



The Sanskaar School, Talwandi Sabo

Pedagogical Plan

Academic Session 2024-25

SCHOOL DETAILS

Name of School: The Sanskaar School, Talwandi Sabo
Address: Natt Road, Talwandi Sabo, Bathinda- 151302
Website : <http://thesanskaarschool.com/>
Email Id: info@thesanskaarschool.com
Contact No. 98759-80020, 98759-80024
Name of the Principal: Ms. Deepika Kapoor
Email ID : principal@thesanskaarschool.com

VISION & MISSION OF THE SANSKAAR SCHOOL

VISION

Our vision is to bring an element of joy to school, which would nurture the child to grow into full bloom. At The Sanskaar School, we envision to kindle the love of learning in a creative environment where teachers and parents unite as partners committed to achieve excellence both within the classroom and beyond.

Established as a Green School, we lay the foundation for delivering progressive 21st-century skills to students, making them a part of the digital world, motivating them for a good life and underlying the importance of sustainable living.

MISSION

Our mission is to inspire a passion for learning by creating opportunities for students so that they can become happy, self-assured, successful, highly productive and responsible individuals. We see learning as a journey where our commitments for a warm teacher-student-parent connect strives to work towards bringing out the 'best in each child'.

It defines the fundamental purpose as to why we are here, at The Sanskaar School.

Pedagogical Plan Committee Members

Consultations and discussions held for preparing the annual plan. The responsibility for pedagogical planning in the school is undertaken by the Coordinators and the selected teachers under the guidance of the Principal. The Principal demonstrates pedagogical leadership by leading from the front in defining and setting standards of academic instructions, teaching strategies, learning outcomes, methodology of learning and assessment and differentiated teaching learning.

Sr. No.	Name	Designation
1.	Ms. Deepika Kapoor	Principal
2.	Ms. Sania Watts	Vice Principal
3.	Ms. Arshi Bansal	Middle School Coordinator
4.	Ms. Shivani Rana	Primary School Coordinator
5.	Ms. Simerjeet Kaur	Pre Primary School Coordinator
6.	Ms. Jasmeen	School Counsellor
7.	Mr. Baldeep Singh	TGT English
8.	Ms. Harmandeep Kaur	TGT Science
9.	Ms. Harpreet Sharma	TGT Hindi
10.	Ms. Kiranjit Kaur	TGT Punjabi
11.	Mr. Gurdeep Sharma	Information Technology

- a. Assess the progress of the previous year and identify the shortfalls where they may be, which would form the basis for planning for the next session.
- b. To define the objectives for the new sessions in the particular area of Academics, Co scholastic and extracurricular fields. These were done not only area wise but also segment wise, therefore developing a complete matrix for areas of segment and Classes.
- c. To review ongoing practices for improvement where required in teaching learning, assessment, guidance and counseling, Co-curricular support.
- d. To deconstruct CBSE circulars, outlining fresh/new initiatives and to develop a plan for implementation of the same. e) To study the curriculum and related manuals/ support material in order to determine the changes brought in and how these would impact the planning for the session.

Goals to be achieved- annual and long term

As an outcome of Consultations and discussions held for preparing the annual plan, the following goals have been drawn up:

- a. To design a comprehensive program for multiple intelligences that would be aligned to the vision of the school.

- b. To strengthen the guidance and counseling program in the school, to empower children, build up their capacity for self-management, as also to guide them academically to assume more responsibility for their own learning especially in the senior Classes.
- c. To involve parents in supporting school and CBSE initiatives, especially those aimed at their holistic learning and betterment of society.
- d. To consciously create opportunities for to equip students for meeting their immediate and future needs. This would include active exploration and setting up of facilities to support concepts like Artificial Intelligence, STEAM, Design Thinking, Robotics.
- e. To make a beginning in providing skill subjects to students from Class VIII onwards.
- f. Continuous and regular staff/teacher training programs to keep them updated with the current trends in education.
- g. To incorporate the development of 21 Century skills into the teaching learning program and Co scholastic activities and extra-curricular pursuits.
- h. To ensure that all facilities required implementing and achieving goals are made available on timely basis. The goals, developed on the basis of our vision and mission, are designed to help the school continue in the pursuit of its excellence.

Culture of The Sanskaar School

FEEDING THE CREATIVE SOULS WHERE IDEAS, INSPIRATION AND IMAGINATION MEET!

Supporting the new paradigm of intelligence, The Sanskaar School aims to provide an encouraging environment that facilitates the development of 'Multiple Intelligences'. The school puts equal emphasis on co-curricular activities as on academic excellence.

Art education helps students build '21st Century Learning Skills' needed for success in school and life. Art facilitates creativity, collaboration, communication and critical thinking. Co-curricular activities encourage opportunities for students to take risks, experience success, embrace failure and understand themselves as creative beings.

These activities are a source of inspiration and fulfilment for a child. It is an opportunity to express creativity, see from a new perspective and define dimensions to the child's thoughts and actions. Music, Dance, Drama and various performing arts make a key contribution to every child's personal, social and emotional development.

As artists, children are encouraged to and their own voice and participate in & respond to the creative and cultural life. These lessons make the young minds become globally competent to understand other cultures and be comfortable with cultural complexities. At The Sanskaar School, a repertoire of extra-curricular activities aid to foster experiential learning in all Sanskaarians.

We emphasize on creativity, letting children explore, developing thinking and analytical skills and most importantly expressing and understanding their inner self.

- Well-designed learning programme and value based education aligned with school curriculum and vision of the organization.
- Learner-centered approach to education; conducive academic environment and progressive outlook.
- Integration of technology in education
- Scientific temper is inculcated in each child through exploration, observation and discovery.
- Active participation and consistent achievements in various sporting and skill based competitions.

- Focus on complete personality development. Curriculum caters to Multiple Intelligences, perfectly harmonized to facilitate the child's quest for knowledge,
- Global exposure to students along with career counselling and guidance. The school provides every opportunity to help students attain their full potential to evolve as worthy world citizens.

