

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION: 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS: VII**

<b>Subject: ENGLISH</b> <b>Books: The Magic Carpet 7</b> <b>Collins English Grammar and Composition 7</b>					
Month	Chapters	No.of Periods	Topics	Learning Objectives	Learning Outcomes
April	<u>Recapitulation of previous knowledge</u> <ul style="list-style-type: none"> <li>• <b>Grammar-Subject-Verb Agreement, Direct and Indirect Object, Transitive and Intransitive Verb</b></li> <li>• <b>Writing Skills- Paragraph Writing and Diary Entry</b></li> </ul> <b>Ch.1-David at the house of Shaws</b>	28	<b>Subject-verb Agreement:</b> Rules, exceptions, common errors, practice questions. <b>Direct and Indirect Object, Transitive and Intransitive Verb:</b> Explanation and Practice questions. <b>Paragraph writing-</b> Guided Practice. <b>Diary Entry-</b> Features, format and practice questions.  <b>Ch 1. David at the house of Shaws</b> Storyline, Chapter highlights, Words in Use, Question Time. <b>HOTS:</b> Uncle Ebenezer was a miserly, cunning and deceitful person. Justify the statement with examples. <b>Activity-</b> Pairing creative writing with illustration and reflecting on the character of David, describe your experience in the tower.	To help the learners <ul style="list-style-type: none"> <li>➤ Learn the correct usage of the verb according to the subject of the sentence.</li> <li>➤ Identify the common errors.</li> <li>➤ Distinguish between direct and indirect object, transitive and intransitive verb.</li> <li>➤ List the elements of paragraph writing.</li> <li>➤ Explain the purpose and format of diary entry.</li> <li>➤ Relate to the main idea and the model of the story by reading the text.</li> <li>➤ Analyze the character of Uncle Ebenezer.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>➤ Explain the rules of Subject-Verb Agreement.</li> <li>➤ Distinguish between direct and indirect object and transitive and intransitive verb.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Express feelings and opinions in the form of diary entry.</li> <li>➤ Read and comprehend the story.</li> <li>➤ Infer the meaning of new words.</li> <li>➤ Connect and co-relate the incidents that puzzled David.</li> <li>➤ Explain how David realised that his uncle had sent him to certain death.</li> </ul>
May	<b>Ch 2-Rikki Tikki Tavi</b>  <b>Ch 4-Ravi Arrives</b>  <b>ASL-Listening Skill</b>	14	<b>Ch 2. Rikki- Tikki-Tavi</b> Storyline, Chapter highlights, Question Time, Words in use. <b>HOTS:</b> ‘Nag knew that too, and at the bottom of his cold heart he was afraid’. Elucidate.  <b>Ch 4. Ravi Arrives</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> Explain the strange reaction of Ravi to travelling in a tonga and playing in the garden.  <b>Subject Enrichment ASL</b> Listening Skill: Pg 24	<ul style="list-style-type: none"> <li>➤ Discuss the importance of love, compassion, in a relationship.</li> <li>➤ Demonstrate that victory of good over evil is possible if one faces one’s fear with courage.</li> <li>➤ Relate to the main idea and the model of the story by reading the text.</li> <li>➤ Analyse and connect with the emotions of the children. (Polly, Minu, Dinu)</li> <li>➤ Strengthen listening competencies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and comprehend the story.</li> <li>➤ Infer the meaning of new words.</li> <li>➤ Discuss how Teddy’s mother changed her opinion about Rikki-Tikki.</li> <li>➤ Explain mother- children bonding.</li> <li>➤ Develop listening competencies.</li> </ul>

<p>June</p>	<p><b>Ch 5- Sindbad and the Apes</b></p> <p><b>Grammar: Ch 15-Active and Passive Voice</b></p> <p><b>Writing: Notice Writing</b></p> <p><b>ASL-Speaking Skills</b></p>	<p>14</p> <p><b>Ch 5- Sindbad and the Apes</b>  Storyline, Chapter highlights, Question Time, Words in Use.  <b>HOTS:</b> Explain why Sindbad yearned for another voyage? Was the voyage really a wonderful experience for him?</p> <p><b>Grammar:</b> Explanation of the topic, practice questions.</p> <p><b>Writing:</b> Notice Writing- Features and format of notice writing.</p> <p><b>Subject Enrichment ASL</b>  Speaking Skill: Let’s Talk (Pg 47)</p> <p><b>Activity:-</b> Experiential Learning:  Indulge Yourself in Reading  Read a story book of any Indian Author  Refer :- (CBSE Reading App)  After reading, write a book review.</p>	<ul style="list-style-type: none"> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Explain the challenges faced by sailors on a voyage.</li> <li>➤ Define and differentiate between active and passive voice.</li> <li>➤ Explain the purpose, features and format of notice.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extract aloud and comprehend the central idea of the story.</li> <li>➤ Explain how and why a pair of rocs took revenge against the people on the ship.</li> <li>➤ Explain how using the two different voices can affect the meaning and emphasis of a sentence.</li> <li>➤ Draft a notice using correct format.</li> <li>➤ Enhance effective communication skill.</li> </ul>
<p>July</p>	<p><b>Ch 6- The Daffodils</b></p> <p><b>Ch 8- The Boy and The Cat</b></p> <p><b>Ch 9-The Old Oak Tree</b></p> <p><b>Writing: Informal letter</b></p> <p><b>ASL-Speaking Skills</b></p> <p><b>Reading Skill</b></p>	<p>28</p> <p><b>Ch 6- The Daffodils</b>  About the poet, rhyming scheme, poetic devices and explanation.  <b>HOTS:</b> ‘The daffodils had a lasting impression on the poet’. Justify the statement.  <b>Activity-</b> Write a Haiku on any element of nature.</p> <p><b>Ch 8-The Boy and The Cat</b>  Storyline, Chapter highlights, Question Time, Words in Use.  <b>Activity-</b> Convert prose into poem</p> <p><b>Ch 9-The Old Oak Tree</b>  About the poet, rhyming scheme, poetic devices and critical appreciation of the poem.  <b>HOTS:</b> ‘The life of the poet and the old oak tree are different.’ Justify the statement.  <b>Writing: Informal letter-</b> Types, format, sample question and practice questions.</p> <p><b>Subject Enrichment ASL</b>  Speaking Skills- Pg 68</p> <p>Reading comprehension</p>	<ul style="list-style-type: none"> <li>➤ Identify the rhyming scheme and poetic devices.</li> <li>➤ Describe the beautiful and natural creations of God.</li> <li>➤ Explain the main event of the story.</li> <li>➤ Make personal connections with texts, comparing ideas and information.</li> <li>➤ Explain the poetic devices- repetition and apostrophe.</li> <li>➤ Explain the purpose, format and features of informal letter.</li> <li>➤ Strengthen speaking competency.</li> <li>➤ Make logical inferences based on information presented explicitly and implicitly in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the underlying meaning of the poem.</li> <li>• Identify, compare and contrast different poetic devices. (Simile, alliteration, hyperbole, personification)</li> <li>• Compare and contrast the materialistic world and blissful nature.</li> <li>• Explain why did the narrator lose his temper in the story.</li> <li>• Identify examples of repetition and apostrophe from the poem.</li> <li>• Write letter according to the proper format.</li> <li>• Enhance effective communication skill.</li> <li>• Develop critical thinking skills by analyzing, evaluating and synthesizing information from the text.</li> </ul>

August	<p><b>Ch 10-Ulysses and Polyphemus</b></p> <p><b>Ch 11- Mining, Not Stealing</b></p> <p><b>Grammar: Chapters 7-9: Tenses</b></p> <p><b>ASL-Speaking Listening</b></p> <p><b>Reading Skill</b></p>	28	<p><b>Ch 10- Ulysses and Polyphemus</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> Analyse the character of Ulysses giving examples from the story. <b>Activity-</b> Art Integrated Learning (Ch 10-Ulysses and Polyphemus) Prepare a chart about any legendary hero in Indian Mythology.</p> <p><b>Ch 11-Mining and Not Stealing</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>Grammar: Tenses-</b>Forms, uses, functions, explanation, exercises. <b>Subject Enrichment ASL</b> Speaking Skill: Let’s Talk (Pg-81) Listening Skill (Pg- 92)</p>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Discuss the consequences of being over proud.</li> <li>➤ Explain the challenges financially weak people have to face in their daily lives.</li> <li>➤ Identify the uses of different tense forms.</li> <li>➤ Explain the purpose, format and feature of informal letter.</li> <li>➤ Strengthen speaking and listening skills.</li> <li>➤ Draw logical inferences based on information presented explicitly and implicitly in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extract aloud and comprehend its central idea.</li> <li>➤ Justify the saying ‘Brains are better than brawn.’</li> <li>➤ Learn the value of money and importance of using resources mindfully.</li> <li>➤ Learn the correct usage of verbs with respect to time and action.</li> <li>➤ Write letter according to the proper format.</li> <li>➤ Develop creative writing skills. Express, listen, infer and comprehend.</li> <li>➤ Develop critical thinking skills by analyzing, evaluating and synthesizing information from the text.</li> </ul>
September	<p><b>Lit- Spotlight 1</b></p> <p><b>Lit-Revision</b></p> <p><b>Grammar-Revision</b></p> <p><b>Writing: Revision</b></p>	14	<p>Spotlight 1 Confusing words, synonyms, Lit, Grammar &amp; Writing- Revision</p>	<ul style="list-style-type: none"> <li>➤ Acquaint the students with the question pattern.</li> <li>➤ Help students analyse their preparation and focus on their weaker areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop understanding of Question Paper.</li> <li>➤ Learn time management during the examination.</li> </ul>
October	<p><b>Ch 12- Whitey</b></p> <p><b>Ch 13- Anne’s Misadventure</b></p> <p><b>Grammar-Ch 10 Adverbs and their order.</b></p>	28	<p><b>Ch 12 Whitey</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> Penrod considers Whitey among the best horses. Do you agree to it? Justify your answer giving examples from the story. <b>Ch 13: Anne’s Misadventure</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> To get into a scrap is to get into a difficult situation due to one’s silly behaviour. Does Anne keep getting into scrapes? Construct your opinion based on the incidents in the story. <b>Grammar-Adverbs and their order.</b> Explanation, exercises. (Pg-78-80)</p> <p><b>Activity: Prepare a brochure on five traditional cuisines of Telangana / Jharkhand.</b></p>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Explain why Penrod wanted to keep the horse.</li> <li>➤ Discuss the role of women in society as displayed by Anne.</li> <li>➤ Take stand for themselves and speak for what is right.</li> <li>➤ Identify and use adverbs as modifiers to express time, place, manner, degree and frequency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Make personal connections with the text, comparing ideas and information.</li> <li>➤ Draw real life lessons from the character of Anne.</li> <li>➤ Analyse that unique and original self is worth celebrating.</li> <li>➤ Draw inspiration from the character of Anne Shirley.</li> <li>➤ Explain the role and functions of adverbs and use it correctly.</li> </ul>

November	<p><b>Ch 14- Abou Ben Adhem</b></p> <p><b>Ch 15-Sabor's Cub</b></p> <p><b>Grammar- Ch 2: Adjectives, degree of comparison and order</b></p> <p><b>Writing- Biography</b></p> <p><b>ASL-Listening</b></p>	28	<p><b>Ch 14- Abou Ben Adhem</b> Explanation of the poem, central idea, critical appreciation of the poem, Question Time. <b>HOTS:</b> 'God loves those who love God and their fellow beings'. Justify this statement in the light of the poem Abou Ben Adhem.</p> <p><b>Ch 15- Sabor's Cub</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> Sabor attacked the intruder and both of them died. Was this her usual reaction to the scent of a human being? What would she have done under different circumstances? Discuss.</p> <p><b>Grammar-</b> Explanation of the topic, exercises.</p> <p><b>Writing-</b> Guidelines, purpose, format of biographical sketch.</p> <p><b>Subject Enrichment ASL-</b> Listen and learn. (Pg-127)</p>	<ul style="list-style-type: none"> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Explain the poetic devices.</li> <li>➤ Elaborate the importance of love for mankind.</li> <li>➤ Explain the main event of the story.</li> <li>➤ Explain the emotion of empathy with special reference to the protagonist of the story, Tarzan.</li> <li>➤ Identify adjectives and use it in correct order.</li> <li>➤ Write biographical sketch.</li> <li>➤ Strengthen listening competency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the poem aloud with expressions and comprehend its central idea.</li> <li>➤ Identify and pick examples of simile, alliteration, enjambment, imagery.</li> <li>➤ Explain 'The best service to God is to serve and love humanity'.</li> <li>➤ Connect with the character of 'Tarzan' and draw from his experiences.</li> <li>➤ Use adjectives in a correct way.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Listen, infer and comprehend.</li> </ul>
December	<p><b>Ch 17- Poem Pair</b></p> <p><b>Grammar:</b> <b>Ch 11: Preposition</b> <b>Ch 16: Narration</b></p> <p><b>Writing- Story Writing</b></p> <p><b>ASL- Speaking Skill</b></p> <p><b>Reading Skill</b></p>	28	<p><b>Ch 17- Poem Pair</b> Explanation of the poem, central idea, critical appreciation of the poem, Question Time. <b>HOTS:</b> Compare and contrast the two poems 'Storytelling' and 'When Mother Reads Aloud'.</p> <p><b>Grammar-</b>Explanation of the topics, practice questions,</p> <p><b>Subject Enrichment ASL</b> Let's Talk (Pg- 137)</p>	<ul style="list-style-type: none"> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Explain the poetic devices.</li> <li>➤ Demonstrate their feeling and memories associated with bed time stories by their mother.</li> <li>➤ Identify prepositions and use it correctly.</li> <li>➤ Define and distinguish direct and indirect speech.</li> <li>➤ List the rules and exceptions of converting direct speech to indirect speech.</li> <li>➤ Strengthen Speaking Competency.</li> <li>➤ Make logical inferences based on information presented explicitly and implicitly in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the poem aloud with expressions and comprehend its central idea.</li> <li>➤ Make personal connection with the poem and the children.</li> <li>➤ Learn the correct usage of prepositions.</li> <li>➤ Express oneself and communicate effectively.</li> <li>➤ Identify and distinguish between direct and indirect speech.</li> <li>➤ Learn the rules of changing different types of sentences from direct speech to indirect speech.</li> <li>➤ Communicate effectively.</li> <li>➤ Develop critical thinking skills by analyzing, evaluating and synthesizing information from the text.</li> </ul>

