ट्वा वाक्यरचनायाः अभ्यासः ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz),	सस्वरं गीतम् Record कृत्वा प्रेषणम् । गीतस्य लेखनम् स्मरणम् च
14			चतुर्दशः पाठः- आर्यभटः । संख्यावाचकाः शब्दाः 1-4 त्रिषु तिङ्गेषु, संख्या 51 तः 100	4 Hours	6	महान्गणित ज्ञः आर्यभटस्य परिचयः ।	संस्कृतेन संख्या 51 तः 100 पर्यन्तम् अभ्यासः ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संस्कृते संख्या 1-100 लेखनम् स्मरणम् च ।
15	फरवरी	23	पञ्चदशः पाठः- प्रहेलिकाः । (पुनरावृत्ति)	2:40 Hours	6	बुद्धि- परीक्षणप्रहे लिकाणां रसास्वादने च ।	संपूर्ण- पाठ्यक्रमस्य पु नरावृत्तिः ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा ।	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।

Chapter 1: Crop Production and Management**Pedagogical Approach:**

- Begin with a discussion on the importance of agriculture and crop production.
- Use real-life examples to explain the process of crop production and management.
- Conduct simple experiments or demonstrations related to soil testing and crop rotation.
- Encourage students to visit local farms or invite a farmer for a guest lecture.

Chapter 2: Microorganisms: Friend and Foe**Pedagogical Approach:**

- Start with a brief introduction to microorganisms and their significance.
- Perform simple experiments to observe microorganisms using microscopes.
- Discuss the role of microorganisms in everyday life, such as in food production and decomposition.
- Address the concept of hygiene and the importance of preventing diseases caused by microorganisms.

Chapter 3: Synthetic Fibres and Plastics**Pedagogical Approach:**

- Introduce the concept of synthetic fibres and plastics through examples in daily life.
- Conduct experiments to demonstrate the properties of different types of synthetic fibres and plastics.
- Discuss the environmental impact of plastics and alternatives to reduce plastic usage.
- Encourage students to explore and research innovations in the field of synthetic fibres.

Chapter 4: Materials: Metals and Non-Metals**Pedagogical Approach:**

- Start with a discussion on the classification of materials into metals and non-metals.
- Conduct experiments to showcase the physical and chemical properties of metals and non-metals.
- Discuss the uses of various metals and non-metals in daily life.
- Highlight the importance of recycling metals and the conservation of resources.

Chapter 5: Coal and Petroleum**Pedagogical Approach:**

- Begin by explaining the formation and extraction of coal and petroleum.
- Discuss the various uses of coal and petroleum in industries and daily life.
- Explore the environmental impact of using fossil fuels and alternatives.
- Engage students in discussions about energy conservation and sustainable practices.

Chapter 6: Combustion and Flame**Pedagogical Approach:**

- Introduce the concept of combustion and different types of flames.
- Conduct experiments to demonstrate the conditions necessary for combustion.
- Discuss the importance of fire safety measures and precautions.
- Relate the concept of combustion to daily life activities and industrial processes.

Chapter 7: Conservation of Plants and Animals**Pedagogical Approach:**

- Discuss the importance of biodiversity and the conservation of plants and animals.
- Explore local flora and fauna through field trips or guest lectures from environmentalists.
- Address the human activities that contribute to the depletion of biodiversity.
- Encourage students to participate in conservation initiatives or projects.

Chapter 8: Cell - Structure and Functions**Pedagogical Approach:**

- Introduce the basic structure and functions of cells.
- Use models, diagrams, and animations to explain cell structure.
- Conduct microscopy activities to observe plant and animal cells.
- Discuss the importance of cells in living organisms and the diversity of cells.

Chapter 9: Reproduction in Animals**Pedagogical Approach:**

- Discuss the various modes of reproduction in animals.

- Use diagrams and models to explain the reproductive organs and processes.
- Explore the life cycles of different animals.
- Address the importance of reproductive health and responsible pet ownership.

Chapter 10: Reaching the Age of Adolescence

Pedagogical Approach:

- Address the physical and emotional changes during adolescence.
- Discuss the reproductive system, puberty, and related health issues.
- Encourage open discussions about the challenges and adjustments during adolescence.
- Provide information about personal hygiene and mental health.

Chapter 11: Force and Pressure

Pedagogical Approach:

- Introduce the concepts of force and pressure through real-life examples.
- Conduct experiments to demonstrate the effects of force and pressure.
- Discuss the relationship between force, pressure, and area.
- Explore applications of force and pressure in daily life and technology.

Chapter 12: Friction

Pedagogical Approach:

- Begin with examples of friction in daily life.
- Conduct experiments to demonstrate the factors affecting friction.
- Discuss the advantages and disadvantages of friction.
- Explore methods to reduce friction and its applications in technology.

Chapter 13: Sound

Pedagogical Approach:

- Introduce the concept of sound and its characteristics.
- Conduct experiments to demonstrate the production and propagation of sound.
- Discuss the importance of sound in communication and its applications.
- Explore the effects of sound pollution and measures to reduce it.

Chapter 14: Chemical Effects of Electric Current

Pedagogical Approach:

- Discuss the basics of electric current and its effects.
- Conduct simple experiments to demonstrate chemical changes due to electric current.
- Explore the applications of electrolysis and electroplating.
- Discuss safety precautions related to electrical experiments.

Chapter 15: Some Natural Phenomena

Pedagogical Approach:

- Introduce natural phenomena like lightning, earthquakes, and storms.
- Use multimedia presentations or simulations to explain the causes and effects.
- Discuss safety measures during natural disasters.
- Encourage students to research and present on specific natural phenomena.

Chapter 16: Light

Pedagogical Approach:

- Begin with the basics of light, reflection, and refraction.
- Conduct experiments to demonstrate the properties of light.
- Explore applications of reflection and refraction in daily life.
- Discuss optical devices and their functions.

Chapter 17: Stars and the Solar System

Pedagogical Approach:

- Introduce the concept of the solar system and its components.
- Explore the characteristics of stars, planets, and other celestial bodies.
- Discuss the historical development of astronomy.
- Encourage stargazing activities and discussions on space exploration.

Chapter 18: Pollution of Air and Water**Pedagogical Approach:**

- Discuss the sources and types of air and water pollution.
- Explore the impact of pollution on the environment and human health.
- Conduct case studies on successful pollution control measures.
- Encourage students to propose solutions and engage in environmental awareness campaigns.

Chapter 19: Stars and the Solar System**Pedagogical Approach:**

- Introduce the concept of the solar system and its components.
- Explore the characteristics of stars, planets, and other celestial bodies.
- Discuss the historical development of astronomy.
- Encourage stargazing activities and discussions on space exploration.

Chapter 20: Reproduction in Plants**Pedagogical Approach:**

- Discuss the various modes of reproduction in plants.
- Use diagrams and models to explain the reproductive organs and processes.
- Explore different methods of pollination and seed dispersal.
- Conduct experiments related to plant reproduction.

Chapter 21: Food Production and Management**Pedagogical Approach:**

- Discuss various methods of food production and management.
- Explore the importance of agriculture, animal husbandry, and fisheries.
- Conduct visits to local farms or agricultural centers.
- Discuss sustainable and organic farming practices.

Chapter 22: Health and Hygiene**Pedagogical Approach:**

- Discuss the importance of personal and community health.
- Address the basics of hygiene, sanitation, and disease prevention.
- Conduct awareness campaigns on