Yearly planning of The Sanskaar School

Theme and Sanskaar of the Month along with Inter-House Competitions

Annual Activity Planner (Classes- Pre. Nur.- II)					
Month	Theme	Sanskaar	Colour	PLE	Voc
April	All About Me: Exploring My World	Gratitude	Red	Use of Magic Words	Bod
May	Helping Hands & Caring Hearts	Respect	Green	Exploring our Neighbourhood	Com Help
July	Paws, Claws and Whiskers: Getting to Know Animals	Empathy	Yellow	Dressing Up Oneself	Ani
August	Freedom Fest-Celebrating Independence	Unity	Blue	Toilet Etiquettes	Nat
September	Exploring Nature-A Journey of Discovery	Kindness	Pink	Table Manners	Nat Aro
October	Festive Fiesta	Joy of Giving	Orange	Keeping your Surrounding Clean	Flov
November	Together We Grow, Celebrating Strength of Family	Cooperation	white	Greet When You Meet	Rela
December	Welness Wizards-Taking Care Inside & Out	Cleanliness	Black	Health & Hygiene	Fru Veg
January	Wheels of Wonder-Exploring World of Vehicles	Safety	Brown	Rules on Road	Veh
February- March	Celebrating Milestones	Hardwork	Rainbow	How to Pack Your Bag	Colo

Month	Competitions (Pre. Nur. To KG)	Interhouse Competitions (I & II)	General Activities	STEAM/SDG	Tab
April	Art of Speaking	Show and Tell	Sensory- Touch & Feel	1st (STEAM)	1st
May	Fancy Dress Competition on Community Helpers		Clay Modelling	2nd (STEAM)	
July	Colouring Competition	Best Out of Waste Craft Competition	Water Play		1st
August	G.K. Quiz on National Symbols(Nur. & KG) (Individual)	Fancy Dress (Freedom or Janashtami)	Treasure Hunt		
September	Nanhe Kavi -Pre-Nursery		Sorting & Counting		
October	Solo Dance Competiton	Dance Competition	Story Telling on Sanskaar		1st
November			Sandpit Activity		
December	Rhyme Recitation		Colour Mixing Activity		1st
January	Show and Tell	Story Telling Competition	Weather Observation	2nd (SDG)	
February			Stone Painting	1st (SDG)	

Month	Theme	Sanskaar	Inter-house Competition	SD G	STEAM	Table dodging /Sudoku	Crossword/ English Activity
April, 2024	Harvesting Hopes	Gratitude	Fireless Cooking (classes-6-9)	10th	1st	April	
			Inter-house भाषण प्रतियोगिता (Classes-3-5)				
May	Neighbourhood Champions	Adaptability		9th	2nd		May
July	Nature's Symphony	Empathy	Punjabi Debate Competition (Classes-6-9)	8th	3rd	July	
			Punjabi Poem Recitation Competition (Classes-3-5)				
August	Tricolour Triumph	Patriotism	English Quiz (Classes-6-9) +CBSE Reading Challenge	7th	4th		August
			Solo Dance Competition (Classes-3-5)				
September	Scholastic showdown	Perseverance		6th	5th		
October	Festival Fervour	Generosity	Rangoli Competition (6-9)	5th	6th	October	
			Toran Making Competition (Classes-3-5)				
November	Timeless Ties	Cooperation	News Reporting Competition (Classes- 6-9)	4th	7th		November
			Story Telling Competition (Classes- 3-5)				
December	Empowering Wellness	Mindfulness		3rd	8th	December	
January,2025	Resolution And Revolution	Grit		2nd	9th		January
February	Celebrating Milestones	Diligence		1st	10th		
March							

Sr.no.	Visits
1	Solar Panel
2	Kapurthala Science City(Sep.)
3	Local Guruduwara Sahib (Nov.)
4	Fatehgarh Sahib (December)
5	Verka Milk Plant

Counselling Sessions
Career Counselling
Menstruation/Puberty Age
Nutrition & Wellness
Managing Stress

Sr. no.	Special Events
1	Doctor's Visit
2	Carnival+ Talent Hunt(Feb)
3	Water Park Excursion (May-June)
4	Mock Parliament (July)
5	Teej Celebration(Aug)

6	News Paper Printing Press		6	Excursion (Night Stay) 7 to 9 Class (Sep-Oct)
7	NFL Visit		7	Adventure Camp (PN-2) (Oct.)
8	HMEL Visit		8	Sports Meet(Nov.)
9	Power Plant Banawali			
10	Retreat Firozpur			

ACADEMICS CALENDAR (SESSION 2024-25)

S.NO	MONTH	EXAMINATION		PTCP	VACATIONS	REOPEN	EVENTS	TRAININGS	KYSP	NEW SESSION
		Revision dates	Exam dates							
1	MARCH, 2024							5th March	20th March (Pre-Nursery and KG)	<u>11th March, 2024 (PN) and 21st March, 2024 (Nursery to 10)</u>
2	APRIL, 2024			PTCP/PO-1 - 13th April						

3	MAY, 2024	PT-I : 1st to 11th	PT-I : 13th to 18th	30th May	1st June to 30th June		*Investiture Ceremony Summer Camp:28th to 29th May			
4	JUNE,2024									
5	JULY, 2024					1st July	*Mock Parliament			
6	AUGUST,2024	TERM-I : 27th Aug	TERM-I : 31staug, 7th sep, 14th sep and 16th sep to 27th sep	10th Aug						
7	SEPTEMBER, 2024			28th-Sep to 3rd Oct - Post Term Break			*Excursions (29th Sept to 2nd oct)			
8	OCTOBER, 2024			12th Oct	31st Oct- 2nd Nov : Diwali Break		*Adventure Camp ('Pre-Primary)			
9	NOVEMBER, 2024						9th Nov- Annual Sports Meet			
10	DECEMBER, 2024	PT-II : 2nd to 14th Dec	PT-II: 16th to 21st Dec							
11	JANUARY, 2025			11th Jan	1st Jan to 6th Jan: Winter Break	7th Jan	*Science Exhibition			

12	FEBRUARY, 2025	Term-II : 1st feb onwards					*Carnival +Talent Hunt			
13	MARCH, 2025		Term-II : 15th feb, 22nd feb, 1st March and 3rd March to 15th March	24th March	17th to 26th March : Term Break			26th March for session 25-26		<u>17th March, 2025 for Pre-Nursery and Nursery-X : 27th March, 2025</u>

*PTCP: Parent Teacher Connect Program

*KYSP: Know Your School Program

Please note:

Summer Break: 1st June-30th June, 2024

School Reopens: 1st July, 2024

Diwali Break: 31st Oct - 2nd Nov, 2024

Winter Break: 1st Jan to 6th Jan, 2025

School Reopens: 7th January 2025

School will remain closed on every 2nd Saturday

Activities Pertaining to Sustainable Development Goals

Sr. No.	Class	Activity
Goal 13		Climate Action
1	X	Igniting minds
2	IX	Adopt a Plant

Science Technology Engineering Art Mathematics (STEAM) ACTIVITIES

Sr. No.	Class	Month	Activity
1	I	April	Magnetic Butterfly
2	II	May	Hovercraft
3	III	July	Solar System
4	IV	August	Cloud in a jar
5	V	September	Newton's disc
6	VI	October	Sand pendulum
7	VII	November	Juice pouch stomp rocket
8	VIII	December	Kaleidoscope
9	IX	January	Zip line toy transporter
10	X	February	3-D DNA model

Clubs initiated by The Sanskaar School

SPORTS CLUB (Gymanstics, Gatka, Skating, Archery, Horse Riding, Athletics, Football, School Band)

With the intent of strengthening students physically and building up sportsmanship, various types of Sports are being introduced in Sports Club. All Sanskaarians are expected to play sports with full zeal, energy and enthusiasm resulting in a strong character for upcoming life. It helps in developing positive attitude, self confidence, courage and patience as well.