January	<p><b>Ch 18- The Seven Cream Jugs</b></p> <p><b>Ch 19- Macbeth</b></p> <p><b>Grammar-</b></p> <p><b>Ch 12:Conjunction</b> <b>Ch 13:Determiners</b></p> <p><b>Writing- Story Writing</b></p>	28	<p><b>Ch 18-The Seven Cream Jugs</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> Elucidate the saying, ‘Don’t judge a book by its cover in context of the chapter.</p> <p><b>Ch 19-Macbeth</b> Storyline, Chapter highlights, Question Time, Words in Use. <b>HOTS:</b> ‘The weird sisters and Lady Macbeth were responsible for the tragic path of greed and ruthless pursuit for power’. Justify the statement. <b>Activity- Character Diaries</b> Based on your understanding of the characters write diary entries from the perspective of Macbeth and Lady Mabeth before murdering King Duncan. <b>Grammar-</b> Explanation of the topics, practice questions.</p> <p><b>Writing:</b> Story Writing.</p>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Discuss the saying, ‘Don’t judge a book by its cover.’</li> <li>➤ Discuss ‘loyalty’ as one of the most important moral values.</li> <li>➤ Identify and use determiners accurately.</li> <li>➤ Identify different types of conjunctions.</li> <li>➤ Develop stories by organising key points or outlines of the story according to Freytag’s Pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extract aloud and comprehend its central idea.</li> <li>➤ Explain that a person should not be judged by their name or outward appearance.</li> <li>➤ Analyse that the destruction wrought when ambition goes unchecked by moral constraints.</li> <li>➤ Learn the correct usage of determiners.</li> <li>➤ Use conjunctions appropriately.</li> <li>➤ Develop creative writing skill.</li> </ul>
February	<p>Lit- Spotlight 1</p> <p>Lit-Revision</p> <p>Grammar-Revision</p> <p>Writing: Revision</p>	28	<p>Spotlight 2</p> <p>Correct use of that/who, who/whom, that/which, using a comma, using a colon.</p> <p>Lit, Grammar &amp; Writing- Revision</p>	<ul style="list-style-type: none"> <li>➤ Acquaint the students with the question pattern.</li> <li>➤ Help students analyse their preparation and focus on their weaker areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop understanding of the Question pattern.</li> <li>➤ Management time during the examination.</li> </ul>

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**CLASS VII**

Subject :हिंदी					
Book : प्रत्यूष ,बाल महाभारत और व्याकरण भारती					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	प्रत्यूष:- 1• आभार 2•मेरा मित्र :अनादी महाभारत :-1•महाभारत कथा,2•देवव्रत 3•भीष्म प्रतिज्ञा 4•अंबा और भीष्म 5•विदुर व्याकरण भारती:- ( पुनरावृत्ति) 1•भाषा बोली लिपि और व्याकरण( हिन्दी साहित्य का इतिहास) 2•वर्ण विचार 3•संधि 4•निबंध •5पत्र लेखन	18	अनुभवजन्य क्रियाकलाप :- उच्चारण स्थान के आधार पर ध्वनियों का वर्गीकरण करते हुए एक चार्ट बनाकर कक्षा में लगाए। कौशल:- मानवता ,त्याग ,सहायता ,सहयोग ,परोपकार और कर्तव्य निष्ठा ।	<ul style="list-style-type: none"> <li>•सामाजिक सरोकार तथा सहयोग भावना की सीख देना ।</li> <li>•साहित्य के प्रति रुचि क्षमता एवं हुनर की भावना को विकसित करना ।</li> <li>•लिओ टॉलस्टॉय के विचारों से अवगत कराना।</li> <li>•हिंदी की वर्णमाला ,उच्चारण स्थान तथा उसके सही प्रयोग का ज्ञान कराना ।</li> <li>•पिता के प्रति कर्तव्य निष्ठ रहने की प्रेरणा देना।</li> </ul>	<ul style="list-style-type: none"> <li>•सामाजिक सरोकार तथा सहयोग की भावना की सीख मिलेगी ।</li> <li>•साहित्य के प्रति रुचि क्षमता एवं हुनर की भावना विकसित होगी ।</li> <li>•लियो टॉलस्टॉय के विचारों से अवगत होंगे ।</li> <li>•हिंदी की वर्णमाला उच्चारण स्थान तथा उसके सही प्रयोग का ज्ञान होगा ।</li> <li>•पिता के प्रति कर्तव्य निष्ठ रहने का ज्ञान होगा ।</li> </ul>
May '24	प्रत्यूष :- गोवा मुक्त महाभारत :- 1•कुंती 2•भीम3• कर्ण व्याकरण भारती :-37•निबंध लेखन 5•पर्यायवाची शब्द 32• अपठित गद्यांश	12	निबंध लेखन :- मोबाइल फोन कौशल :-सृजनात्मक लेखन ,संवैधानिक मूल्य ,देश के विभिन्न संस्कृति एवं भौगोलिक क्षेत्र की पहचान और सूचना संग्रह आदि । SDG :-स्थलीय जीवों की सुरक्षा ।	<ul style="list-style-type: none"> <li>•स्वतंत्रता संग्राम के संघर्ष से परिचित कराना एवं भारत के गौरव को समझाना ।</li> <li>• राष्ट्रीय भावना एवं देश प्रेम की भावना जागृत करना ।</li> <li>•एक भारत श्रेष्ठ भारत के भाव को आत्मसात करने की प्रेरणा देना ।</li> <li>• भाषा के अंतर्गत एक ही अर्थ प्रकट करने वाले विभिन्न प्रकार के शब्दों का ज्ञान होना ।</li> </ul>	<ul style="list-style-type: none"> <li>1 • स्वतंत्रता संग्राम के संघर्ष से परिचित होंगे एवं भारत के गौरव को समझेंगे ।</li> <li>2•राष्ट्रीय भावना एवं देश प्रेम की भावना जागृत होगी ।</li> <li>3• एक भारत श्रेष्ठ भारत के भाव को आत्मसात करने की प्रेरणा मिलेगी ।</li> <li>4•भाषा के अंतर्गत एक ही अर्थ प्रकट करने वाले विभिन्न शब्दों का ज्ञान होगा ।</li> </ul>

<p>June '24</p>	<p>प्रत्युष:- 5• बेजुबान 6• समय महाभारत :-1•द्रोणाचार्य 3•लाख का घर 4•पांडवों की रक्षा व्याकरण भारती:-15• लिंग 36•पत्र लेखन 30•मुहावरे 4•शब्द विचार</p>	<p>11</p>	<p>विषय संवर्धन क्रियाकलाप:- पाठ के अतिरिक्त समय के महत्व स्पष्ट करने वाली एक कविता कक्षा में प्रस्तुत करें । पत्र लेखन:- डाकिए की शिकायत करते हुए डाकपाल को पत्र लिखिए ।  SDG:- थलीय जीवन की सुरक्षा</p>	<ul style="list-style-type: none"> <li>•पहाड़ी जीवन ,प्राकृतिक सौंदर्य एवं बेजुबानों के प्रति दया भाव की सीख देना ।</li> <li>•भारतीय संस्कृति एवं परंपराओं से परिचित कराना ।</li> <li>•जीवन के प्रत्येक क्षेत्र में समय के महत्व मूल्यों के महत्व को समझना ।</li> <li>•सफल जीवन की निर्माण में समय की भूमिका से परिचित होना ।</li> <li>•वाक्य विन्यास के दौरान लिंग के सही प्रयोग का ज्ञान होना ।</li> </ul>	<ul style="list-style-type: none"> <li>•पहाड़ी जीवन प्राकृतिक सौंदर्य एवं बेजुबानों के प्रति दया भाव की सीख मिलेगी।</li> <li>•भारतीय संस्कृति एवं परंपराओं से परिचित होंगे ।</li> <li>•जीवन के प्रत्येक क्षेत्र में समय के महत्व तथा मूल्यों के महत्व को समझने की सीख मिलेगी।</li> <li>•सफल जीवन के निर्माण में समय की भूमिका से परिचित होंगे ।</li> <li>•भाषा विन्यास के दौरान लिंग के सही प्रयोग का ज्ञान होगा।</li> </ul>
<p>July '24</p>	<p>प्रत्युष:- 7•शुभचिंतक महाभारत :-1•द्रौपदी स्वयंवर 2•इंद्रप्रस्थ 3•जरासंध 4•शकुनि का प्रवेश 5•चौसर का खेल व द्रौपदी की व्यथा व्याकरण भारती :-6•विलोम शब्द 11•उपसर्ग 12•प्रत्यय 7•अनेकार्थी शब्द 5•पत्र लेखन 32•अपठित पद्यांश</p>	<p>22</p>	<p>कला समेकित क्रियाकलाप :- चित्रों के माध्यम से विलोम शब्द को कौपी में स्पष्ट करें ।  पत्र लेखन:- व्यायाम के महत्व को बताते हुए अपने छोटे भाई को पत्र लिखिए ।</p>	<ul style="list-style-type: none"> <li>•कथनी और करनी में अंतर की धारणा से परिचित करना ।</li> <li>•आधुनिक जनजीवन के स्वार्थ लाभ की मनोदशा को समझना ।</li> <li>•वाकपटुता एवं व्यंग्य भाषा शैली से परिचित कराना।</li> <li>• जुआ जैसे खेलों का दुष्परिणाम तथा कुटिलता के दुष्परिणामों से अवगत करना ।</li> <li>•उपसर्ग तथा प्रत्यय के अंतर का ज्ञान कराना।</li> </ul>	<ul style="list-style-type: none"> <li>•कथनी और करनी में अंतर की धारणा से परिचित होंगे ।</li> <li>•आधुनिक जनजीवन के स्वार्थ लाभ की मनोदशा को समझेंगे।</li> <li>•वाकपटुता एवं व्यंग्य भाषा शैली से परिचित होंगे।</li> <li>•जुआ जैसे खेल के दुष्परिणाम तथा कुटिलता के दुष्परिणामों से अवगत होंगे।</li> <li>•उपसर्ग तथा प्रत्यय के अंतर का ज्ञान होगा।</li> </ul>
<p>August '24</p>	<p>प्रत्युष:-8• वह अपना महाभारत :-1•धृतराष्ट्र की चिंता 2•भीम और हनुमान 3• द्वेष करने वालों का जी नहीं भरता 4•मायावी सरोवर 5•यक्ष प्रश्न व्याकरण भारती :-13•समास 14•संज्ञा</p>	<p>23</p>	<p>विषय संवर्धन क्रियाकलाप :-बाल श्रम को रोकने के लिए सरकार द्वारा समाज सुधार संस्थाओं द्वारा किए गए कार्य की सूची बनाएँ।  निबंध लेखन :- स्वतंत्रता दिवस</p>	<ul style="list-style-type: none"> <li>•बाल श्रम की समस्या ,संघर्ष एवं संकल्पना जीवन से परिचित कराना ।</li> <li>•सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझने की प्रेरणा देना ।</li> <li>•विभिन्न प्रकार के संज्ञा शब्दों का ज्ञान होना ।</li> </ul>	<ul style="list-style-type: none"> <li>•बाल श्रम की समस्या , संघर्ष एवं संकल्पना जीवन से परिचित होंगे ।</li> <li>•सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझने की प्रेरणा मिलेगी ।</li> <li>•विभिन्न प्रकार के संज्ञा शब्दों का ज्ञान होगा</li> </ul>

	17•कारक 37•निबंध लेखन			<ul style="list-style-type: none"> <li>•भाषा के अंतर्गत समास, समास भेद तथा विग्रह करना समझाना ।</li> <li>•भीम तथा हनुमान के बल से अवगत कराना ।</li> <li>•पुत्र मोह से होने वाले नुकसान से अवगत कराना ।</li> </ul>	<ul style="list-style-type: none"> <li>•भाषा के अंतर्गत समास, समास भेद तथा विग्रह करना समझेंगे ।</li> <li>•भीम तथा हनुमान के बल से अवगत होंगे ।</li> <li>•पुत्र मोह से होने वाले नुकसान से अवगत होंगे।</li> </ul>
September '24	<p>पुनरावृत्ति</p> <p>अर्धवार्षिक परीक्षा</p> <p>महाभारत :-1•अज्ञातवास 2•प्रतिज्ञा पूर्ति</p> <p>व्याकरण भारती:- 18•सर्वनाम 37•निबंध लेखन 8• समश्रुत भिन्नार्थक शब्द</p>	9	निबंध लेखन :-विज्ञापनों की दुनिया	<ul style="list-style-type: none"> <li>•धैर्य के साथ चीजों को समझने की क्षमता को बढ़ाना ।</li> <li>• कर्तव्य के प्रति निष्ठावान रहने की प्रेरणा देना ।</li> <li>•स्व लेखन की कला विकसित करना ।</li> <li>•भाषा के अंतर्गत एक ही समान सुनाई वाले शब्द भंडार को बढ़ाना तथा अर्थ समझाना।</li> </ul>	<ul style="list-style-type: none"> <li>•धैर्य के साथ चीजों को समझने की क्षमता बढ़ेगी ।</li> <li>•कर्तव्य के प्रति निष्ठावान बने रहने की प्रेरणा मिलेगी ।</li> <li>•स्वलेखन की कला विकसित होगी ।</li> <li>•भाषा के अंतर्गत एक ही समान सुनाई देने वाले शब्द भंडार बढ़ेंगे तथा अर्थ समझेंगे ।</li> </ul>
October '24	<p>प्रत्युष :-9•रक्त का पंचनामा 11•चुनौती</p> <p>महाभारत :-</p> <p>1•विराट का भ्रम 2•मंत्रणा 3•राजदूत संजय शांति दूत श्री कृष्ण</p> <p>व्याकरण भारती:-36• पत्र लेखन 7•अनेक शब्दों के बदले एक शब्द 30•लोकोक्तियां 19•विशेषण</p>	16	<p>अनुभवजन क्रियाकलाप :-रक्तदान शीर्षक पर चार्ट पेपर में स्लोगन लिखकर कक्षा में लगाएँ ।</p> <p>पत्र लेखन :-सफाई की अव्यवस्था के संबंध में नगर निगम के स्वास्थ्य अधिकारी को पत्र लिखें ।</p> <p>SDG :-लोगों के लिए स्वास्थ्य तथा आरोग्यता</p> <p>कौशल :- कर्मठता ,परिश्रम, लगन विवेक और कार्य नियोजन सीखना ।</p>	<ul style="list-style-type: none"> <li>•स्वास्थ्य सुरक्षा तथा रक्तदान के लाभ से अवगत कराना ।</li> <li>•सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझाना ।</li> <li>•स्व-लेखन की कला को विकसित करना ।</li> <li>• वाक्यों को संक्षेप में लिखने की कला को सिखाना ।</li> <li>•भाषा को परिमार्जित रूप से लिखने की कला को विकसित करना ।</li> </ul>	<ul style="list-style-type: none"> <li>•स्वास्थ्य सुरक्षा तथा रक्तदान के लाभ से अवगत होंगे ।</li> <li>•सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझेंगे ।</li> <li>•स्व -लेखन की कला विकसित होगी ।</li> <li>•वाक्य को संक्षेप में लिखने की कला सीखेंगे ।</li> <li>•भाषा को परिमार्जित रूप से लिखने की कला जानेंगे ।</li> </ul>