EXPRESSIONS CLUB (Art and Craft, Music, Dance, Theatre)

Intended to unlock the artistic potential of every child and express creativity through art & craft, The club provides an opportunity for little ones to explore the world of imaginative ability. The purpose of Art Club is to enjoy a wide array of artistic experiences, beginning as early as kindergarten. Engaging ideas and fun-filled activities like paper folding, origami, clay making etc foster a spirit of craftsmanship in individuals, while furthering creative abilities toward the attainment of their highest artistic potential. Performing Arts is also developed among students through this club. To cultivate love and appreciation for English Language, the students are nurtured to express personal views and opinions by engaging them in enactments in English plays and story writing activities, thus the language skills are enhanced, preparing students for a global scenario.

FUTURE SCIENTISTS CLUB - IGNITING MINDS (Sciential Simulation)

Translating in-genuine ideas into fun-filled experiments, the club encourages students to learn, experiment, explore, play and evolve as curious minds. Designed to address the gaps between theories and practicals, the inquiry-based learning promotes inquisitiveness and inculcates scientific temperament in students. A dedicated laboratory setting aims to fascinate young minds with the wonders of scientific discovery and spark their interest in future scientific endeavours.

CREATIONS CLUB (Home Economics)

Aiming to develop students' interest in cooking, to strengthen students' daily life experience, and to stimulate creativity, the Club is a good opportunity to be availed by the students. It also provides a comprehensive and practical learning environment for studying food education.

CYBER SPACE CLUB

Following the 21st Century technology based educational trail; we impart Cyber education at all levels to match our footsteps with the rising technology and to make our student's internet friendly and cyber-safe.

MASTKI KI PATHSHALA

(Session 2024-25)

Sr. No.	Clubs	Club In-charge	Teachers On Duty	Venue
1	Expressions Club			
a.	Art & Craft	Mr. Beant	Ms. Renu, Mr. Husanpreet	Concept Activity Room
b.	Music		Ms. Sonu, Mr. Varinder	Music Room
c.	Dance	Senior	Mr. Bittu (VI-X)	Ms. Ramanjit
d.		Junior		Ms. Manpreet
e.	Theatre	Ms. Harmeet	Ms. Pawandeep	VB

3	Sports Club			
a.	Gymnastics		Ms. Gurpreet	Sports Ground
b.	Gatka	Mr. Harjinder Singh	Mr. Harpreet Singh	Sports Ground
c.	Skating	Mr. Badal	Ms. Deepika, Ms. Harpreet	Sports Ground
			Class -I Asst. teachers	
d.	Archery	Mr. Jaskirat Singh	Ms. Kulwinder	Sports Ground
e.	Horse Riding		Ms. Harpreet Sharma	Sports Ground
	Athletics	Mr. Sukhpreet	Ms. Shivani, Ms. Sandeep	Sports Ground
	Football	Mr. Harpreet	Ms. Bhawna, Mr. Sandeep	Sports Ground
	School band	Mr. Baldeep		Sports Ground
4	Cyber Space Club			
		Mr. Gurdeep Sharma	Ms. Kulbir	Computer Laboratory
5	Igniting Minds			
a.	Sciential Simulation	Ms. Harmandeep	Ms. Sapna	Science Laboratory
6	Creations Club			
	Home Economics	Ms. Kiranjit	Ms. Veerpal (Pbi.)	VI-B

Ms. Deepika	Ms. Shivani	Ms. Sania	Ms. Arshi
Horse Riding	Theatre	Skating	Cyber Space
Athletics	Music	Gatka	Igniting Minds
Football		Gymnastics	Home Economics
Ms. Simerjeet			
Art			
Dance			

Library Activities at The Sanskaar School

Sr. No.	Month	Activities
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1.	April	<p>Compound Words (III-V) (Worksheet) Students will compound the words by adding more words . These words help children understand how words work together and enhance their reading and writing abilities.</p> <p>Library Lingo (VI-X) (Worksheet) In this activity, students will find out the library items in the given library lingo chart.</p>
2.	May	<p>Boggle (III-V) (Oral Activity) Boggle is a hilarious word making game that requires exceptional vocabulary .Players will create as many words as possible within a set time limit.</p> <p>Glad Book Sad Book (VI-X) (Oral Activity) Students will have to find the book suggested by the librarian .One who could do it earlier will be rewarded with library points. This activity can help students become more excited about material present in the library.</p>
3.	June	<p>Star Reader Challenge Reading Competition will be a monthly contest for the Sanskaarians wherein the students will have to register and select books to read after approval from their teachers or librarian. The participants will have to maintain a reading diary and finally submit a detailed entry of the book read by them. Students will go through a final presentation summarizing the books they had read.</p>
4.	July	<p>Cross Word With Pictures (I-V) (worksheet) Students will identify the pictures and fill their names in the boxes. This activity is the one way to grow students' thinking abilities.</p> <p>I spy The Classroom (VI-X) (Worksheet) In this activity students will write the names of library books alphabetically.This activity will give an opportunity to students to read genres in the library.</p>
5.	August	<p>Easy to Read (III-V) (Worksheet) This activity is one of the most reading activity for kids in which the players have to solve clues leading up to a hidden treasure.</p> <p>Awareness and Volunteer Activity (VI-X) (Oral Activity) In this activity students will prepare a topic on the special day that will aware them about that special day.</p>

6.	September	Term-I Examination
7.	October	<p>Book mark Making (III-V) This activity will help students to bring out their creativity by making use of colours and coloured papers.</p> <p>Library Scavenger Hunt (VI-X) (Worksheet) This activity is for students to better understand the library and to see all that it has to offer.</p>
8.	November	<p>Prop up (III-V) (Oral Activity) In this activity students will use any prop from the bowl and tell how they would use the prop to do a good deed.</p> <p>Synonyms and Antonyms (VI-VIII) (Oral Activity) To enhance vocabulary a game called synonyms and antonyms would be played with the children.</p> <p>Affix-prefix Activity (IX-X) (Oral Activity) List of words will be given to the students wherein they have to use prefix or affix to form maximum number of words. Children must know the meaning of words.</p>
9.	December	<p>Unscrambles Words (III-IV) (Worksheet) This activity will help kids learn important vocabulary words but it is also challenging enough to be fun for adults.</p> <p>Enjoy With Book Titles (V-X) (Oral Activity) In this activity librarian will show a number of titles to the students .Only one minute will be given to learn all the titles and after that students will announce the titles that they have learnt in given time period.</p>
10.	January	<p>Secret Sentences (III-V) (Worksheet) To complete the activity ,students will write the beginning sound of each picture to reveal the secret sentences and then they will rewrite the sentence using proper punctuation.</p> <p>Book Cover Design (VI-X) (Worksheet) Students will create a book cover design of their own choice .</p>
11.	February	Book Talk (III-X) (Oral Activity)

Teacher's Training

Teaching as a profession has undergone changes in the last decade. Adapting to these changes, the educator's role in school has evolved massively. In a technology-driven learning scenario, it is highly imperative for teachers to employ today's technologies to engage children.

We impart teacher training programs to focus on improving classroom practice through the usage of technology, interactive teaching learning material, classroom organization skills, lesson planning, and appropriate teaching styles.

Through these workshops we aim to:

- Create motivated teachers, capable of delivering the curriculum.
- Improve teacher's subject knowledge and understanding of core subjects.
- Prepare a well thought-out lesson plan for everyday class.
- Encourage teachers to embrace innovative teaching methods to facilitate learning.
- Cultivate appropriate skills and attitude among the children.
- Impart value-based education and life skills to students.
- Encourage personal development of teachers.

Sr. No.	Month-Date	Offline Training Topic
1.	March 5	Aasoka Publishers
2.	May 9	Phonics (Pre-Nur to II)
3.	June 28	Classroom Management
4.	July 13	Aaoska - Teaching strategies and effective learning
5.	August 10	Time and stress Management
6.	September 17/19/24/26	PELTT- Program on English language training for teachers
7.	December 14	Art Integrated Learning

Sr. No.	Hours	Online Training Topic
1.	5	CPD_Cyber Hygiene Practices:Personal Digital Device_Batch5
2.	2	CPD_Environmental Hazards of Electronic waste_Batch4
3.	15	CPD_Action Research_Batch8
4.	2	CPD_Catch the Rain_Eng_Batch4
5.	2	CPD_Catch the rainHindi_Batch3
6.	5	Online training on Cyber Threats
7.	5	Elevating Teaching-Learning Dynamics on Diksha

Period Allocation Session 24-25																		
Class	English	Math	Sci./EVS	SST/SSC	Hindi	Punjabi	Sports	Dance	Music	Vocational	EE	Computer	Library	Art	Life Skills	GK	Handwriting	Total
I - II	6	6	6	0	6	5	2	2	2	0	2	2	2	2	1	1	3	48
III - V	6	6	6	6	6	5	2	1	1	0	2	2	1	2	1	1	0	48
VI - VIII	6	6	6	6	6	5	2	1	1	2	0	2	1	2	1	1	0	48
IX	6	7	7	6	5	5	2	1	1	2	0	2	1	2	1	0	0	48
X	6	7	7	6	5	5	2	1	1	2	0	2	1	2	1	0	0	48

Class I and II

Pedagogy is the art and science of teaching. Different strategies are used in different combinations with different group of students to improve the learning outcomes. Pedagogical planning includes how teachers and students relate together as well as the instructional approaches implemented in the classroom. Effective pedagogical planning along with supporting activities can lead to academic achievement, social and emotional development of a child. Keeping in consideration the importance of pedagogical planning, various teaching techniques are implemented for the holistic development of the child.

Subject/ Skill	TEACHING TECHNIQUES	LEARNING OUTCOMES
Language	Story telling sessions in an innovative manner, name of the author, depict the story with the help of flash cards which also helps for picture compositions, read aloud sessions, recitations, puzzles, stick puppets, role plays, dramatization, games, interactive activities in the notebook. Vocabulary development, sight words reading, in addition to creative writing, drawing is also inculcated in the assignment. Show and tell	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1.acquire the skills of listening, speaking, writing and thinking in an integrated manner. 2.associate words with pictures and name the objects seen in the pictures. 3.produce words with common blends like "fr,tr,bl,cl" etc.. 4.recite poems individually or in groups with correct pronunciation, actions and intonation. 5.identify characters and sequence of a story and ask relatable questions. 6.use capitalization appropriately. 7.write

	activities are designed so as to enhance the speaking skills of a child.	sentences about a given topic using verbal or visual clues, write 3-4 lines about the picture shown to them. 8. Read aloud with appropriate pronunciation and expressions. 9.use simple verbs, prepositions like "on, under" etc.
Math	Hands on activities, usage of visuals and images, story telling sessions to connect situations with the real world, simple math games and interactive activities. Provide various techniques for one concept, drawing math problems.	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1. recognize, forward count and compare numbers till 500. Number names till 100. 2. use place value in writing and comparing two digit numbers. 3. apply single digit vertical and horizontal addition and subtraction. 4. name the various solid shapes (2D) and create patterns of shapes and numbers. 5. identify the hands of the clock and will be able to tell the time (o'clock and half past). Will be able to differentiate between the concept of A.M. and P.M. 6. observe, extend and create patterns of shapes and number. 7. identify, name and write the Days of the week and Months of the year. 8. identify the value and denominations of currency.
EVS	Experiments based learning, ground discussions which are teacher initiated and activities, supporting visual aids, explanation through power point presentations, quizzes and puzzles, activities	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: understand what is air, presence of air everywhere, properties, uses, air pollution, steps to control it etc. Acquire awareness about immediate surroundings. develop various skills e.g. observation, discussion, explanation, experimentation, logical reasoning etc. 3. identify the uses of water, properties, floating and sinking, forms of water, water cycle, water pollution and water conservation. They will be able to relate with the earth's component of water. 5. understand the chemical reaction using kitchen materials, concept of magnetism, heat and gravity. 6. relate with the sources of light, how is sound produced, human body, plants etc. 7. name the seasons, why do seasons change, about poles, axis, equator, hemispheres, rotation and revolution. 8. understand what is solar system, galaxy, landforms and how to save our mother earth.