<p>November '24</p>	<p>प्रत्युष:- 12• तीन शर्ते 13•पेट्रोल का विकल्प महाभारत:- 1•पांडवों और कौरवों का सेनापति2• पहला दूसरा और तीसरा दिन 3•चौथा पांचवा छठा दिन 4•सातवां आठवां नवा दिन व्याकरण भारती:- 20•क्रिया 21•काल 22•वाच्य 37•निबंध लेखन 31•अपठित गद्यांश</p>	<p>18</p>	<p>अनुभवजन्य क्रियाकलाप :-कर्मठता संबंधित कुछ नारों के पोस्टर बनाकर कक्षा में लगाएँ। निबंध लेखन:- हमारा आधार: हमारी पहचान। SDG:लोगों के लिए स्वास्थ्य तथा आरोग्यता। कौशल :-सामाजिक व्यवहार, धन की उपयोगिता, सोच समझकर कार्य करना ,अवसर पहचानना तथा समय का महत्व समझना आदि।</p>	<ul style="list-style-type: none"> <li>• विषम परिस्थितियों में संघर्ष करना ,अवसर की पहचान एवं समय के महत्व का आकलन कर आगे बढ़ाने के सीख देना।</li> <li>•नैतिक एवं चारित्रिक जीवन मूल्यों की सीख देना।</li> <li>• विज्ञान के प्रति रुचि जिज्ञासा एवं कुतूहल पैदा करना।</li> <li>•समस्या समाधान पर ध्यान केंद्रित कराना।</li> <li>• अंतरविषयी ज्ञान एवं प्रासंगिक विषय से परिचित कराना।</li> <li>•स्वलेखन की कला विकसित करना।</li> <li>•क्रोध करने के दुष्परिणाम तथा गलत निर्णय के दुष्परिणामों से अवगत करना।</li> </ul>	<ul style="list-style-type: none"> <li>•विषम परिस्थितियों में संघर्ष करना ,अवसर की पहचान एवं समय के महत्व का आकलन कर आगे बढ़ाने की सीख मिलेगी।</li> <li>•नैतिक एवं चारित्रिक जीवन मूल्यों को सीखेंगे।</li> <li>•विज्ञान के प्रति रुचि ,जिज्ञासा एवं कुतूहल पैदा होगी।</li> <li>•समस्या समाधान पर ध्यान केंद्रित करने की प्रेरणा देंगे।</li> <li>•अंतर विषयी ज्ञान एवं प्रासंगिक विषय से परिचित होंगे।</li> <li>•स्व लेकिन की कला विकसित होगी।</li> <li>•क्रोध करने के दुष्परिणाम तथा गलत निर्णय लेने की दुष्परिणामों से अवगत होंगे।</li> </ul>
<p>December '24</p>	<p>प्रत्युष :-14•वर्तमान में भविष्य15• सुनहरी किरण महाभारत :-1• भीष्म शरशैय्या पर 2• बारहवां दिन 3•अभिमन्यु 4•युधिष्ठिर की चिंता और कामना व्याकरण भारती :-23•अविकारी शब्द :क्रिया विशेषण27• वाक्य विन्यास</p>	<p>19</p>	<p>विषय संवर्धन क्रियाकलाप :- कश्मीर को “भारत का स्वर्ग” क्यों कहा जाता है ?प्रेजेंटेशन प्रस्तुत करें। SDG:-जल एवं स्वच्छता।</p>	<ul style="list-style-type: none"> <li>•प्राकृतिक सौंदर्य एवं नैसर्गिक जीवन जीने की कला सीखाना।</li> <li>•अनुभवात्मक चिंतन की अभिव्यक्ति की सीख देना।</li> <li>•समाज के विभिन्न वर्गों की प्रति करुणा एवं सहयोग भावना की सीख देना।</li> <li>•कलात्मक सौंदर्य बोध से परिचित कराना।</li> <li>•भाषा के अंतर्गत वाक्य विन्यास की कला का ज्ञान कराना।</li> </ul>	<ul style="list-style-type: none"> <li>•प्राकृतिक सौंदर्य एवं नैसर्गिक जीवन जीने की कला सीखेंगे।</li> <li>•अनुभवात्मक चिंतन की अभिव्यक्ति की सीख मिलेगी।</li> <li>•समाज के विभिन्न वर्गों के प्रति करुणा एवं सहयोग की भावना जागृत होगी।</li> <li>•कलात्मक सौंदर्य बोध से परिचित होंगे।</li> <li>•भाषा के अंतर्गत वाक्य विन्यास की कला का ज्ञान होगा।</li> </ul>
<p>January '25</p>	<p>प्रत्युष:-16• जरूरत जो बन गई मुसीबत महाभारत :-1•भूरिश्रवा जयद्रथ और आचार्य</p>		<p>कला समेकित क्रियाकलाप:- विराम चिन्ह को चित्र तथा एक उदाहरण द्वारा कॉपी में स्पष्ट करें।</p>	<ul style="list-style-type: none"> <li>• वैज्ञानिक चिंतन के प्रति जागरूक करना।</li> <li>• पर्यावरण के गंभीर चुनौती को समझने एवं प्लास्टिक से होने वाले नुकसान के प्रति</li> </ul>	<ul style="list-style-type: none"> <li>•वैज्ञानिक चिंतन के प्रति जागरूक होंगे।</li> <li>•पर्यावरण के गंभीर चुनौती को</li> </ul>

	<p>द्रोण का अंत 2•कर्ण और दुर्योधन भी मारे गए 3•अश्वत्थामा4• युधिष्ठिर की वेदना 5• पांडवों का धृतराष्ट्र के प्रति व्यवहार 6•श्री कृष्ण और युधिष्ठिर</p> <p>व्याकरण भारती :-28•वाक्य रचना की सामान्य अशुद्धियां 29•विराम चिन्ह 36•पत्र लेखन 10•एकार्थी प्रतीत होने वाले शब्द 32•अपठित पद्यांश</p>	19	<p>पत्र लेखन:- नव वर्ष की शुभकामना देते हुए अपने नाना जी को पत्र लिखें ।</p> <p>SDG:- थलिय जीवों की सुरक्षा ।</p>	<p>सावधान रहने की सीख देना ।</p> <ul style="list-style-type: none"> <li>•समसामयिक विषयों से परिचित कराना ।</li> <li>•भाषा के अंतर्गत त्रुटि रहित वाक्य निर्माण का ज्ञान होना ।</li> <li>•साहित्य के अंतर्गत की पद्य विधा समझ को बढ़ाना ।</li> <li>•भाषा के अंतर्गत शब्द भंडार तथा उसके समझ की वृद्धि करना ।</li> </ul>	<p>समझने और प्लास्टिक से होने वाले नुकसान के प्रति सावधान रहने की सीख मिलेगी ।</p> <ul style="list-style-type: none"> <li>•समसामयिक विषयों से परिचित होंगे ।</li> <li>•भाषा के अंतर्गत त्रुटि रहित वाक्य निर्माण की कला का ज्ञान होगा ।</li> <li>•साहित्य के अंतर्गत पद्य विधा की समझ बढ़ेगी ।</li> <li>•भाषा के अंतर्गत शब्द भंडार तथा उसकी समझ में वृद्धि होगी ।</li> </ul>
February '25	पुनरावृत्ति वार्षिक परीक्षा	6			

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

Subject संस्कृत					
Book संस्कृत मित्रम्					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	वार्षिक प्रश्नपत्रम् धातुरूप व शब्द रूप का प्रयोग (पुनरावृत्ति) 1.कारकावृत्ति: 2.कवेः वृत्तम् *पठित गद्यांश	8	•धातुरूप,  •शब्दरूप  कारक- प्रथमा से संबोधन तक ।  इकारान्त पुल्लिंग शब्दरूप	छात्र की सहायता करना – <ul style="list-style-type: none"> <li>● अपरिवर्तनीय व परिवर्तनशील धातुरूप में अन्तर क्या है ?</li> <li>● खेल् , खाद्, गम्, पा धातुरूप लट् व लृट्लकार में ।</li> <li>● शब्द रूप क्या है? बालक, बालिका का शब्दरूप अर्थ सहित।</li> <li>● कर्ताकारक से संबोधन तक ।</li> <li>● कवि शब्दरूप द्वारा इकारान्त पुल्लिंग।</li> </ul>	छात्र सक्षम हुए– अपरिवर्तनीय और परिवर्तनशील धातु का रूप लिखने में ।  •अर्थसहित शब्दरूप (एकवचन का) लिखने में । • कर्ता से संबोधन तक कारका चिन्ह सहित स्पष्ट करने में। • शब्दरूप लिखने में सक्षम।
May '24	एषः बीजः आसीत्। (प्रथमपुरुष )  *संख्या 1-100	4	•भूतकाल के अर्थ में- लङ्ग लकार में धातुरूप ।  प्रथमपुरुष- सर्वनाम- कर्ताकारक	छात्र की सहायता करना –  था,थे, थी अर्थ के लिए धातु के पूर्व 'अ' उपसर्ग और धातु के पश्चात् अत् , अताम्, अन् , ..... प्रत्यय जोड़कर लङ्ग लकार में धातुरूप ।	छात्र सक्षम हुए – छात्र पठ् धातु का रूप लङ्गलकार में लिखने में । प्रथम पुरुष में तीनों वचनों में वाक्य रचना।
June '24	3.एषः बीजः आसीत्। (मध्यमपुरुष, उत्तम पुरुष)  *पत्र लेखन	4	लङ्ग लकार(भूतकाल) मध्यमपुरुष  कर्ताकारक – धातुरूप	छात्र की सहायता करना –  लङ्ग लकार में मध्यमपुरुष एवं उत्तम पुरुष में।  अः अतम् अत प्रत्यय जोड़कर मध्यमपुरुष  अम् आव आम प्रत्यय जोड़कर उत्तमपुरुष	छात्र सक्षम हुए – छात्र पठ् धातु का रूप लङ्गलकार में लिखने में ।  मध्यमपुरुष में तीनों वचनों में वाक्य रचना।  उत्तम पुरुष में तीनों वचनों में वाक्य निर्माण।

July '24	7. .शिष्य:एकलव्यः अनुवाद  *चित्र वर्णन	8	प्रत्यय- क्त, क्तवतु कथा घटनाक्रमानुसार	छात्र की सहायता करना –  भूतकाल में क्रिया को बताने के लिए लड़गलकार के अतिरिक्त क्त और क्तवतु प्रत्ययों का प्रयोग। •शुद्ध वाचन व अर्थ स्पष्ट करना। •लकार परिवर्तन।	छात्र सक्षम हुए –  प्रत्यय का समुचित प्रयोग करने में। •शुद्ध वाचन - कौशल का विकास। •लकार परिवर्तन में परिपक्वता। •नैतिकता का विकास।
August '24	8. वनं गच्छति (अव्यय) *व्याकरण समय	8	अव्यय <b>Lr.Ex.(अनुभवजन्य शिक्षण)</b>  व्याकरणेन,  सृजनात्मक विकास : चित्र को समझ अव्यय प्रयोग द्वारा वाक्य रचना।	छात्र की सहायता करना – पाठ से अव्यय शब्द अर्थ सहित बताना।	छात्र सक्षम हुए – •अव्यय वाक्य में प्रयोग करने में।  •उचित वाक्य निर्माण।
September '24	*अनुच्छेद लेखन  *चित्र वर्णन	4	अनुच्छेद लेखन  चित्रवर्णन	छात्र की सहायता करना –  दिये गए शब्दों की सहायता से छात्र द्वारा दिये गए विषय पर लघु अनुच्छेद लिखने में।  मंजूषा ( दिये गए शब्दों ) की सहायता से चित्र पर आधारित वाक्य निर्माण करने में।	छात्र सक्षम हुए – छात्र वाक्य विषय पर आधारित वाक्य निर्माण और दिये गये चित्र पर आधारित वाक्य रचना करेंगे।
October '24	9.विद्यालयः उत आनन्दालयः  *गद्यांश, चित्र वर्णन	6	द्वितीया विभक्ति - कर्म कारक  उपपद द्वितीया विभक्ति –  *विना, उभयतः, परितः, अभितः, सर्वतः	छात्र की सहायता करना -  ● प्रथमा - द्वितीया- विभक्ति क्या है व इसका क्या प्रयोग है ?  ● उपपद क्या है ? एवं इसका प्रयोग।	छात्र सक्षम हुए– •द्वितीया विभक्ति व उपपद द्वितीया विभक्ति के अन्तर्गत विना , उभयतः, परितः अभितः, गम् योगे द्वितीया विभक्ति का प्रयोग करने में।
November '24	10.पर्यटनेन लाभाः  *पत्र लेखन  अनुच्छेदलेखन	7	•करण कारक, तृतीया विभक्ति  तृतीया उपपद विभक्ति –  *विना, अलम्, सह, सिकम्, सार्धम्	•छात्र की सहायता करना -  करण कारक- तृतीया विभक्ति का प्रयोग कैसे हो ?उपपद तृतीया विभक्ति स्पष्ट करें।	छात्र सक्षम हुए– छात्र वाक्य में करण कारक को पहचान उसमें तृतीया विभक्ति का प्रयोग करने में  एवं उपपद तृतीया के आधार पर – विना, सह, अलम्, योगे तृतीया विभक्ति का प्रयोग करने में।

December '24	11. ज्ञानाय गच्छत *अनुवाद	4	•संप्रदान कारक - चतुर्थी विभक्ति उपपद चतुर्थी विभक्ति – *अलम्, नमः, रूच्, दा ( यच्छ)।	•छात्र की सहायता करना - संप्रदान कारक चतुर्थी विभक्ति का प्रयोग कैसे हो ?उपपद चतुर्थी विभक्ति स्पष्ट करें।	छात्र सक्षम हुए– छात्र वाक्य में संप्रदान कारक को पहचान उसमें चतुर्थी विभक्ति का प्रयोग करने में एवं उपपद चतुर्थी के आधार पर – नमः, रूच् अलम्, दा धातु योगे चतुर्थी विभक्ति का प्रयोग
January '25	11 ज्ञानाय गच्छत 12. लोभात् क्रोधः प्रभवति। *अनुवाद	6	•अपादान कारक- पंचमी विभक्ति उपपद पंचमी विभक्ति – *विना, बहिः, भी	•छात्र की सहायता करना - अपादान कारक पंचमी विभक्ति का प्रयोग कैसे हो ?उपपद पंचमी विभक्ति स्पष्ट करें।	छात्र सक्षम हुए– छात्र वाक्य में अपादान कारक को पहचान उसमें पंचमी विभक्ति का प्रयोग करने में। एवं उपपद पंचमी के आधार पर – विना, बहिः, भी धातु योगे पंचमी विभक्ति का प्रयोग करने में।
February '25	पुनरावृत्ति		वार्षिक परीक्षा		
March '25					

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

Subject: MATHEMATICS					
Books: 1) MATHEMATICS TEXTBOOK FOR CLASS VII (NCERT)					
2) TOGETHER WITH NEW MATHEMATICS-7 (RACHNA SAGAR)					
3) DRILL EXERCISE IN MATH 7 (APC)					
Month	Chapter	No. of pr.	Topics	Learning Objectives	Learning Outcomes
April '24	<b>REVISION</b>  <b>CH-1: INTEGERS</b>  <b>SDG 4: Quality Education</b>	20	<ul style="list-style-type: none"> <li>● Revision of Number Systems.</li> <li>● Types of numbers</li> <li>● Operations on numbers.</li> <li>● Introduction of Integers.</li> <li>● Representation of Integers on number line. Addition of Integers.</li> <li>● Subtraction of integers, Multiplication of integers. (properties of multiplication)</li> <li>● <b>ACTIVITY- 1</b> Addition and subtraction of integers by paper cutting and pasting method.</li> </ul> <p><b>Life Skills:</b> Critical Thinking and Problem Solving</p>	<p>To help the learners to:</p> <ul style="list-style-type: none"> <li>● Differentiate between whole numbers and integers and give concrete examples</li> <li>● Represent integers on a number line and perform operations and verify properties of integers.</li> <li>● Represent numbers with positive and negative signs and apply to various situations</li> <li>● Apply properties of addition, subtraction and multiplication and division of integers and solve various arithmetic expressions and contextual problems.</li> <li>● Apply properties of addition, subtraction and multiplication and division of integers and devise easier methods for easier calculation and solve problems based on real life related to integers.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>● Apply rules for multiplication and division in order to solve problems involving two integers with same or different signs.</li> </ul>



	<b>CH-4 SIMPLE EQUATIONS</b>	8	<ul style="list-style-type: none"> <li>• What is an equation?</li> <li>• Setting up of an equation</li> <li>• Review of what we know</li> <li>• Solving equations</li> </ul>	<p>fractions and divide decimal number by another decimal number.</p> <ul style="list-style-type: none"> <li>• Use numbers and variables with different operations and express a real-life situation in the form of a simple linear equation.</li> <li>• Explain the first step to be taken and separate the variable while solving the given equation</li> </ul>	<ul style="list-style-type: none"> <li>• Translates a real-life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation.</li> </ul>
July '24	<b>CH-4 SIMPLE EQUATIONS (Contd.)</b>	4	<ul style="list-style-type: none"> <li>• Applications of simple equations to practical solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct simple equations and solve them for the given problems/puzzles in the familiar or unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Translates a real-life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation.</li> </ul>
	<b>CH-3: DATA HANDLING</b>	12	<ul style="list-style-type: none"> <li>• (Introduction), Collection and Organisation of data. Mean, median and Mode.</li> <li>• Bar Graph and Double Bar Graph.</li> </ul> <p><b>Experiential Learning :</b> Students will be given to find the mean mathematics marks of UT1/PT1 of their class. <b>Life Skills:</b> By Survey (Self awareness) Life Skills: Integrity and Ethics</p>	<ul style="list-style-type: none"> <li>• Collect, record and present data and organize experiences or information and draw inferences from them.</li> <li>• Calculate range, arithmetic mean, mode and calculate median of the data and find its position in the data.</li> <li>• Represent data in a bar graph and double bar graph using appropriate scale and compare and discuss two collection of data at a glance.</li> </ul>	<ul style="list-style-type: none"> <li>• represents data pictorially in order to interpret data using bar graph</li> <li>• Calculate mean, median and mode in order to find various representative values for simple data from her/his daily life .</li> </ul>
	<b>CH- 5: LINES AND ANGLES</b>	12	<ul style="list-style-type: none"> <li>• Concept of line, line segments, ray and related angles.</li> <li>• Pairs of lines</li> <li>• Checking for parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the concept of line, line segment and angles and</li> </ul>	<ul style="list-style-type: none"> <li>• classify pairs of angles based on their properties in order to describe linear ,</li> </ul>



	<b>SDG 4: Quality Education</b>		<b>ACTIVITY- 4</b> to find the complementary angles of the given angles.	identify them in the given figure. <ul style="list-style-type: none"> <li>● Examine different angles and identify complementary and supplementary angles.</li> <li>● Describe adjacent angles and identify a pair of adjacent angles in the given angles</li> <li>● Identify different types of angles and determine the measure of unknown angles in the given figure.</li> <li>● Compare the given lines and distinguish between intersecting and parallel lines.</li> <li>● Examine different angles and identify linear pairs.</li> <li>● Describe vertically opposite angles and their property and identify</li> <li>● Use the properties of angles made by a transversal of parallel lines and determine the measure of the unknown angles.</li> </ul>	supplementary , complementary , adjacent and vertically opposite angles. <ul style="list-style-type: none"> <li>● apply the properties of linear, supplementary, complementary etc. Angle in order to find the values of one angle when the other one is given.</li> <li>● verify the properties of various pairs of angles formed when a transversal cuts two lines in order demonstrate the properties of angles when two lines are parallel</li> </ul>
August '24	<b>CH-6: The Triangle And its properties</b>	18	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Median and Altitude of a triangle</li> <li>● Exterior angles of the triangle and its property</li> <li>● Angle sum property of a triangle</li> <li>● Types of triangles and properties</li> <li>● Triangle inequality</li> <li>● Right angled triangles and Pythagoras property.</li> </ul> <b>ACTIVITY- 5</b>	<ul style="list-style-type: none"> <li>● Compare different triangles and classify them on the basis of their sides and angles.</li> <li>● Describe median and altitude of a triangle and identify it for the given triangle</li> <li>● Apply the angle sum property of a triangle and find the measure of unknown angle</li> <li>● Apply the Pythagoras property and verify whether the triangle for the given side lengths will be a right angled triangle .</li> </ul>	<ul style="list-style-type: none"> <li>● apply angle sum property of a triangle to calculate a third angles of a triangle when its two angles are known</li> <li>● apply Pythagoras property in real life</li> </ul>

	<p><b>CH-13</b> <b>Visualising Solid Shapes</b></p> <p><b>SDG 4:</b> Quality Education</p>	5	<p>To prove that the sum of exterior angles of a triangle is <math>360^{\circ}</math></p> <p><b>ART INTEGRATED LEARNING:</b> 1.Comparison between 3D and 2D shapes 2.Comparative study between Jharkhand and Telangana.</p> <p><b>ACTIVITY- 6</b> To make a cube by drawing its net.</p>	<ul style="list-style-type: none"> <li>● Examine different solid shapes and identify and count their number of faces, edges and vertices.</li> <li>● Build nets of 3D shapes and understand their properties</li> <li>● Examine solid figures from different angles and view different sections of solids.</li> </ul>	<ul style="list-style-type: none"> <li>● Classify figures they have seen in terms of what is known as dimension in day to day life.</li> </ul>
September '24	Revision of Ch. 1,2,3,4,5,6,13	12	<ul style="list-style-type: none"> <li>● Revision of first term syllabus</li> </ul>		
October '24	<p><b>CH-7:</b> <b>COMPARING QUANTITIES</b></p> <p><b>SDG4:</b> Quality Education</p>	14	<ul style="list-style-type: none"> <li>● Percentage and its application to convert a fraction into percentage, percentage as a ratio, Word problems</li> <li>● Prices related to an item or buying /selling.Charge given on borrowed money or simple interest.</li> <li>● Application of Simple Interest and profit and loss.</li> </ul> <p><b>ACTIVITY- 7</b> to express part of a whole as fraction, ratio, decimal and percentage. <b>Experiential Learning :</b> Students will arrange small stalls and will sell and buy their own made things.</p>	<ul style="list-style-type: none"> <li>● Convert fractional and decimal numbers to percentage and make comparing of quantities easier</li> <li>● Convert percentages to fractions or decimals and solve real life problems.</li> <li>● Represent shaded part of a figure in the form of percentage and estimate the part of an area.</li> <li>● Convert ratios to percentages and solve problems based on real life.</li> <li>● Calculate increase or decrease in quantity as percentage and examine change in quantity based on real life problems.</li> <li>● Calculate cost and selling price and determine profit/loss percentage</li> </ul>	<ul style="list-style-type: none"> <li>● apply algorithm to calculate percentage in order to calculate profit loss and rate of interest in simple interest calculation</li> </ul>





				<ul style="list-style-type: none"> <li>● Use unit square grid sheets and determine the perimeter and area square &amp; rectangles.</li> <li>● Develop and apply a formula and determine the area of a triangle as half of the area of a rectangle.</li> <li>● Use direct or indirect methods to find the circumference of a circle, semicircle.</li> <li>● Examine area and perimeter of different figures and find solution for real life problems</li> </ul>	
February '25	Revision		<ul style="list-style-type: none"> <li>● Doubt Clearance</li> <li>● Previous years Question Papers</li> </ul>		
March '25					

**SURENDRANATH CENTENARY SCHOOL, RANCHI**

**SESSION -2024-2025**

**ANNUAL PEDAGOGICAL PLAN**

**CLASS - VII**

<b>SUBJECT: PHYSICS</b>					
<b>Book-NCERT textbook , Science Prachi</b>					
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL '24</b>	Revision of previous knowledge	8	<ul style="list-style-type: none"> <li>➤ Revision of prior knowledge - Direction of flow of heat from hotter object to colder or from cold object to hotter ?</li> <li>➤ Examples of good conductors .</li> <li>➤ Examples of insulators .</li> </ul> <p><b>ACTIVITY -1</b> <b>EXPERIENTIAL LEARNING -</b> To find the Direction of flow of heat - Transfer of heat from our body to the ice cubes which causes the ice to melt</p> <p>*Open and closed circuits. *Components of electric circuit . *Use of switch in an electric circuit . *Use of cell / battery .</p> <p>Rectilinear propagation of light. <b>ACTIVITY -2</b> <b>EXPERIENTIAL LEARNING</b> To show how light travels in a straight line . <b>ACTIVITY -3</b> <b>EXPERIENTIAL LEARNING</b> How the size of shadow changes with the change in the angle of light falling on any object .</p>	<ul style="list-style-type: none"> <li>➤ To Categorize a given substance as hot &amp; cold by a reliable measure (using temperature without touching).</li> <li>➤ To find out the direction of flow of heat .</li> <li>➤ To recall the components of an electric circuit ,open and closed circuits .</li> <li>➤ To enlist the use of electric switch .</li> <li>➤ To explain the use of electric cell / battery and how to connect it in a correct order.</li> </ul>	<p>Students will be able</p> <ul style="list-style-type: none"> <li>➤ to compare a given substance as hot &amp; cold .</li> <li>➤ to illustrate the direction of flow of heat through any two substances .</li> <li>➤ to point out the basic cause that how any substance say insulators do not allow the transfer of heat .</li> <li>➤ to illustrate the different components of an electric circuit ,use of electric switch .</li> <li>➤ to point out the possible errors in connecting electrical appliances.</li> </ul>
	CH-3-HEAT		<ul style="list-style-type: none"> <li>➤ Meaning of temperature</li> </ul>	<ul style="list-style-type: none"> <li>➤ To explain rectilinear propagation of light .</li> <li>➤ To recall the conditions needed for the formation of shadow .</li> <li>➤ To describe how the size of shadow changes.</li> <li>➤ Distinguish the Clinical thermometer from Laboratory thermometer (range, units of measurement). Examine the need for Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe rectilinear propagation of light , conditions for the formation of light .</li> <li>➤ To illustrate factors for the change in size of shadow .</li> <li>➤ to illustrate the working of</li> <li>➤ to distinguish the Clinical thermometer and Laboratory thermometer .</li> <li>➤ to describe the need of Laboratory thermometer while</li> </ul>

			<p>Clinical and laboratory thermometer, Precautions in using a laboratory and clinical thermometer</p> <ul style="list-style-type: none"> <li>➤ Comparison between laboratory and clinical thermometer, transfer of heat(conduction)</li> </ul> <p><b>ACTIVITY – 4</b> <b>EXPERIENTIAL LEARNING</b> To measure the temperature of your body.</p> <p>Transfer of heat (CONDUCTION) <b>ACTIVITY -5</b> <b>EXPERIENTIAL LEARNING –</b> To show the process of conduction of heat-how the heat transferred from one body to another through this process.</p>	<p>thermometer while doing experiments in the laboratories.</p> <ul style="list-style-type: none"> <li>➤ List precautions while using a clinical and laboratory thermometer in order to identify the role of a kink.</li> <li>➤ Observe the heating and cooling of objects in order to describe conduction.</li> </ul>	<p>doing experiments in the laboratories.</p> <ul style="list-style-type: none"> <li>➤ to enlist the role of kink in Clinical thermometer</li> <li>➤ to describe the transfer of heat through conduction</li> </ul>
<b>MAY '24</b>	CH-3-HEAT	4	<p>Transfer of heat by – Convection Radiation</p> <p><b>ACTIVITY -6</b> <b>EXPERIENTIAL LEARNING</b> To show the importance of ventilators in keeping the room cool.</p>	<ul style="list-style-type: none"> <li>➤ to explain convection &amp; radiation.</li> <li>➤ Apply the concept of convection to heating of land and water in order to predict the description of land and sea breeze.</li> <li>➤ Explain why a substance remains in the same temperature in a Thermos flask or vacuum bottle</li> <li>➤ Radiation of heat with different examples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to describe the transfer of heat through convection &amp; radiation process.</li> <li>➤ to apply the concept of convection to heating of land and water in order to predict the description of land and sea breeze.</li> <li>➤ To illustrate how radiation do not need any medium to propagate .</li> <li>➤ To differentiate between convection and radiation .</li> </ul>
<b>JUNE '24</b>	CH-3-HEAT	4	<p>Conductors and insulators , kinds of clothes we wear in summer &amp; winter.</p> <p><b>ACTIVITY –7</b> <b>EXPERIENTIAL LEARNING</b> To find which clothes are more suitable in summer dark or light colour.</p>	<ul style="list-style-type: none"> <li>➤ Distinguish between Conductors and insulators</li> <li>➤ Explain the kinds of clothes we wear in summer &amp; winter</li> </ul>	<ul style="list-style-type: none"> <li>➤ To enlist &amp; differentiate between Conductors and insulators</li> <li>➤ to describe the kinds of clothes we wear in summer &amp; winter</li> </ul>
<b>JULY '24</b>			<ul style="list-style-type: none"> <li>➤ Motion-Types of motion, slow and fast moving objects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall the different types of motion .</li> </ul>	<ul style="list-style-type: none"> <li>➤ to state motion and types of motion.</li> </ul>

	CH-9-MOTION AND TIME	8	<ul style="list-style-type: none"> <li>➤ Speed-Units of speed, uniform and non- uniform motion</li> <li>➤ Measurement of time , unit of time, Simple pendulum</li> <li>➤ Units of time &amp; speed, measuring speed.</li> <li>➤</li> </ul> <p><b><u>Activity-8</u></b> <b><u>ART INTEGRATED</u></b> <b><u>LEARNING-</u></b></p> <ul style="list-style-type: none"> <li>➤ Make a calendar of different types of motion .</li> </ul> <p>skills- applying and analysing, creativity, and critical thinking skills .</p>	<ul style="list-style-type: none"> <li>➤ Recall the definition of speed(average speed) as distance covered in unit time.</li> <li>➤ Recall the instrument used to measure speed.</li> <li>➤ Recall change in position of the body with respect to surroundings as motion.</li> <li>➤ Derive the mathematical formula to calculate speed in order to compare the speeds of various moving objects (uniform and non-uniform motion).</li> <li>➤ Calculate speed or distance or time taken if any two of these three are quantitates are provided</li> </ul>	<ul style="list-style-type: none"> <li>➤ to define speed and calculate speed .</li> <li>➤ to compare the speeds of various moving objects (uniform and non-uniform motion).</li> <li>➤ to calculate speed or distance or time taken if any two of these three quantitates are provided</li> </ul>
AUGUST '24	CH-9-MOTION AND TIME	8	<ul style="list-style-type: none"> <li>➤ How to draw distance time graph for uniform speed using the given data</li> <li>➤ How to draw distance time graph for non-uniform speed using the given data</li> <li>➤ Advantages of distance time graph</li> <li>➤ Numerical related to distance, speed and time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilize data given in odometer to measure distance travelled, average speed for a given time.</li> <li>➤ Infer from the given data that time taken to complete one oscillation as time period of simple pendulum.</li> <li>➤ Record data for distance covered in fixed intervals of time for a moving object in order to plot a distance-time graph and interpret the shape.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to calculate and measure distance travelled, average speed for a given time.</li> <li>➤ to define that time taken to complete one oscillation as time period of simple pendulum.</li> <li>➤ to represent distance time graph for uniform &amp;non-uniform speed using the given data. Also enlist the advantages of distance time graph</li> </ul>