Class II

Subject/ Skill	TEACHING TECHNIQUES	LEARNING OUTCOMES
Language	<p>Story telling sessions in an innovative manner, information about the author, depict the story with the help of flash cards which also helps for picture compositions, read aloud sessions, recitations, puzzles, stick puppets, role plays, dramatization, games, interactive activities in the notebook. Vocabulary development, sight words reading, in addition to creative writing, drawing is also inculcated in the assignment. Show and tell and JAM sessions.</p>	<p>Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1.acquire the skills of listening, speaking, writing and thinking in an integrated manner. 2.comprehend the language and develop the ability to express their thoughts orally and in writing in a meaningful way. 3.respond to comprehension questions related to stories, orally and in writing. 4.recite poems individually or in groups with correct pronunciation, actions and intonation. 5.narrate a story and express his/her opinion or understanding about the story and characters in it, also understand the sequence of events in a story. 6.use punctuations and capitalization appropriately. 7.write sentences about a given topic using verbal or visual clues. 8.read aloud with appropriate pronunciation and pause 9.use simple adjectives, pronouns related to gender like "his/her", "he/she", prepositions etc.</p>
MATH	<ul style="list-style-type: none"> • Hands on activities, • usage of visuals and images, • story telling sessions to connect situations with the real. • Paper Folding • Using weights and balance 	<p>Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to:1. forward count, write number word, simple math games and interactive activities. Provide various techniques for one concept, drawing math problems. names and compare numbers till 999. 2.use place value in writing and comparing three digit numbers. 3.apply addition, subtraction and multiplication in daily life situations. 4. describe the physical features of various solid shapes and identifies the types of shapes (2D or 3D). 5. identify the hands of the clock and will be able to tell the time. Will be able to differentiate between the concept of A.M. and P.M. 6.observe, extend and create patterns of shapes and number. 7. identify Days of the week and Months of the year. 8.draw inference based on the data collected. 9.identify the value and denominations of currency and perform addition and subtraction operations</p>
E.V.S	<p>Experiments based learning, ground discussions, which are teacher initiated and activities, supporting visual aids,</p>	<p>Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1.identify different types of animals, their habitat, eating habits etc. Acquire awareness about immediate surroundings. 2.develop various skills e.g. observation, discussion,</p>

	<p>explanation through power point presentations, quizzes, puzzles, activities, show and tell and JAM sessions.</p>	<p>explanation, experimentation, logical reasoning etc. 3.to identify healthy and unhealthy food items, good and bad eating habits and relate them with their day to day experiences. 4.identify the common body parts, internal and external organs and their functions. 5.understand the importance, types and style of clothing, common clothing items and differentiate between casual and formal clothing, role of weather in clothing choice. 6. identify different occupations in the home and community. Importance of community helpers for the smooth running of society. 7. Understand about neighbourhood and neighbours, what kind of houses are there in the neighbourhood. Gather information about their own neighbourhood and share about in the class.</p>
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Class III

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
<p>Languages</p>	<p>Individual activities, Working in groups of two, Small group activities- Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing very short answers based on stories and poems read. Comprehend words that apply to mathematical, and Science concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class III will be able to-</p> <ol style="list-style-type: none"> 1. Read the text and recite poem with correct pronunciation, intonation and pause as required. 2. Present stories read in form of a skit by recognizing the different characters and speaking their dialogues with expressions. 3. Comprehend the main idea of the message printed on posters, pamphlets, headlines printed in the newspapers. 4. Comprehend the text read by stating the main idea, details and sequence of incidents and draw meaningful conclusions. 5. Spell and write the words using their phonetic knowledge, short sentences and answers correctly following the rules of capitalization with correct use of simple punctuation marks like full stop, comma, exclamation and question mark. 6. Present their thoughts on general topics or things related to their immediate surroundings in the JAM and show and tell sessions. 7. Comprehend and follow the simple instructions given. 8. Modify and explain a different climax of the stories read with guidance from the teacher. 9. Relate to words like altogether, in addition, reduce, remaining, left over, remove, raining, constructing, building in other subjects like Mathematics and EVS.

	<p>nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech</p>	<p>10. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation.</p> <p>11. Apply the grammar concepts correctly to frame simple, sentences and answers.</p> <p>12. Produce sketch, diagrams, illustrations, cartoons to express their ideas through art as a medium.</p> <p>13. Construct meaningful questions for the peer group to answer.</p> <p>14. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story.</p>
<p>Mathematics</p>	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Counting by grouping method Counting 1 to 1000 in order. Arranging three digit numbers in order. Representing multiplication facts by drawing objects, Skip counting, repeated addition. Division through the concept of equal distribution and sharing. Recognizing and differentiating between 2D and 3D figures, Create 2D shapes and describe their features. Role play to show addition and subtraction facts, Measure length and capacities of objects using ruler, buckets etc. Using vocabulary learnt through Math concepts in English and Science like quarter to, half past, fractional terms. Reading clock. Reading calendar. Observing patterns, Recording data, Interpreting pictographs.</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class III will be able to</p> <ol style="list-style-type: none"> Count objects by making groups of tens and hundreds through the grouping method. Write counting from 1 to 1000 correctly. Apply the concept of place value to arrange three digit numbers in ascending and descending order. Solve addition and subtraction facts up to three digit numbers both in writing and mentally. Apply the concept of skip counting and repeated addition to construct tables in daily life situations. Conclude that division is distribution of object or a number in equal parts. Draw/cut/produce 2D shapes using pencil and paper/cutting paper/cardboard etc. Describe 2D shapes by analyzing the number of sides, corners and diagonals in a shape. Measure or predict an estimate of length or distance in centimeters and meters and understand the relationship between them. Compare the capacity of different containers using non standardised units. Confirm a particular day and date by reading a calendar. Read time on the clock using the correct vocabulary like quarter past, quarter to, half past, O clock etc. Recognise pattern in numbers or shapes to complete the series. Gather data, record it in tabular form and represent it on pictographs and interpret it to explain using meaningful words.

Science/Social
Science

Individual activities, Working in groups of two, Small group activities-

Observations Exploration
Questioning technique. Quiz,
Research work, Group
Discussions Field trips Visits with
family. Experience sharing
sessions. Finding similarities and
differences. Collecting objects.
Analyzing situations and
suggesting possible results or
solutions. Poster making
Collage making Waste
segregation Utilization of waste
Awareness drives and activities.
Questions and discussions
based on critical thinking.
Reading posters, pamphlets,
signboards.

Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class III will be able to

1. Identify various parts of a plant/tree and state their function.
2. Observe the difference between the same parts of different plants in terms of colour, texture, thickness, size etc.
3. Observe the food items in their kitchen, vessels, stoves, fuels and cooking process.
4. Segregating waste as bio degradable and nonbiodegradable.
5. Describe the need of food for people of different age groups, animals and birds, sources of food and water and use of water at home and other surrounding places in the neighbourhood.
6. Segregate objects, birds, animals, activities and other things on the basis of differences and similarities using different senses.
7. Explain how the cost of food items is determined depending on the number of middlemen involved between the farmer and the consumer.
8. Explain the movement, eating habits, habitats, sounds and other factors related to different animals.
9. Identify relationship with immediate and extended family.
10. Describe the different roles each family member plays, traditions/practices followed at home, importance of living together as a family.
11. analyze the importance of different professions that people take up.
12. Differentiate between the houses that were constructed in the past and the ones that are constructed now.
13. State different ways of transportation and communication and analyze how the ways have changed over the years.
14. Identify places like schools, hospitals, malls, parks, medical shops etc. in the neighbourhood.
15. Exhibits behaviour that shows sensitivity towards saving plants, animals, taking care of the elders, differently abled people in our surroundings.
16. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimizing the noise, water and air pollution, making optimum use of natural resources.
17. Participate actively in awareness drives.
18. Create usable things using waste materials.
19. Analyze different situations critically and suggest different ways to solve problems and issues that concerns the environment.