			<p><b><u>ACTIVITY - 9</u></b>  <b><u>Subject Enrichment:</u></b>          Draw the distance time graph for uniform &amp; non-uniform speed .          skills-applying and analysing, problem solving and critical thinking skills</p>		
<p><b>SEPTEMBER '24</b></p>	<p>CH-3 &amp;          CH- 9          (revision)</p> <p>CH-10-          ELECTRIC          CURRENT          AND ITS          EFFECTS</p>	4	<ul style="list-style-type: none"> <li>➤ REVISION</li> <li>➤ Introduction, electric circuits</li> <li>➤ electrical components and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>➤ REVISION</li> <li>➤ Translate a circuit with actual components into a circuit diagram.</li> <li>➤ Recall the precautions to be observed while working with electricity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to define an electric circuit with the help of an electrical components and symbols.</li> <li>➤ to enlist the precautions to be observed while working with electricity.</li> </ul>
<p><b>OCTOBER '24</b></p>	<p>CH-10-          ELECTRIC          CURRENT          AND ITS          EFFECTS          SDG-4          quality          education</p>	4	<ul style="list-style-type: none"> <li>➤ Circuit diagrams (open and closed), cell and battery</li> <li>➤ Effects of electric current (Heating effect of electric current)</li> <li>➤ Applications of the heating effect of current</li> </ul> <p><b><u>Activity-10</u></b>  <b><u>EXPERIENTIAL LEARNING -</u></b>          To demonstrate the heating effect of electric current.          skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ Explain the open circuit and closed circuit with the help of diagram.</li> <li>➤ Observe heating effect of current in order to enlist its uses and compare it for conductors of different material, length and thickness.</li> <li>➤ Summarize the benefits of using CFLs over ordinary electric bulbs.</li> <li>➤ Evaluate the role of a fuse wire and MCBs provide for electrical safety in a circuit.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to describe the open circuit and closed circuit with the help of diagram.</li> <li>➤ to differentiate between cell and battery.</li> <li>➤ to define heating effect of electric current and enlist its uses and compare it for conductors of different material, length and thickness.</li> <li>➤ to summarize the benefits of using CFLs over ordinary electric bulbs.</li> <li>➤ to evaluate the role of a fuse wire and MCBs</li> </ul>
<p><b>NOVEMBER '24</b></p>		8	<ul style="list-style-type: none"> <li>➤ The causes of large current flow-short-circuit and overloading</li> <li>➤ Magnetic effect of electric current, related activity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Distinguish between short circuit and overloading</li> </ul>	<ul style="list-style-type: none"> <li>➤ to differentiate between short circuit and overloading.</li> <li>➤ to define the magnetic effect of an electric current.</li> <li>➤ to enlist the uses of magnet.</li> </ul>

	CH-10- ELECTRIC CURRENT AND ITS EFFECTS SDG-4 quality education		<ul style="list-style-type: none"> <li>➤ Electromagnets-activity to make an electromagnet, advantages ,uses</li> <li>➤ Electric bell-(construction and working)</li> </ul> <p><b><u>Activity-11</u></b> <b><u>SUBJECT ENRICHMENT-</u></b> To make an electromagnet. skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ Perform a simple activity to demonstrate the magnetic effect of an electric current.</li> <li>➤ Examine how that an electric current can be used as a magnet in order to list its uses.</li> <li>➤ Outline the construction and uses of electromagnets and electric bell.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to construct and enlist the uses of electromagnets and electric bell.</li> </ul>
DECEMBER '24	CH-11- LIGHT	6	<ul style="list-style-type: none"> <li>➤ Light-properties of light, reflection of light</li> <li>➤ Real and virtual images, characteristics of image formed by plane mirror</li> <li>➤ Characteristics of image formed by plane mirror(continued), Sample problems Spherical mirrors(concave and convex)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall the properties of light and reflection as change in direction of light by polished surfaces/mirrors</li> <li>➤ Observe and describe image formed by a plane mirror in order to enlist its uses. (image/object, erect/inverted, virtual/real, distance from the mirror)</li> <li>➤ Analyse the reason behind 'AMBULANCE' written as its mirror image on the hospital vehicles/ambulances. Differentiate between concave and convex mirrors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to recall the properties of light and reflection as change in direction of light by polished surfaces/mirrors</li> <li>➤ to Observe and describe image formed by a plane mirror in order to enlist its uses</li> <li>➤ to analyse the reason behind 'AMBULANCE' written as its mirror image on the hospital vehicles/ambulances.</li> <li>➤ to differentiate between concave and convex mirrors.</li> </ul>
JANUARY '25	CH-11- LIGHT SDG-4	8	<ul style="list-style-type: none"> <li>➤ Images formed by concave and convex mirrors</li> <li>➤ Images formed by concave and convex mirrors (contd.)Spherical lenses(concave and convex lens, images formed by lenses</li> <li>➤ Images formed by lenses(contd.)Uses of concave and convex lenses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conclude from observations that concave mirror forms real, inverted image at all places except when the object is too close where as convex mirror is erect, virtual &amp; smaller size than the object.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to infer from observations that concave mirror forms real, inverted image at all places except when the object is too close where as convex mirror is erect, virtual &amp; smaller size than the object.</li> <li>➤ to analyse that virtual image cannot be obtained on the</li> </ul>

	quality education		<p>➤ Sunlight, Dispersion of light</p> <p><b><u>Activity-12</u></b>  <b><u>ART INTEGRATED</u></b>  <b><u>LEARNING-</u></b>  Mixing seven coloured lights to make white light using a compact disc  skills-creativity, problem solving and critical thinking skills</p>	<p>➤ Analyse why virtual image cannot be obtained on the screen but still can be photographed.</p> <p>➤ Attribute to the type of image formed by convex mirror for its utility as rear view mirror in the vehicles</p> <p>➤ Differentiate between convex and concave lenses based on the image formed when object is placed at different positions.  Explain the formation of a rainbow.</p>	<p>screen but still can be photographed.</p> <p>➤ to summarize the type of image formed by convex mirror for its utility as rear view mirror in the vehicles.</p> <p>➤ to distinguish between convex and concave lenses based on the image formed when object is placed at different positions.</p> <p>➤ To illustrate the uses of spherical mirrors.</p> <p>➤ to describe the formation of a rainbow.</p>
<b>FEBRUARY '25</b>	REVISION OF CH-10 & CH-11		REVISION		REVISION

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

Subject: Chemistry

Book: NCERT Science Text Book for Class VII, SCIENCE (PRACHI PUB.)

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	REVISION  CH: 5 Physical and chemical changes  SDG -4  Quality education	8	<ul style="list-style-type: none"> <li>• Revised topic- Separation of substances, Fibre to fabrics, Changes around us, Symbols of elements.</li> <li>• Types of changes</li> <li>• Physical changes and chemical changes.</li> <li>❖ Activity- Class demonstration on reaction of copper sulphate and iron. Skills: Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recapitulation of previous knowledge.</li> <li>➤ Infer the effects which help you to identify a physical change</li> <li>➤ Summarise the various factors accompanying chemical change</li> <li>➤ Evaluate a given set of changes in everyday life on attributes of physical or chemical changes to distinguish between them</li> <li>➤ Defend why rusting of iron is a chemical change</li> <li>➤ Differentiate physical changes from other changes that is periodic changes in order to characterise the common feature of physical changes</li> <li>➤ Design an experiment to prevent rusting by eliminating controlling a particular condition for rusting</li> <li>➤ Illustrate the usage of crystallization in purification of various salts</li> <li>➤ Judge why better crystallization occurs at lower temperature.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall the previous knowledge.</li> <li>➤ To be able to identify a physical and chemical change, various factors accompanying chemical change, conditions required for rusting and also to prevent rusting.</li> <li>➤ To be able to explain crystallization technique and state the uses of crystallization in purification of salts.</li> </ul>

May '24	<p>CH: 5 Physical and chemical changes</p> <p>SDG -4- Quality education</p>	4	<ul style="list-style-type: none"> <li>• Different types of chemical reactions</li> <li>• Rusting and crystallisation</li> <li>❖ <b>ACTIVITY-1</b></li> </ul> <p>Subject Enrichment: To prepare crystals of desired substance.</p> <p>Skills: Creative Thinking</p> <p>Subject Enrichment: Investigation project- Study in detail about the iron pillar of Qutub Minar</p>	<ul style="list-style-type: none"> <li>➤ Summarize different types of Chemical reactions such as</li> <li>➤ Burning of magnesium ribbon</li> <li>➤ Dropping of iron fillings in copper sulphate solution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to explain the different types of reactions</li> </ul>
June '24	<p>CH: Fibre to fabric.</p> <p>SDG -Quality education.</p>	8	<ul style="list-style-type: none"> <li>• Types of animal fibres</li> <li>• Production of wool</li> <li>• Production silk</li> <li>• Activity to distinguish between natural and artificial silk</li> <li>❖ <b>ACTIVITY- 1</b></li> <li>• <b>Experiential Learning:</b> Activity to distinguish between natural and artificial silk</li> </ul> <p>Skills: Critical Thinking And Curiosity</p> <li>❖ <b>ACTIVITY -2</b></li> <p>Debate On Benefits Of Synthetic Fibres Over Natural Fibres</p>	<ul style="list-style-type: none"> <li>➤ Outline the steps involved in processing of fibres into wool</li> <li>➤ outline the steps involved in obtaining silk from cocoons</li> <li>➤ Describe and illustrate diagrammatically the life cycle of silk moth</li> <li>➤ Critique The risk factors associated with wool industry and appreciate the efforts of people involved in it</li> <li>➤ Explain the significance of silk in textile industry</li> <li>➤ Evaluate the contribution of self Indian economy and appreciate our weavers for intricate and dedicated efforts</li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to explain the steps involved in processing of fibres into wool life cycle of silk moth, occupational hazards of silk industry and wool industry.</li> <li>➤ To be able to explain the properties of wool and silk.</li> </ul>
July '24	<p>CH: Introduction to symbols and formula</p> <p>SDG- 4 Quality education</p>	8	<ul style="list-style-type: none"> <li>• Symbols of some elements</li> <li>• Radicals and its types</li> <li>• Examples of different types of radicals</li> <li>• Formula writing</li> <li>❖ <b>ACTIVITY-1</b></li> <li>• Drill activity on formula making for playful learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rules to write the symbols and formula.</li> </ul>	<ul style="list-style-type: none"> <li>➤ List Symbols of some common elements.</li> <li>➤ Radicals and different types of radicals with examples of each type.</li> </ul>

August '24	CH: 4 Acids, Bases and salts  SDG-Quality education.	8	<ul style="list-style-type: none"> <li>Indicators and types of indicators</li> <li>Acids and properties of acids</li> <li>Bases and properties of bases</li> <li>Salts and its types</li> </ul> <p>❖ <b>ACTIVITY – 1</b></p> <p><b>Subject Enrichment:</b></p> <p>Project showing any five acids, bases and salts used in everyday life.</p> <p>❖ <b>ACTIVITY 2-</b></p> <ul style="list-style-type: none"> <li>Students will prepare different types of natural indicators like turmeric paper, china rose paper and test acidic and basic substance.</li> </ul>	<ul style="list-style-type: none"> <li>Summarises observations with respect to behaviour of indicators in acidic and basic solution</li> <li>Evaluate the effectiveness of certain neutralization reactions employed in everyday life based on observed data.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the common substance used at home based on taste and touch and classify them as acidic or basic substance</li> <li>Summarizes observations with respect to behaviour of indicators in acid and basic solutions</li> <li>Identify Neutralization reactions and its characteristics</li> </ul>
September '24	CH:13 Waste Water Story	8	<ul style="list-style-type: none"> <li>Terms related to water</li> <li>Forms of water and reasons of scarcity of water</li> </ul> <p>❖ <b>ACTIVITY- 1</b></p> <ul style="list-style-type: none"> <li><b>Experiential Learning:</b> Group discussion on Techniques of water conservation to minimize depletion of water table.</li> <li><b>Skills: Critical thinking and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>Attribute the natural calamities like draught and flood to disturbance in water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>List down all the sources of water in order to conclude the major source of water.</li> </ul>
October '24	CH:13 Waste Water Story  SDG 7 Affordable and clean energy	4	<ul style="list-style-type: none"> <li>Depletion of water table. Distribution of water on earth</li> <li>Proper management of water</li> </ul> <p>❖ <b>ACTIVITY- 1</b></p> <ul style="list-style-type: none"> <li><b>Experiential Learning:</b> Create the model of the water cycle in order to explain the processes that take place during water cycle</li> </ul> <p>Skills: Critical thinking and creativity</p>	<ul style="list-style-type: none"> <li>Evaluate the consequences of mismanagement of water or excessive usage of groundwater.</li> <li>Devise the possible strategies for individual or community level rainwater harvesting techniques</li> </ul>	<ul style="list-style-type: none"> <li>Predict what will happen if rain doesn't happen in order to explain the significance of rain</li> <li>Argue the important role played by trees or plants in water cycle.</li> </ul>

			<p>❖ <b>ACTIVITY -2</b></p> <p>Making water filtration model using 3R principle</p>		
November '24	<p>CH:13</p> <p>Waste Water Story</p> <p>SDG 4</p> <p>Quality education</p>	8	<ul style="list-style-type: none"> <li>• Electrolysis of water</li> <li>• Hard water, soft water</li> <li>• Temporary hardness and permanent hardness</li> <li>• Anomalous expansion of water</li> </ul> <p>❖ <b>ACTIVITY- 1</b></p> <p>Project on timeline of Henry Cavendish</p>	<ul style="list-style-type: none"> <li>➤ Create the model of the water cycle in order to explain the processes that take place during water cycle.</li> <li>➤ Compute the amount of water required per person annually.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attribute the natural calamities like drought and flood to Disturbance in water cycle.</li> <li>➤ In further problem due to heavy rainfall in order to suggest possible measures that can be taken.</li> </ul>
December '24	CH: Formula writing	4	<ul style="list-style-type: none"> <li>• Formula Writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formula Writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To teach the children how to write formula</li> </ul>
January '25	CH: Balancing chemical equation and formula writing	4	<ul style="list-style-type: none"> <li>• Balancing chemical equation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Balancing chemical equation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Steps to balance chemical equation</li> <li>➤ Importance of balancing</li> </ul>
February '25	REVISION WORK OF CH: 4, 13 and Formula Writing And Balancing Chemical Equation	6	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision of acid bases and salt from first term and water, formula writing, balancing, chemical equation.</li> <li>➤ Revision of acid bases and salt from first term and water, formula writing, balancing, chemical equation.</li> </ul>