		<p>20. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers.</p> <p>21. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.</p>

Class –IV

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
Languages	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing short answers based on stories and poems read independently. Cross words. Comprehend words that apply to mathematical, and Science concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, verbs, adverbs, degrees of comparison, correct tenses prepositions, conjunctions in speech.</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class IV will be able to-</p> <ol style="list-style-type: none"> 1. Read the text and recite poem with correct pronunciation, intonation and pause as required. 2. Present short portions of the stories read, in form of small skits or drama by recognizing the different characters and speaking their dialogues with expressions, voice modulation. 3. Comprehend the text read by stating the main idea, details, sequence of incidents, talk about the main characters of the story, draw meaningful conclusions and values from the story or poem read. Relate the learnings to themselves. 4. Comprehend the message printed on posters, pamphlets, headlines printed in the newspapers, subtitles on news channels demonstrate their understanding in words. 5. Spell and write trickier words, compose age appropriate sentences using adjectives to add details and answer the questions correctly following the rules of capitalization with correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semi colon and exclamation. 6. Incorporate words like firstly, first of all, then, secondly, next, later to bring clarity in writing when sequencing is required in a piece of writing. 7. Present their thoughts on general topics in the JAM and show and tell sessions. 8. Share their experiences on day to day activities, general topics in a structured and sequential manner. 9. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. 10. Comprehend the meaning of new vocabulary when read in a sentence by understanding the context of the text.

		<p>11. Apply the grammar concepts correctly to frame sentences and answers using the correct tenses.</p> <p>12. Comprehend and follow the simple but multiple instructions given.</p> <p>13. Solve cross words with minor help from the teacher.</p> <p>14. Produce sketch by paying attention to the details of the sketch to make them look more presentable, diagrams with proper markings, labelling, illustrations, and cartoons to express their ideas through art as a medium.</p> <p>15. Construct meaningful and situation based questions that involve skills of application, analysis, and comparison for the peer group to answer.</p> <p>16. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story highlighting their major character traits.</p> <p>17. Modify and explain a different climax of the stories read with little guidance from the teacher.</p>
Mathematics	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Formulation of multiplication facts through skip counting and extended tables, Multiplying numbers in expanded form, Mental Calculations Mental Math exercises, Division through grouping method, Formulating questions based on mathematical facts, Solving mathematical problems in groups, Correlating fractional numbers to real life, Representing fractions through paper folding and shading a part of a whole, Using compass and scale to draw circles of different length of radius, Conversion of rupees into paisa</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class IV will be able to-</p> <ol style="list-style-type: none"> 1. Multiply 2 and 3 digit numbers in daily life situations with ease. 2. Divide a number using different methods like pictorial, repeated subtraction, grouping, deriving a relationship between multiplication and division. 3. Apply the operation of multiplication and subtraction in daily life situations. 4. Identify half, one-fourth, three-fourth of a whole by paper folding. 5. Represent a fraction as half, one fourth and three fourth by using numerals. 6. Show the equivalence of a fraction with other fractions. 7. Identify the centre, radius and diameter of the circle. 8. Recognise shapes that can be used for tiling 9. Create cubes and cuboids using the given nets. 10. Represent the concept of symmetry through paper folding/ paper cutting, etc. by reflection 11. Create top view, front view and side view of objects of daily use. 12. Calculate the perimeter of 2 D shapes. 13. Convert meters into centimeters and centimeters into meters.

	<p>and vice versa, Making bills, Making estimates and verifying by measuring, Using weigh scales, Exploring calendar using Higher Order Thinking skills, Collecting, organising and studying data, Reading and interpreting bar graphs.</p>	<p>14. Give answers to questions related to daily life situations like finding length, distance, weight, volume and time involving four basic arithmetic operations.</p> <p>15. Read time on clock in hour and minutes and write the time using the terms a.m. and p.m.</p> <p>16. Read and relate to 24-hour clock with respect to 12- hour clock.</p> <p>17. Calculate time intervals and duration of familiar daily life events like lunch break, duration of periods, play time, sleeping time etc.</p> <p>18. Identify the pattern in multiplication and division up to multiples of 9</p> <p>19. Observe, identify and extend geometrical patterns based on symmetry</p> <p>20. Represent the collected information in form of tables, bar graphs and draw inferences or conclusion from them.</p>
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<p>Science/Social Science</p>	<p>Individual activities, Working in groups of two, Small group activities- Observations, Exploration, Questioning technique, Quiz, Research work, Group Discussions, Field trips, Visits with family, Experience sharing</p>	<p>Through these pedagogical techniques, by the end of the academic year 2014-25, the majority of students of class IV will be able to-</p> <p>1. Identify parts of various plants and explain their functions in detail and differentiate between them on the basis of shape, colour, aroma, place where they grow, fruits in immediate surroundings.</p> <p>2. Identify different features of animals like beak, teeth, claws, ears, hair, nests/shelters, etc. of birds and animals.</p>
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sessions, Finding similarities and differences, Collecting objects, Analysing situations and suggesting possible results or solutions, Poster making, Collage making, Waste segregation, Utilization of waste, Awareness drives and activities, Questions and discussions based on critical thinking, Reading posters, pamphlets, signboards

3. Identify relationship with and among family members in extended family
4. Explain the behaviour of animals and the shelters they take or build like ants, bees, elephants, birds
5. Describe the different types work that people take up as their occupation to earn their living that require special skills like farming, construction, art and craft, etc.
6. Discuss the role of training in institutions that prepares a person to take up a job
7. Explain the process of producing and procuring items of daily need like crops from field to market and then to home, water from local source and different ways of its purification at city level and at home.
8. Discuss how the change in technology has effected or changed various things of daily use like transport, currency, houses, materials used to build houses, tools, skills and ways of farming, construction, etc.
9. Group the animals, birds, plants, objects, waste material on the basis of observable features like appearance ears, hair, beaks, teeth, texture of skin, surface, instincts domestic and wild animals, fruits, vegetable, pulses and spices, their shelf life, uses like edibility, medicinal, decoration, any other, reusability, traits smell-taste, likes, etc.
10. Guess the properties, conditions of phenomena, estimate quantities in terms of distance, weight, time, duration in standard and local units like kilograms and verify using simple tools.
11. Establish relation between cause and effect of various processes like evaporation, condensation; dissolution, absorption etc.
12. Record observations, experiences, related to events, objects, activities, phenomena, places visited like fair, festivals, historical place, field trip, shopping centers in different ways.
13. Identify signs, locations, places and guides for the directions by noticing the landmarks, signboards in neighbourhood or any public place using maps.
14. Use the information on signboards, posters, currency, railway ticket, time table.
15. Give opinion on issues observed or experienced in family, school, and neighbourhood.
16. Make appropriate choices and decision by examining the situations critically.
17. Solve problems, suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings like plants, animals, and the elderly, differently abled people, resources like food, water, and public property.

		<p>18. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimizing the noise, water and air pollution, making optimum use of natural resources.</p> <p>19. Participate actively in awareness drives.</p> <p>20. Create usable things using waste materials.</p> <p>21. analyze different situations critically and suggest different ways to solve problems and issues that concerns the environment.</p> <p>22. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers.</p> <p>23. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.</p>
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Class-V

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
Languages	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing short answers based on stories and poems read independently. Cross words Comprehend words that apply to mathematical, and Science concepts. Cross-questioning technique, Expression sessions</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class V will be able to-</p> <ol style="list-style-type: none"> 1. Read the text and recite poem with correct pronunciation, intonation and pause, expressions and actions/gestures/ body language as required. 2. Present the stories read, in form of full-fledged skits or dramas by taking up the different characters and speaking their dialogues with expressions, voice modulation using their body language. 3. Comprehend the text read by stating the main idea as well as the hidden idea, details, sequence of incidents, talk about all the characters of the story, draw meaningful conclusions and values from the story or poem read. Relate the learnings to themselves and do exercises like self-evaluation to bring about a positive change in their behaviour and attitude. 4. Comprehend and explain the message printed on posters, pamphlets, articles printed in the newspapers, magazines, news flashing on news channels, demonstrate their understanding and express their thought on the topic. 5. Attempt to spell difficult words by understanding the structure of the word, compose age detailed sentences using adjectives to add details and answer long questions correctly following the rules of capitalization with correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semi colon and exclamation.

	<p>Password technique Games/Smart Modules. Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech</p>	<ol style="list-style-type: none"> 6. Present their thoughts on age appropriate research based or facts based topics in the JAM sessions. 7. Answer in written or oral form to long questions based on day-to-day experiences, stories, poem heard or read. 8. Comprehend and follow the age appropriate multiple and complex instructions given. 9. Read, comprehend and explain news and magazine articles in their own words using the key words in correct context. 10. Frame meaningful and explanatory questions to interview people belonging to different fields like doctors, teachers, managers etc. 11. Differentiate between homophones and select the correct word in writing. 12. Selects appropriate synonyms and antonyms in writing. 13. Explain the central idea of a story, paragraph, and article both verbally and in written form within the time limit or word limit using key words without compromising on the content. 14. Connect ideas gathered from reading, listening, viewing things that are inter-related. 15. Refer to a dictionary as and when needed. 16. Attempt to write stories, poems, posters, etc. 17. Express their thoughts on topics like peace, equality etc. suggesting personal views in a polite manner. 18. Search the internet to find the back ground, famous works of different writers, poets etc.
<p>Mathematics</p>	<p>Individual activities, Working in groups of two, Small group activities- Counting and representing numbers beyond 1000, Addition and subtraction of large numbers, Division through equal distribution and inverse process of multiplication, Estimate the results of number operation through approximation followed by verification, Developing multiples of a number through its multiplication facts, Skip counting on a number line and</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class V will be able to-</p> <ol style="list-style-type: none"> 1. Read and write numbers bigger than 1000 using the place value system. 2. Perform addition, subtraction, multiplication and division of numbers beyond 1000 by using the concept of place value of numbers. 3. Divide a number by another number using various relatable methods like equal distribution and inverse multiplication process. 4. Predict estimates of sum, difference, product, quotient of numbers and verify the same using different strategies like using standard algorithms or breaking a number and then using operation. 5. Develop the idea of multiples of a number through its multiplication facts, skip counting on a number line and number grid. 6. Use situations from daily life in activities to develop understanding about fractional part of the group.

	<p>number grid, Develop the concept of factors through division of numbers and multiples, Develop fractions from real life situations, Compare fractions, Develop the idea of equivalence fractions, Observe angles in their surroundings, compare and measure them, Using a protractor, Noticing symmetry, Explore shapes, Make a shopping list to estimate expenditure, Conduct role play as shopkeepers and customers, Measure length of different objects, Recognise the need of converting bigger units into smaller units, Measure volume by counting the number of cubes that can fill a given space, Explore patterns in numbers while doing various operations, Collect information and display it in a pictorial form. Interpretation of various diagrams, bar charts.</p>	<ol style="list-style-type: none"> 7. Compare fractions through different ways like paper folding, shading of diagram, cutting paper. 8. Develop the idea of equivalent fractions through paper folding and shading. 9. Identify and form equivalent fractions of a given fraction. 10. Convert fractions into decimals. 11. Convert decimals into fractions. 12. Observe angles in their surroundings and compare them, then classify them. 13. Confirm angles as right angles, acute angles, obtuse angles and represent the same by drawing them in the notebook. 14. Use protractor as a tool for measuring angles and use it to measure and draw angles as instructed by the teacher. 15. Identify 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes. 16. Make cube, cylinder and cone using nets designed for this purpose. 17. Relate commonly used larger and smaller units of length, weight and volume. 18. Convert larger units to smaller units and vice versa. 19. Estimate the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug. 20. Apply addition, subtraction, multiplication and division in solving problems involving money, length, mass, capacity and time intervals. 21. Identify the pattern in triangular number and square number. 22. Collect data related to daily life situations, represents it in tabular form, bar graphs and interpret it.
<p>Science/Social Science</p>	<p>Individual activities, Working in groups of two, Small group activities- Observations Exploration Questioning technique. Quiz Research work Group Discussions Field trips Visits with family. Experience sharing sessions. Finding similarities and differences. Collecting objects. Analysing situations and suggesting possible results or</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of class V will be able to-</p> <ol style="list-style-type: none"> 1. Describe the interdependence among animals, plants and humans. 2. Establish linkage among terrain, climate, resources food, water, shelter, livelihood and cultural life. 3. Explain the use of technology and the process of accessing basic needs food, water etc. in our daily life. 4. Explain the role and functions of different institutions in daily life like bank, panchayat, cooperatives, police station, etc. 5. Group objects, materials, activities for features and properties such as shape, taste, colour, texture, sound, traits etc.

solutions. Poster making Collage making Waste segregation Utilization of waste Awareness drives and activities. Questions and discussions based on critical thinking. Reading posters, pamphlets, signboards