**SURENDRANATH CENTENARY SCHOOL**  
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**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

Subject: BIOLOGY					
Book: NCERT Science Text Book for Class VII, SCIENCE (PRACHI PUB.)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Revision  CH - 1: Nutrition in plants  SDG 15-Life on Land	8	<ul style="list-style-type: none"> <li>Photosynthesis, components of food, human digestive system, respiratory system, Different parts of plant, importance of plants.</li> </ul> <p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>Importance of plants</li> <li>Maintaining the balance of Carbon dioxide and oxygen gas</li> </ul> <p><b>Academic-Vocabulary:</b> Photosynthesis, autotrophic, heterotrophic, saprotrophic, parasitic, symbiosis.</p> <ul style="list-style-type: none"> <li>Modes of nutrition in plant Autotrophic and heterotrophic modes of nutrition Photosynthesis</li> <li>Conditions necessary for photosynthesis and its importance</li> <li>Other modes of nutrition in plants- Parasitic plants and saprophytes</li> </ul>	<ul style="list-style-type: none"> <li>Recapitulation of previous knowledge.</li> <li>Examine different methods of nutrition in order to differentiate between autotrophic and heterotrophic nutrition</li> <li>Evaluate other plants in their surroundings &amp; classify them as autotrophs, heterotrophs, saprotrophs, parasitic or symbiotic based on their nutritional requirements</li> <li>Categorize features of insectivores, saprophytes and symbionts, based on their similarities</li> <li>Evaluate if leaves that are red, purple/colours other than green might show lesser photosynthetic</li> </ul>	<ul style="list-style-type: none"> <li>Recall the previous knowledge.</li> <li>Summarize the modes of nutrition to differentiate between autotrophic and heterotrophic modes of nutrition</li> <li>Enlist other plants in their surroundings &amp; classify them as autotrophs, heterotrophs, saprotrophs, parasitic or symbiotic based on their nutritional requirements</li> <li>Enlist the features of insectivores, saprophytes and symbionts, based on their similarities</li> <li>State the nutritional requirements of different organisms (plants &amp; animals) to the environment or surroundings for survival</li> <li>Summarize the process of photosynthesis</li> </ul>
May '24	CH-1: Nutrition in Plants  SDG 15-Life on Land	4	<ul style="list-style-type: none"> <li>Plant parts as food - roots, stem, leaves, flowers, fruits, seeds Insectivorous plants, symbiotic modes of nutrition. Lichens</li> <li>How nutrients are replenished in the soil? Leguminous plants, Rhizobium, Nitrogen fixation</li> </ul>	<ul style="list-style-type: none"> <li>Describe the process of photosynthesis with the help of word/chemical equation</li> <li>Establish the relationship between Rhizobium bacteria &amp; leguminous plants.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the relationship between Rhizobium bacteria &amp; leguminous plants</li> </ul>



			<ul style="list-style-type: none"> <li>❖ <b>ACTIVITY - 1</b> Experiential learning: Activity to show the importance of sunlight in photosynthesis</li> <li>❖ <b>Skill:</b> Scientific skill</li> </ul>		
June '24	<p>CH-2: Nutrition in animals</p> <p>SDG 3-Good health and well</p>	8	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Types of nutrition</li> </ul> <p><b>Academic-Vocabulary:</b> Autotrophic, heterotrophic, holozoic, digestive system, absorption, accumulation, egestion.</p> <ul style="list-style-type: none"> <li>● Animals take in food by different methods</li> <li>● Teeth and tongue-its functions</li> <li>● Human Digestive System-structure Process of digestion in mouth, Oesophagus, stomach, small Intestine, large intestine</li> </ul>	<ul style="list-style-type: none"> <li>➤ Illustrate human digestive system with the help of a well labelled diagram &amp; elaborate the process &amp; function of each part</li> <li>➤ Classifies animals based on their modes of feeding Summarize the functions of Human digestive system.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Represent the Human Digestive System</li> <li>➤ Differentiate animals on the basis of its modes of feeding Enlist the process and functions of Human digestive System</li> </ul>
July '24	<p>CH-2: Nutrition in animals</p> <p>SDG 3-Good health and well</p>	8	<ul style="list-style-type: none"> <li>● Digestion in grass eating animals Ruminants</li> <li>● Structure of amoeba, Feeding and digestion in amoeba</li> </ul> <p>❖ <b>ACTIVITY1</b> Experiential learning: Visit a doctor and find out: (i) Under what conditions does a patient need to be on a drip of glucose? (ii) Till when does a patient need to be given glucose? (iii) How does glucose help the patient</p>	<ul style="list-style-type: none"> <li>➤ Recall details pertaining to nutrition in amoeba</li> <li>➤ Diagrammatic representation of Amoeba</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarize the details pertaining to nutrition in amoeba</li> <li>➤ Represent the process of nutrition in amoeba</li> </ul>
August '24	<p>Ch6: Respiration in Organisms</p> <p>SDG 3-Good health and well</p>	8	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Maintaining the balance of Carbon dioxide and oxygen gas</li> <li>● Process of getting energy</li> </ul> <p><b>Academic-Vocabulary:</b> Respiratory system, Inhalation, exhalation, lungs, aerobic and anaerobic respiration, cellular respiration</p>	<ul style="list-style-type: none"> <li>➤ Define cellular respiration</li> <li>➤ Differentiate between aerobic and anaerobic respiration</li> <li>➤ Comparative study of aerobic and anaerobic respiration</li> <li>➤ Examine inhalation, exhalation and breathing rate in own body in order to analyse the effect of various activities on breathing rate</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the definition of Respiration</li> <li>➤ Compare the aerobic and anaerobic respiration</li> <li>➤ Enlist the functions performed by cell which provides energy to cell</li> <li>➤ State the definition and terminologies relates to respiration</li> <li>➤ Summarize the process of</li> </ul>

			<ul style="list-style-type: none"> <li>● Respiration - Aerobic and anaerobic respiration</li> <li>● Breathing -Mechanism of Breathing, Breathing rate</li> <li>● Respiration in Humans</li> <li>● Breathing and respiration in other animals -Earthworm and frog</li> <li>❖ ACTIVITY 1: Subject Enrichment: Activity to prepare a working model to demonstrate the mechanism of breathing Skills: Creativity and Critical Thinking Skill</li> <li>❖ ACTIVITY 2: Experiential learning: Measure the breathing rate of the members</li> </ul>	<ul style="list-style-type: none"> <li>➤ List the functions performed by a cell in order to infer the need of energy for various processes</li> <li>➤ Recall details/definitions of terminology related to respiration in humans.</li> <li>➤ Describe the process of breathing in humans in order to explain the role of nostrils (hair and mucus), trachea, lungs, ribs and diaphragm.</li> </ul>	<p>breathing in humans in order to explain the role of nostrils (hair and mucus), trachea, lungs, ribs and diaphragm</p> <ul style="list-style-type: none"> <li>➤ Recall inhalation, exhalation and breathing rate in own body in order to analyze the effect of various activities on breathing rate</li> </ul>
September '24	<p>Ch6: Respiration in Organisms</p> <p>SDG 3-Good health and well</p>	8	<ul style="list-style-type: none"> <li>● Breathing and respiration in Fish and insects</li> <li>● Respiration in Plants</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the process of respiration in cockroach, earthworm, fish and plants</li> </ul>	<ul style="list-style-type: none"> <li>➤ State cellular respiration in order to differentiate between aerobic and anaerobic</li> <li>➤ Recall the process of respiration in cockroach, earthworm, fish and plants in order to predict</li> </ul>
October '24	<p>CH -7 Transport in animals and plants</p> <p>SDG 15-Life on Land</p>	4	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Function of heart, location of heart and blood vessels</li> </ul> <p><b>Academic-Vocabulary:</b> Heart, kidney, blood vessels, heart beat, pulse, excretory system, Xylem, phloem</p> <ul style="list-style-type: none"> <li>● Transport in humans - Circulatory system, Components of blood</li> <li>● Heart, Blood Vessels - Arteries, veins and capillaries</li> <li>● Heart -beat and pulse rate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outline functions carried out by parts of the circulatory system as being contributory to proper circulation of oxygen</li> <li>➤ Draw a contrast between the functions of arteries and veins, in the functioning of the circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enlist functions carried out by parts of the circulatory system as being contributory to proper circulation of oxygen</li> <li>➤ Differentiate between the functions of arteries and veins, in the functioning of the circulatory system.</li> </ul>

November '24	<p>CH -7 Transport in animals and plants</p> <p>SDG 15-Life on Land</p>	8	<ul style="list-style-type: none"> <li>● Excretion in Animals - Excretory system in Humans</li> <li>● Transport in Plant - Xylem and phloem</li> <li>❖ ACTIVITY 2:</li> <li>● Art Integration:</li> <li>● Making of working model of a Stethoscope using simple material like funnel. rubber tube etc</li> <li>● Skill: Creativity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the function of blood and its constituents.</li> <li>➤ Describe the location and function of the heart.</li> <li>➤ Analyze the implications of intermixing of oxygenated and deoxygenated blood in order to explain the existence of four chambers in the heart.</li> <li>➤ Explain the process of transport of water, minerals and food in plants in order to differentiate between xylem and phloem.</li> <li>➤ Interpret reasons for discrepancies in the process of urine formation and expulsion</li> <li>➤ Recall details/functions of parts of the excretory system</li> <li>➤ Explain the process of transpiration in order to infer its advantages. Study excretion in other organisms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the location and function of the heart.</li> <li>➤ Summarize the process of transport of water, minerals and food in plants in order to differentiate between xylem and phloem.</li> <li>➤ Ways for discrepancies in the process of urine formation and expulsion</li> <li>➤ Summarize the process of transpiration in order to infer its advantages. Study excretion in other organisms</li> </ul>
December '24	<p>CH - 8 Reproduction in plants</p> <p>SDG 15-Life on Land</p>	4	<p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● How plants grow and reproduce?</li> <li>● Function of flowers</li> </ul> <p><b>Academic-Vocabulary:</b> Asexual, sexual, budding, fragmentation, another, pistil, pollination, self and cross pollination, fertilization, cutting, grafting</p> <ul style="list-style-type: none"> <li>● Methods of Sexual and Asexual reproduction, Vegetative Propagation, Budding, Fragmentation and spore formation</li> <li>● Sexual reproduction in plants - Stamens, Pistil, Pollen Grains, Ovules</li> </ul>	<ul style="list-style-type: none"> <li>➤ Infer the mode of reproduction from the features of a plant</li> <li>➤ Observe and recall how different types of plants grow new ones in order to differentiate between asexual and sexual modes of reproduction</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the mode of reproduction from the features of a plant</li> <li>➤ Recall how different types of plants grow new ones in order to differentiate between asexual and sexual modes of reproduction</li> </ul>

January '25	<p>CH - 8 Reproduction in plants</p> <p>SDG 15-Life on Land</p> <p>CH – 12 Forest: Our Lifeline</p> <p>SDG 15-Life on Land</p>	<p>4</p> <p>4</p>	<ul style="list-style-type: none"> <li>● Pollination and fertilization. Formation of fruits and seeds</li> <li>● Dispersal of fruits and seed and Germination of seeds</li> <li>❖ <b>ACTIVITY - 1</b> Experiential Learning: To study the process of asexual reproduction in yeast by budding and observe it under the microscope Skills: Observation and Critical Thinking</li> </ul> <p><b>Recapitulation: A brief Knowledge of</b></p> <ul style="list-style-type: none"> <li>● Importance of forest</li> <li>● Maintaining the balance of Carbon dioxide and oxygen gas</li> </ul> <p><b>Academic-Vocabulary:</b> Deforestation, Afforestation, Canopy, crown,understoy, conservation.</p> <ul style="list-style-type: none"> <li>● What is a Forest?</li> <li>● Structure of Forest</li> <li>● Importance of Forest</li> <li>● Deforestation and effects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the outcomes of sexual reproduction in unisexual plants with those in bisexual plants</li> <li>➤ Define reproduction in order to identify its need</li> <li>➤ Recall details/definitions pertaining to sexual mode of reproduction in plants</li> <li>➤ Critique the idea that any one of the categories of seeds might disperse better than another category, in connection with reference to their features</li> <li>➤ Identify different layers of forest</li> <li>➤ Explain the importance of forest and effect of deforestation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the outcomes of sexual reproduction in unisexual plants with those in bisexual plants</li> <li>➤ Recall details/definitions pertaining to sexual mode of reproduction in plants</li> <li>➤ Summarized the importance of forest and how to conserve forest</li> </ul>
February '25	Revision	6	<ul style="list-style-type: none"> <li>● Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision</li> </ul>

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

<b>SUBJECT : HISTORY AND CIVICS</b>					
<b>BOOK : OUR PAST II AND SOCIAL AND POLITICAL LIFE</b>					
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>TOPICS</b>
<b>APRIL'24</b>	HISTORY CH-1 TRACING CHANGES THROUGH A THOUSAND YEARS <b>SDG:</b> <b>QUALITY EDUCATION ON CIVICS-1 ON EQUALITY</b> <b>SDG:</b> <b>REDUCED INEQUALITY</b> HISTORY CH-2 NEW KINGS AND KINGDOMS	12	<p><b>Revision of previous knowledge, PANCHAYATI RAJ SYSTEM</b></p> <p>To know the calligraphy and the cartography are also developed during medieval period.</p> <p>To establishment of Delhi Sultans and Mughals.</p> <p>To understand the changes in Hinduism were worship of new deities, the construction of temples and growing importance of Brahmins.</p> <p>The appearance of Islam in the subcontinent.</p> <p>The concept of equality and challenges of a democratic country.</p> <p>Adult franchise above the age of 18 every citizen can vote.</p>	<ul style="list-style-type: none"> <li>• Describing about sources to look out for reconstruction of medieval history.</li> <li>• Able to reflect on Rajputs</li> <li>• Note on Jati, Religion and Jati Panchayat.</li> <li>• Able to describe the reason of expansion of Dynasty rule.</li> <li>• Students are able to differentiate between old and medieval history.</li> <li>• Importance of election and voters.</li> <li>• Equality and its necessity will be clarity and written.</li> <li>• Importance of equality.</li> <li>• Students are able to explain the Indian Democracy.</li> <li>• New titles, dynasties and new sacrifices will be understood.</li> <li>• Land as important unit of wealth and income they will write on it.</li> </ul>	<ul style="list-style-type: none"> <li>• New and old terminology.</li> <li>• Historian and their sources.</li> <li>• New social and political group.</li> <li>• CIVICS- concept of equality.</li> <li>• Challenges of a Democratic Country.</li> <li>• The emergence of New Dynasty.</li> <li>• Administration is the kingdoms.</li> <li>• The Cholas</li> </ul> <p><b>ACTIVITY</b>  <b>Experiential learning</b>  <b>MAP WORK ON REGIONAL KINGDOM</b>  <b>Skill: Critical thinking</b>  <b>ACTIVITY – 2</b>  <b>Subject enrichment</b>  <b>Activity</b>  <b>PREAMBLE MAKING</b>  <b>Skill: Civic Literacy</b></p>

	<b>SDG: PEACE AND JUSTICE</b>		<p>To understand, religion, caste, gender, inequality also becomes the reason of discrimination.</p> <p>To know constitution of India has made provision to enforce equality.</p> <p>To take initiatives like midday meal an effort in bringing about equality.</p> <p>Many new dynasties that emerged after 17<sup>th</sup> century.</p>	<ul style="list-style-type: none"> <li>• Importance of warfare and wealth.</li> <li>• New titles, dynasties and new sacrifices.</li> <li>• Able to describe the land as important unit of wealth and income they will write on it.</li> </ul>	
<b>MAY'24</b>	<p>CH-2. NEW KINGS AND KINGDOMS</p> <p>CIVICS CH – 2. ROLE OF GOVERNMENT IN HEALTH</p> <p><b>SDG : GOOD HEALTH AND WELL BEING</b></p>	5	<p>Titles adopted by new kings.</p> <p>About the various resources of finance of kings establishment.</p> <p>Various authors who wrote long Sanskrit poem, inscriptions, documents, eyewitness containing the history of kings.</p> <p>Health not only refers to physical health but also the mental and social health..</p> <p>To familiarize with the various aspects of healthcare in India.</p> <p>To understand, that to prevent and treat illness appropriate healthcare facilities such as health centers hospitals laboratories for testing, ambulance services blood banks are needed.</p>	<ul style="list-style-type: none"> <li>• With changing time how the unit of wealth has changed.</li> <li>• Able to write down the importance of wealth and its earning process.</li> <li>• Health is important and what are its important features.</li> <li>• Why not health care be ignored?</li> <li>• Necessary factors for good health and well being.</li> <li>• Role of government in good health care and necessary facilities provided by the health facilities.</li> <li>• Government and private hospitals</li> </ul>	<ul style="list-style-type: none"> <li>• The emergence of new dynasties</li> <li>• The cholas</li> <li>• The administration of the empire</li> <li>• CIVICS</li> <li>• What is health: healthcare in India public and private healthcare services.</li> <li>• The Kerala experience</li> </ul>

<p style="text-align: center;"><b>JUNE'24</b></p>	<p>CIVICS CH- 3 HOW THE STATE GOVERNMENT WORKS</p> <p><b>SDG : DECENT WORK AND ECONOMIC GROWTH.</b></p> <p>HISTORY CH-3 THE DELHI SULTANS</p> <p style="text-align: center;"><b>SDG : QUALITY EDUCATION</b></p>	<p style="text-align: center;">7</p>	<p>To understand the organisation of the state government includes the Governor, the state legislature and the state council of ministers.</p> <p>To understand the Governor of the state is the nominal head of the executive.</p> <p>To understand the political party that has majority is called a ruling party.</p> <p>To understand the responsibility of chief minister and other ministers of running various government departments.</p> <p>To understand that the transformation of Delhi into a capital that controlled vast areas of the subcontinent.</p> <p>To understand that authors advised rulers on the need to preserve an ideal social order based on birthright and gender distinction.</p> <p>To understand the three types of taxes and that revenue collectors.</p>	<ul style="list-style-type: none"> <li>• Issues which are important for health care.</li> <li>• History of Delhi and its making, rulers, traders and pilgrims those who played an important role in its flourish.</li> <li>• Understanding about the history of Delhi.</li> <li>• Understand administrative reforms done under different rulers of Delhi Sultanate.</li> <li>• The Government in works at three levels, national, state and local levels.</li> </ul>	<ul style="list-style-type: none"> <li>• How State Government functions</li> <li>• What is the role of government in making and implementing laws</li> <li>• The expansion of Delhi Sultans</li> <li>• The sultanate in the 15<sup>th</sup> and 16<sup>th</sup> century</li> </ul> <p><b>ACTIVITY1</b> <b>ART Integrated Activity</b> On Branches of Government <b>Skills: Creative Thinking</b> Creative Thinking</p>
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<p style="text-align: center;"><b>JULY'24</b></p>	<p>HISTORY CH- 3 The Delhi Sultans</p> <p><b>SDG: History – Quality Education</b></p> <p>HISTORY CH – 4 The Mughal Empire</p> <p>CIVICS CH- 4 Growing up as Boys and Girls</p> <p><b>SDG : Gender Equality</b></p>	<p style="text-align: center;">12</p>	<p>Early 13<sup>th</sup> century the control of Delhi Sultans rarely went beyond heavily fortified towns occupied by garrisons.</p> <p>To understand Delhi sultans demonstrated their claims to be protectors of Islam and Muslims. Mughals their Ancestors and Successors.</p> <p>Campaigns of Mughal military.</p> <p>To understand the relations of Mughals with other rulers. The consequence of insulting Shivaji by Aurangzeb.</p> <p>Policies of Akbar as discussed by Abul Fazal in the book Akbar-Nama.</p> <p>Military efficiency of Mughal Empire that lead to a great economy and commercial prosperity.</p> <p>Gender is a social construction and not determined by biological difference.</p> <p>Learn to interrogate gender construction in different social and economic contexts.</p> <p>To link everyday practices with the creation of inequality and question it.</p>	<ul style="list-style-type: none"> <li>• Every state has legislative assembly, and it comprises of democratically elected MLAs from different constituencies.</li> <li>• The political party whose candidates win more than half of the seats form the government.</li> <li>• The nomination of the chief minister.</li> <li>• The formation of the opposition party.</li> <li>• Duties of the ruling government and role of the opposition members.</li> <li>• Deciding trace the political history of 16<sup>th</sup> and 17<sup>th</sup> century.</li> <li>• Relate with the administration of local and imperial power.</li> <li>• Know how the Mughal literature is used to reconstruct the history.</li> <li>• Able to discuss different type of taxes</li> <li>• Discuss about boys and girls and their rights.</li> <li>• Gender inequalities and its bad impact.</li> <li>• Enlist the remedial steps that were taken.</li> </ul>	<ul style="list-style-type: none"> <li>• The expansion of Delhi Sultanate.</li> <li>• The sultanate in the 15<sup>th</sup> and 16<sup>th</sup> Century</li> <li>• Who were the Mughals</li> <li>• Mughal relations with other rulers</li> <li>• Values of boys and girls, necessity for equality between man and woman.</li> </ul> <p><b>ACTIVITY</b> <b>Experiential Learning</b> identify women achievers and their achievements in different fields from various regions of India.</p>
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<p><b>AUGUST'24</b></p>	<p>HISTORY CH-6 Town, Traders and Craftsmen</p> <p><b>SDG : SUSTAINABLE CITIES AND COMMUNITIES</b></p>	<p>5</p>	<p>Demonstrate the differences between founded towns and those that grow as a result of trade.</p> <p>Illustrate how travellers' accounts, contemporary maps, and official documents are used to reconstruct history.</p> <p>To understand about the town Masulipatnam that was under the control of Dutch and English East India Company</p>	<ul style="list-style-type: none"> <li>• The reason behind the flourishing trade during this time.</li> <li>• Important towns and the reason behind their rise.</li> <li>• Types of towns and their importance in accordance.</li> <li>• The centre of culture and further they turned centre of importance.</li> <li>• Important south Indian cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative centres</li> <li>• Temple, towns and pilgrimage centres</li> <li>• A closer look: Hampi, Masulipatnam, surat</li> </ul> <p>ACTIVITY - <b>Subject Enrichment:</b> Concept map on different types of town.</p>
<p><b>SEPT'24R</b></p>	<p>CH- 4 &amp; 6</p>				<p>Revision of Ch – history 1,3,4,6 and Civics Ch- 1, 3.4, case based, LA and HOTS questions</p>
<p><b>OCT'24</b></p>	<p>HISTORY CH-7 Tribes Nomads and Settled Communities</p> <p><b>SDG : SUSTAINABLE CITIES AND COMMUNITIES</b></p>		<p>To understand the societies in the sub-continent which did not follow the social rules and rituals prescribed by the Brahmans called tribal.</p> <p>The various castes and in the society given them the status of Jaatis as per their economic activities like carpenters, smiths</p> <p>The tribes, the gonds from Gondwana region and the ahoms migrated to Brahmaputra valley from Myanmar.</p>	<ul style="list-style-type: none"> <li>• Describe, compare and contrasts the livelihood patterns and the geographical condition of the area inhabited, eg., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern an geography.</li> </ul>	<ul style="list-style-type: none"> <li>• How nomads and mobile people lived?</li> </ul> <p>ACTIVITY- 1 On the Map of India compare and contrast the livelihood patterns and geographical condition of the area inhabited. Eg tribes, nomadic pastoralists and banjaras.</p> <p><b>Experiential Learning:</b> <b>Skills :</b> Critical Thinking</p>

<p><b>NOV'24</b></p>	<p>HISTORY CH- 7 Tribes Nomads and Settled Communities</p> <p>CIVICS CH- 6 Understandin g Media</p> <p><b>SDG: PARTNERS HIPS FOR THE GOAL</b></p>	<p>12</p>	<p>To understand that tribal people were found almost every region of sub-continent , only their area and influence of tribe varied at different point of times.</p> <p>What is media, what is print media, electronic media and comparisons of all media,</p> <p>Mass media is constantly thinking of ways to make money.</p> <p>How the media sets the agenda , influences the thoughts, feelings and actions and bring issues to our attentions.</p> <p>The significance influence of media that plays in our lives and in shaping our thoughts</p>	<p>Describe, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern and geography.</p>	<ul style="list-style-type: none"> <li>• New caste and Hierarchies</li> <li>• The idea of supreme god</li> <li>• Understanding Media</li> <li>• Media and Democracy</li> </ul> <p><b>Subject enrichment: Mind Map on Media</b></p>
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<p><b>DEC'24</b></p>	<p>CIVICS CH-7 Understanding advertising</p> <p>HISTORY CH-8 Devotional Path to the Divine</p> <p><b>SDG: LIFE ON LAND</b></p> <p>CIVICS CH-8 Market around Us</p> <p><b>SDG: INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></p>	<p>10</p>	<p>Advertising is all about building brands. Branding means stamping a product with a particular name or sign,</p> <p>Advertising makes us believe that things that are packaged are better than things that do not come in packets.</p> <p>Brand values are conveyed through the use of visuals and words to give us an overall image that appeals to us.</p> <p>Advertising tends to promote a certain lack of respect for poor.</p> <p>Advertisements are part of our social and cultural life today and it creates a difference.</p> <p>To understand the idea of supreme god.</p> <p>Religious movements led by Nayanars and Alvars.</p> <p>Understand the philosophy of Shankara and Ramanuja. New Philosophies which reject all orthodox religion by Kabir and Guru Nanak.</p> <p>Markets around us. Different kinds of markets How Goods that are sold reach to buyers.</p>	<ul style="list-style-type: none"> <li>• Creates an advertisement.</li> <li>• Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)</li> <li>• Traces how goods travel through various market places in order to differentiate between different kinds of markets.</li> </ul>	<ul style="list-style-type: none"> <li>• New kind of bhakti in south India- Nayanars and Alvars.</li> <li>• New religious developments in North India.</li> <li>• Building brands and brand values.</li> <li>• Advertising and democracy</li> </ul> <p><b>Art Integrated: Poster on types of advertisements</b></p> <p><b>Skills:</b> Creative Thinking</p>
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<p><b>JAN'25</b></p>	<p>HISTORY CH- 10, 18<sup>th</sup> Cen Political Formations</p> <p><b>SDG: LIFE ON EARTH</b></p> <p>CIVICS CH- 9 A shirt in the market.</p> <p><b>SDG: PARTNERS HIP FOR THE GOALS</b></p> <p>CIVICS CH- 10 Struggle for Equality</p>	<p>10</p>	<p>To understand that later Mughals were puppets in the hands of either one or other powerful groups.</p> <p>To know about the old Mughal-Hyderabad, Awadh and Bengal.</p> <p>The emergence of Khalsa.</p> <p>Endless military campaigns by the Marathas,</p> <p>Market opportunities are highly unequal.</p> <p>To understand true meaning of equality.</p> <p>Learn about some ways such as cooperative marketing which can provide better return to producers.</p> <p>To recognise the significance of weavers cooperatives. To understand the true meaning of equality.</p> <p>To make aware about the idea of democracy. To struggle for equality</p> <p>Other basis of inequality apart from caste and religion</p>	<ul style="list-style-type: none"> <li>• Draw comparisons between policies of different rulers in order to demonstrate evaluation skills.</li> <li>• Traces how goods travel through various markets places in order to differentiate between different kinds of markets.</li> <li>• Explain the characteristics of political equality, economic equality, and social equality in order to distinguish between them.</li> <li>• Interprets social, political and economic issues in one's own region with reference to the right to equality.</li> </ul>	<ul style="list-style-type: none"> <li>• The crisis of the empire and the later Mughals</li> <li>• The watan Jaghirs</li> <li>• A cotton farmer in Kurnool.</li> <li>• Who re the gainers in the market? Market and equality.</li> <li>• Struggle for equality</li> <li>• Tawa Matsya Sangh</li> <li>• The Indian constitution as a living document.</li> </ul> <p>ACTIVITY - 1 <b>Subject Enrichment: Map work Critical Thinking</b></p>
<p><b>FEB'25</b></p>	<p>HISTORY AND CIVICS</p>				<ul style="list-style-type: none"> <li>• Revision of Ch- History 7,8,9,10</li> <li>• Civics Ch- 6,7,8,9,10 LA, Case base</li> </ul>

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

Subject- Geography Book – Our Environment					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Revision of previous knowledge	6	<ul style="list-style-type: none"> <li>➤ Our Solar System</li> <li>➤ Latitudes and Longitudes</li> <li>➤ Rotation and Revolution</li> <li>➤ Physical and political Map</li> <li>➤ Major Domains of Earth</li> <li>➤ Our Country India</li> </ul>	To help the learners <ul style="list-style-type: none"> <li>➤ To explain the different components of Natural environment.</li> <li>➤ To know about the problems of human environment</li> <li>➤ To Understand the solutions of the problems that are faced by human environment</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>➤ Describes different components of the environment in order to show understanding of the interrelationship between them</li> </ul>
	Ch-1- Environment	6	<ul style="list-style-type: none"> <li>➤ Introduction of Environment Domains of Natural Environment.</li> <li>➤ Importance of Lithosphere, Hydrosphere and Atmosphere</li> <li>➤ Human environment</li> <li>➤ Change in Human Environment with Time.</li> </ul> <p><b>ART INTEGRATED LEARNING-</b>            Model making on interior of the earth            Skills: Critical Thinking</p>		
May '24	CH-2- Inside Our Earth	6	<ul style="list-style-type: none"> <li>➤ Structure of the earth's interior- Crust, Mantle and Core</li> <li>➤ Diagram- interior of the earth and Continental and Oceanic Crust.</li> <li>➤ Rocks – Igneous, Metamorphic and Sedimentary</li> <li>➤ Formation of Rocks and Rock cycle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand the layered structure of the earth.</li> <li>➤ To draw and label diagram of earth's layers.</li> <li>➤ To familiarize with the names of different types of rocks and their uses.</li> <li>➤ To understand the differences between types of rocks by</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth</li> </ul>

				referring to their properties and methods of formation	
June '24	CH- 3-Our Changing Earth	6	<ul style="list-style-type: none"> <li>➤ Introduction of Lithospheric Plates</li> <li>➤ Explanation of Endogenic Forces and Exogenic Forces with the help of flowchart</li> <li>➤ Volcano and its formation, Diagram of Volcano</li> <li>➤ Discuss Earthquake with the help of diagram</li> <li>➤ Discuss about major Earthquakes which occurred in last ten years</li> <li>➤ Discuss about Earthquake Preparedness</li> </ul> <p><u>ACTIVITY1</u></p> <p><b>Subject Enrichment:</b> Flow chart of Evolution of Landforms</p> <p><u>ACTIVITY --2</u></p> <p><b>Art Integrated: Diagram of Volcano</b></p> <p><b>Skills:</b>Creative Thinking</p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>➤ To familiarize with the basics of lithospheric plates and plate tectonics.</li> <li>➤ To understand the difference between endogenic forces and exogenic forces.</li> <li>➤ To understand the structure and cause of volcanoes and earthquakes.</li> <li>➤ To understand the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains preventive actions to be undertaken in the event of disasters. Describes formation of landforms due to various factors.</li> </ul>
July '24	CH-3-Our Changing Earth	12	<ul style="list-style-type: none"> <li>➤ Landforms formed by erosional and depositional work of River.</li> <li>➤ Sea waves</li> <li>➤ Diagram -Features made by a river in a flood plain.</li> <li>➤ Work of Ice (Glaciers, Glacial Moraines)</li> <li>➤ Work of Wind (Mushroom Rocks, Sand Dunes, etc)</li> </ul> <p>➤ Introduction of Atmosphere</p> <p>➤ Composition of the Atmosphere, Greenhouse Gas and Global Warming and it's effect</p> <p><u>ACTIVITY</u></p>	<ul style="list-style-type: none"> <li>➤ To understand the flood plains broad, flat and fertile plain formed due to river deposition due to flooding</li> <li>➤ To understand loops created due to twisting, turning and bending of rivers over broad level plains is called meanders.</li> <li>➤ To understand that a cut-off lake left behind when river breaks away from the bends of meanders is called as oxbow lake</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains preventive actions to be undertaken in the event of disasters. Describes formation of landforms due to various factors.</li> </ul>

	CH-4-Air		<b>Group discussion-</b> Explains preventive actions to be undertaken in the event of disasters.		
August '24	CH-4-Air	12	<ul style="list-style-type: none"> <li>➤ Structure of atmosphere</li> <li>➤ Weather and climate</li> <li>➤ Temperature (Insolation)</li> <li>➤ Weather Instruments</li> <li>➤ Air Pressure and movement of Air</li>   <li>➤ Wind and its types(i.e. Permanent Wind, Seasonal Wind and Local Wind)</li> <li>➤ Moisture and Types of Rainfall(i.e. Cyclonic, Orographic and Conventional Rainfall)</li>   <li>• Revision- Ch-1,2,3</li> </ul> <p><b>ACTIVITY</b>  <b>Subject Enrichment:</b> Analyse factors contributing to pollution in our surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment.</p>	<ul style="list-style-type: none"> <li>➤ To understand that earth is surrounded by a thick layer of gases called atmosphere</li> <li>➤ To understand Insolation and its effect in weather conditions.</li> <li>➤ To understand typical weather condition of an area over a long period of time are its climate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains composition and structure of the atmosphere in order to show understanding of the characteristics of the different layers</li> </ul>
September '24	Revision- Ch-2,3  CH-5-Water	12	<ul style="list-style-type: none"> <li>➤ Introduction of Water cycle with the help of diagram</li> <li>➤ Major Seas, Lakes and Rivers of the World</li> <li>➤ Distribution of water bodies and Ocean circulation</li> <li>➤ Waves</li> <li>➤ Discuss about Tides and types of Tides</li> <li>➤ Ocean Currents, it's types and location (like- Equatorial Current, Benguela Current, Auglhas Current, etc)</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>➤ To understand the classification and distribution of major water bodies.</li> <li>➤ To understand the cause behind the origin of waves tides ocean currents and their effects.</li> <li>➤ To understand that enormous sea waves caused due to undersea earthquake or volcanic eruption which cause tremendous destruction in coastal areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyses factors contributing to pollution in their surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment</li> </ul>

				To realize the importance of water conservation	
October '24	CH-6 Human Environment Interaction The Tropical and the Subtropical Region	6	<ul style="list-style-type: none"> <li>➤ Life in the Amazon Basin</li> <li>➤ Climate of Amazon Basin</li> <li>➤ Rainforests/The Amazon Forest</li> <li>➤ Peoples of the Rainforests</li> </ul> <p><b>ACTIVITY</b> <b>Art Integrated:</b> Show the Amazon Basin in South America and Ganga - Brahmaputra Basin in India <b>Skills:</b> Creative Thinking</p>	<ul style="list-style-type: none"> <li>➤ To understand by tropical and sub-tropical areas and the features of both regions.</li> <li>➤ To understand the real life connects with tropical and sub-tropical regions.</li> <li>➤ To understand about amazon basin and wildlife around that.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India</li> </ul>
November '24	CH-6 Human Environment Interaction The Tropical and the Subtropical Region  CH-7 Life in the Desert	12	<ul style="list-style-type: none"> <li>➤ Life in the Ganga-Brahmaputra Basin</li> <li>➤ Population</li> <li>➤ Lake: A source of livelihood( A case study)</li> <li>➤ The Hot Desert- Sahara</li> <li>➤ Sahara in Africa(Explanation with the help of Map)</li> </ul> <p><b>ACTIVITY</b> <b>Subject Enrichment:</b> Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world, including India, in order to draw interrelationship between them and compare them.</p>	<ul style="list-style-type: none"> <li>➤ To understand lifestyle, flora and fauna, people's occupation in and around Ganga Brahmaputra region.</li> <li>➤ Analyze how these regions are same and different from each other in different perspectives Students will be able:</li> <li>➤ To understand about the features of two desert regions- The Sahara Desert of Africa and Ladakh of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyses factors contributing to pollution in their surroundings and lists measures to prevent it.</li> </ul>
December '24	CH-7 Life in the Desert	9	<ul style="list-style-type: none"> <li>➤ Climate in Sahara Desert</li> <li>➤ Flora and Fauna</li> <li>➤ People in Sahara Desert</li> <li>➤ Importance of Nile River in Sahara Desert</li> </ul> <p><b>ACTIVITY</b> <b>Art Integrated:</b> Show Nile River and other important water bodies of Africa in the world map.</p>	<ul style="list-style-type: none"> <li>➤ To understand and analyze how these regions are same and different from each other in different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world.</li> </ul>



January '25	CH-7 Life in the Desert	9	<ul style="list-style-type: none"> <li>➤ The Cold Desert- Ladakh</li> <li>➤ Flora and Fauna</li> <li>➤ People of Ladakh</li> <li>➤ Tourism: A major Activity</li> </ul> <p>ACTIVITY <b>Subject Enrichment-</b> In world map show 5 major hot desert and 3 major cold desert of the world.</p>	<ul style="list-style-type: none"> <li>➤ To understand about lifestyle, flora and fauna, people's occupation around Ladakh region.</li> <li>➤ To familiarize with the goods that are produced during summer in Ladakh and exported all over the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes different climatic regions of the world, including India, in order to draw interrelationship between them and compare and contrast them.</li> </ul>
February '25	REVISION				
March '25	FINAL EXAM				

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

Subject: Artificial Intelligence Book: AI and YOU					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Ch 1: Number System	8	<ul style="list-style-type: none"> <li>• Introduction of binary, octal and hexadecimal numbers,</li> <li>• Conversion from binary to decimal and decimal to binary</li> <li>• Computer Arithmetic</li> <li>• Practical Lab</li> </ul>	To help the learners <ul style="list-style-type: none"> <li>➤ Introduced to different number systems</li> <li>➤ Understand the methodology used behind computer arithmetic.</li> <li>➤ Demonstrate and convert the binary numbers to decimal, octal and hexadecimal and vice versa</li> </ul>	Learners are able to <ul style="list-style-type: none"> <li>➤ Understand the methodology behind Computer arithmetic</li> <li>➤ Convert decimal into binary, octal, hexadecimal and vice versa.</li> <li>➤ Solve application-based questions</li> </ul>
May '24	Ch 2: Networking Concepts	4	<ul style="list-style-type: none"> <li>• Network, advantages of network</li> <li>• Types of networks</li> <li>• Topology – its types, Security</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss the concept of networking</li> <li>➤ List the benefits of networking</li> <li>➤ Differentiate between various types of networks.</li> <li>➤ Differentiate between various types of topologies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relate the concept of networking with real life examples.</li> <li>➤ Compare the usage and need for different types of network and topologies.</li> <li>➤ Compare wired and wireless networking technologies.</li> </ul>
June '24	Ch 3: Lists and Tables in HTML 5	4	<ul style="list-style-type: none"> <li>• Lists – Ordered and Unordered</li> <li>• Properties of Lists</li> <li>• Creating Nested and Description List, Tables and its Attributes.</li> <li>• Practical Lab</li> </ul> <p><b>Subject Enrichment Activity -</b> Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> <li>➤ Insert bulleted and numbered lists in the web page</li> <li>➤ Insert tables.</li> <li>➤ Insert table in HTML document</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create and view web page</li> <li>➤ Incorporate various tags with their attributes in the web page.</li> </ul>

July '24	Ch 4: Images, Links and Frames in HTML 5	8	<ul style="list-style-type: none"> <li>• Inserting Images, Linking web pages</li> <li>• CSS and Links, Inserting Audio and Video</li> <li>• Frames and IFrames</li> <li>• Practical Lab</li> </ul> <p><b><u>Experiential Learning</u></b> – Lab Activity (Pg 59)</p>	<ul style="list-style-type: none"> <li>➤ Insert images in HTML documents</li> <li>➤ Link the documents externally as well as internally.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Insert images in HTML documents</li> <li>➤ Link the documents externally as well as internally</li> </ul>
August '24	Ch 5: Cybercrime and Cyber Security	8	<ul style="list-style-type: none"> <li>• Computer ethics, cybercrime, Cybercrime against Individual / Property/Society</li> <li>• Cyber security</li> <li>• Practical Lab</li> </ul> <p><b><u>Subject Enrichment:</u></b> Group Discussion on “Adhering to computer ethics is the best possible way to deal with cybercrime”.</p>	<ul style="list-style-type: none"> <li>➤ Discuss the various Property Rights.</li> <li>➤ Tell them why it is unethical to copy someone’s creative property</li> <li>➤ Guide the students to deal with cyberstalking and cyber bullying.</li> <li>➤ Demonstrate how to scan a computer using antivirus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the internet in a responsible and safe manner</li> <li>➤ Differentiate between Dos and DON'Ts of internet usage.</li> <li>➤ Aware about safety measures to be taken while uploading and downloading documents</li> </ul>
September '24	Revision		Practical Test / Oral Test/ Revision		
October '24	Ch 6: Augmented Reality & Virtual Reality  Ch 7: More on Python	6	<ul style="list-style-type: none"> <li>• Introduction to Augmented Reality and Virtual Reality and their differences</li> <li>• Advantages and Disadvantages of AR and VR</li> <li>• Different types of AR and VR and their Applications</li> </ul> <ul style="list-style-type: none"> <li>• Using Input Functions, Operators and its types.</li> <li>• Operator Precedence, BODMAS</li> </ul> <p><b><u>Subject Enrichment Activity -</u></b> Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> <li>➤ Explain the difference between AR and VR</li> <li>➤ Introduce various apps that use AR and VR technologies</li> <li>➤ Emphasise more on applications than gaming.</li> </ul> <ul style="list-style-type: none"> <li>➤ Demonstrate the use of Input() function and different operators.</li> <li>➤ Practice writing simple programs using operators and input function.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiate between AR and VR</li> <li>➤ Compare the advantages and disadvantages of AR and VR</li> <li>➤ Discuss the working of AR and VR.</li> <li>➤ Applications of AR &amp; VR in real life.</li> </ul> <ul style="list-style-type: none"> <li>➤ Write Python programs using input function, operators</li> </ul>

November '24	Ch 8: Statements in Python	6	<ul style="list-style-type: none"> <li>• Introduction to Control Structures and its types</li> <li>• Sequential and Conditional Statements</li> <li>• Iterative Statements</li> <li>• Practical Lab</li> </ul> <p><b><u>Experiential Learning</u></b> – Lab Activity (Pg 120)</p>	<ul style="list-style-type: none"> <li>➤ Explain the function and usage of conditional and looping statements</li> <li>➤ Practice programs to implement different looping statements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define control structures</li> <li>➤ Classify the types of control structures.</li> <li>➤ Write programs to practice different types of control structures.</li> </ul>
December '24	Ch 9: Cloud Computing and IoT	6	<ul style="list-style-type: none"> <li>• Introduction, types of Cloud computing,</li> <li>• Applications, advantages and disadvantages of Cloud Comp,</li> <li>• Introduction to IoT, Advantages, disadvantages and applications of IoT</li> <li>• Practical lab</li> </ul> <p><b><u>Subject Enrichment:</u></b> Conduct a search on different cloud storage applications. Find out the icons of such applications and paste it in your notebook. Also write few statements about them.</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept Cloud Computing and IoT.</li> <li>➤ Differentiate cloud computing and IoT.</li> <li>➤ Explain the different terms related to the technologies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the devices based on cloud computing and IoT.</li> <li>➤ Compare cloud computing and IoT</li> <li>➤ Analyse the various case studies on cloud computing.</li> </ul>
January '25	Ch 10: Robotics	8	<ul style="list-style-type: none"> <li>• Introduction, Importance, Creation, Designing and Evolution of Robotics.</li> <li>• Types, Three laws, Key components, Application of Robotics</li> <li>• Advantages and Disadvantages, Humanoid</li> <li>• Practical lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss the importance of robotics.</li> <li>➤ Compare the types of robots.</li> <li>➤ Applications of Robots in different fields.</li> <li>➤ Compare the advantages and disadvantages of humanoid.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop the concept of robotics</li> <li>➤ List the various applications of robots in daily life.</li> <li>➤ Enlist the advantages and disadvantages of humanoid.</li> </ul>
February '25	Revision		Practical Test / Oral Test/ Revision		