6. Evaluate the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc.
7. Identify different historical monuments and describe the facts and significant features related to them
8. Locate important historical sites on city maps.
9. Appreciate the sacrifice of freedom fighters by explaining the struggle they went through to gain freedom.
10. Evaluate the changes in cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working.
11. Observe and explain the properties like floating, sinking, mixing, evaporation, germination, spoilage, breathing, taste, conditions of phenomena, estimate quantities distance, area, volume, weight etc. and time in simple standard units and verify using simple tools.
12. Record observations and experiences, information in an organised manner like in tables, sketches, and predict patterns in activities and phenomena e.g., floating, sinking, mixing, evaporation, germination, spoilage to establish relation between cause and effect.
13. Recognise that Earth is a unique celestial body due to existence of life.
14. Demonstrate the causing of day and night, seasons
15. Locate continents and oceans on the world map.
16. Identify latitudes and longitudes like poles, equator, tropics, states, union territories of India and other neighbouring countries on globe and the world map.
17. locate physical features of India such as mountains, plateaus, plains, rivers, deserts.
18. Identify signs, directions, location of different landmarks in a locality, place visited on maps and predict directions in context of position at different places for a location.
19. Create posters, diagrams models, local dishes, sketches, maps of neighbourhood, different places visited using a variety of material and write poems, slogans etc.
20. Voice opinions on issues observed or experienced and relates practices and happenings to larger issues of society like hygiene, health, managing waste, disaster emergency situations and protecting and saving resources.
21. Show sensitivity for the deprived segments of the society, suggest ways to help them and contribute in different ways towards their development.
22. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimising the noise, water and air pollution, making optimum use of natural resources.

	<p>23. Participate actively in awareness drives.</p> <p>24. Create usable things using waste materials.</p> <p>25. Analyse different situations critically and suggest different ways to solve problems and issues that concerns the environment.</p> <p>26. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers.</p> <p>27. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.</p>
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Classes VI TO X

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
Languages	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Spell bee, Writing very short answers based on stories and poems read. Comprehend words that apply to mathematical, and Science concepts.</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of senior classes will be able to-</p> <ol style="list-style-type: none"> 1. Read and write with understanding and pen down their thoughts. 2. Communicate effectively and to make them use language with ease in different situations. 3. Comprehend the main idea of the message printed on posters, pamphlets, headlines printed in the newspapers. 4. Comprehend the text read by stating the main idea, details and sequence of incidents and draw meaningful conclusions. 5. Develop their listening, speaking, reading, writing skills effectively. 6. Enhance their knowledge of the language and use it with ease in real world. 7. Comprehend and follow the simple instructions given. 8. Modify and explain a different climax of the stories read with guidance from the teacher. 9. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story. 10. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. 11. Apply the grammar concepts correctly and thus enhance their writing skills. 12. Produce sketch, diagrams, illustrations, cartoons to express their ideas through art as a medium. 13. Construct meaningful questions for the peer group to answer.
Mathematics	<p>Individual activities, Working in groups of two, Small group activities- Maths lab activities,</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of senior classes will be able to</p>

	<p>Observing patterns, Recording data, Interpreting pictographs. Measuring (such as comparisons and units), locating (incorporating position and orientation), designing (for examples, properties of shapes and objects), playing (incorporating rules, procedures and processes) and explaining (such as classifications etc.)</p>	<ol style="list-style-type: none"> 1. Practically apply their theoretical knowledge in Maths lab and have better understanding of concepts. 2. Analyse and solve mathematical problems more effectively. 3. Develop their mathematical reasoning skills. 4. Build a foundation for higher-level Mathematics. 5. Mathematical vocabulary learning will get enhanced. 6. Comprehend, analyse so as to solve mathematical problems. 7. Synthesise and evaluate so as to solve mathematical problems. 8. Make generalisations so as to solve mathematical problems. 9. Collect, organise, represent, analyse and interpret data and make conclusions and predictions from its results. 10. Represent, analyse data and make conclusions and predictions from its results. 11. Interpret data and make conclusions and predictions from its results. 12. Apply mathematical knowledge and skills to familiar situations. 13. Apply mathematical knowledge and skills to unfamiliar situations. 14. Gather data, record it in tabular form and represent it on pictographs and interpret it to explain using meaningful words.
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<p>Science/Social Science</p>	<p>Individual activities, Working in groups of two, Small group activities- Science lab Experiments, Poster making, Collage making Waste segregation, Utilization of waste Awareness drives and activities. Questions and discussions based on critical thinking. Reading posters, pamphlets, signboards Observations Exploration Questioning technique. Quiz Research work Group Discussions Field trips Visits with family. Experience sharing sessions. Finding similarities and differences. Collecting objects. Analysing situations and suggesting possible results or solutions.</p>	<p>Through these pedagogical techniques, by the end of the academic year 2024-25, the majority of students of senior classes will be able to-</p> <ol style="list-style-type: none"> 1. Describe the interdependence among animals, plants and humans. 2. Establish linkage among terrain, climate, resources food, water, shelter, livelihood and cultural life. 3. Explain the use of technology in our daily life. 4. Explain the role and functions of different institutions in daily life like bank, panchayat, cooperatives, police station, etc. 5. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc 6. Evaluate the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. 7. Identify different historical monuments and describe the facts and significant features related to them 8. Locate important historical sites on city maps. 9. Appreciate the sacrifice of freedom fighters by explaining the struggle they went through to gain freedom. 10. Evaluate the changes in cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working.
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11. Observe and explain the properties like floating, sinking, mixing, evaporation, germination, spoilage, breathing, taste, conditions of phenomena, estimate quantities distance, area, volume, weight etc. and time in simple standard units and verify using simple tools.
12. Record observations and experiences, information in an organised manner like in tables, sketches, and predict patterns in activities and phenomena e.g., floating, sinking, mixing, evaporation, germination, spoilage to establish relation between cause and effect.
13. Recognise that Earth is a unique celestial body due to existence of life.
14. Demonstrate the causing of day and night, seasons
15. Locate continents and oceans on the world map.
16. Identify latitudes and longitudes like poles, equator, tropics, states, union territories of India and other neighbouring countries on globe and the world map.
17. Locate physical features of India such as mountains, plateaus, plains, rivers, deserts.
18. Identify signs, directions, location of different landmarks in a locality, place visited on maps and predict directions in context of position at different places for a location.
19. Create posters, diagrams models, local dishes, sketches, maps of neighbourhood, different places visited using a variety of material and write poems, slogans etc.
20. Voice opinions on issues observed or experienced and relates practices and happenings to larger issues of society like hygiene, health, managing waste, disaster emergency situations and protecting and saving resources.
21. Show sensitivity for the deprived segments of the society, suggest ways to help them and contribute in different ways towards their development.
22. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimising the noise, water and air pollution, making optimum use of natural resources.
23. Participate actively in awareness drives.
24. Create usable things using waste materials.
25. Analyse different situations critically and suggest different ways to solve problems and issues that concerns the environment.
26. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers.