

**City Pride School**  
**Annual Pedagogical Plan**  
**2020-21**

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## **1. School Details**

<b>Name:</b>	<b>City Pride School</b>
<b>Address:</b>	HS 2, Sector- 27 A, Opposite Sant Tukaram Garden, Nigdi, Pradhikaran, Pune- 411044,
<b>Affiliation no:</b>	1130180
<b>School code no:</b>	30211
<b>Year of affiliation</b>	2009 - 2022
<b>Phone No:</b>	07276035596.
<b>Email Id:</b>	info@cityprideschool.com
<b>Website:</b>	<a href="http://www.cityprideschoolnigdi.org">www.cityprideschoolnigdi.org</a>
<b>Name of the Principal:</b>	Mrs. Maya Sawant
<b>Contact No:</b>	07276035596

## **2. Basic information of the school**

City Pride School is promoted, established & run by "Audyogik Tantra Shikshan Sanstha" popularly known as A.T.S.S.

City Pride School is affiliated to CBSE Board. The school has classes from Jr. KG to 12th standard. The school is Re-Accredited by National Board of Education & Training (NABET).

- The school received an "Excellence Award" for its Best Technology practices in School Education from Govt. of Maharashtra.
- The school also received the "International School Award" from British Council for its International Connectivity.
- The school has won the "Ideal School Award" from PCMC for all round development of students and for its highest credibility in society and highest quality standard.
- The Finland based Council for creative Education has certified City Pride School as "Creative School" for the innovative creative practices at school.
- The School Received "Best Performing School Trophy" for having the highest number of medals in the prestigious competition of Dr. Homi Bhabha BalVaidnyanik Competition conducted by Mumbai Science Teachers' Association for three consecutive years.
- For the excellent performance in Indian Talent exam our school is awarded with "Golden School Award" at National level.
- In the Pre Upper Primary State Government Scholarship Examination Std V, we are fortunate to have four ranks, with one student bagging the 2nd State Rank and the City Topper in CBSE State Merit List and another student of Standard VIII bagging 3rd State rank and City Topper in Pre Secondary Scholarship Examination.

The Government of India had set up the Atal Innovation Mission (AIM) at NITI Aayog for the establishment of Atal Tinkering Laboratories (ATL). Out of 13000 schools who applied, 250 schools were selected all over India. City Pride School being one of them. The Government has set up ATL Lab in our school. This space will cultivate the spirit of curiosity and innovations in young minds.

### **3. Vision, Mission and Focus of the school**

#### **3.1 Vision**

To develop children into enlightened citizens of tomorrow “REACHING NEW HEIGHTS”

#### **3.2 Mission**

City Pride School will emphasize on quality education in a facilitative, challenging and positive environment, encouraging sharing and caring so as to make dynamic, inquisitive and rational individuals who display high self-esteem and a sense of morality

#### **3.3 Focus of the school**

Every child is unique in its own way. City Pride School believes in a distinct culture in the cradle of which, children progressively acquire good traits, habits, life skills along with promising education.

Besides honour, faith and excellence, it also upholds the essence of Indian culture and heritage as well as keeping its doors open to modern thought and scientific outlook. The aim of the school is to create free and motivating atmosphere to inculcate knowledge, spirit of Nationalism, brotherhood, sense of belongingness, sense of discipline, general manners and refined tastes.

Our School strives to attain excellence in a happy, caring, secure and dynamic community, where we all have the opportunity to achieve our highest potential in life. We believe our first responsibility towards our children is to meet their needs and to provide outstanding opportunities to them. We provide a range of educational and social experiences appropriate to the age, ability and needs of our students.

The school is committed to honesty and responsibility in all relationships, respecting the rights of individuals and stressing the importance of social awareness and sensitivity. We create opportunities for every individual in the school community to develop up to his or her maximum potential. We provide resources to ensure maximum educational benefit.

## **4. Culture & Key strengths of the school**

### **4.1 Culture of the school**

The school takes sincere efforts to do its best for children and we endeavour to create a caring environment, within which each child is regarded as an individual and valued for his/her own unique qualities. We wish that the child is happy, secure, relaxed and confident in his/her interaction with people, ideas & environment and is encouraged & helped to achieve the best of his/her ability throughout the learning experiences.

We strive to keep parents informed as fully as possible about their child's progress and achievements. Students are encouraged to participate in different fields & extra-curricular activities, various inter- school and inter-class competitions.

The education system in our school aims at helping students in understanding the facts by working hands-on, applying simpler & investigative learning way so as to arouse interest & develop better understanding in their subject.

We ensure that students are socially conscious. Various environment protection activities are taken up by school which involves active participation by students. The innovative thoughts make the children ready for 'out-of -box' thinking and also helps in developing their all round personalities. The school provides soft skill training to students for building their confidence, communication and leadership skills. The Eloquest club in the school aims at preparing students for administrative services . The students regularly work a group projects , undergo summer internships and make amazing presentations of their work. We create and sustain a professional learning environment by adopting philosophy of continuous improvement in every aspect of the school.

### **4.2 Key strengths of the school**

Temple of Knowledge-

- Where Learning is an integrated activity and encourages children to link it with their everyday lives in some way
- Which promotes thought which encourages creative thinking
- Where learning builds capacity to create new knowledge
- Where logical, analytical, quantitative and problem solving skills are developed.
- Where there is transparency maintained with all the stakeholders

### **5. School Academic Performance**

Every year school has excelled in its performance with 100% results

**(Last 8 years at a glance)**

<b>Particulars</b>	<b>Name of the Topper</b>	<b>Percentage</b>	<b>10 CGPA</b>	<b>Between 9 CGPA- 10 CGPA</b>	<b>Below 9 CGPA</b>	<b>Total number of students</b>
<b>2012-13</b>	Sanjeev Grampurohit	94.80%	7 students	17 students	17 students	41 students
<b>2013-14</b>	Govind Menon	98.40%	31 students	33 students	23 students	87 students
<b>2014-15</b>	Disha Gupta	98%	18 students	32 students	35 Students	85 Students
<b>2015-16</b>	Avni Jain	98.80%	34 students	28 students	24 students	86 students
<b>2016-17</b>	Vinaya Nair	99%	28 Students	26 Students	33 Students	87 Students

<b>Particulars</b>	<b>Name of the Topper</b>	<b>Percentage</b>	<b>90%-100%</b>	<b>80%-90%</b>	<b>70%-79%</b>	<b>60%-70%</b>	<b>No. of students</b>
<b>2017-18</b>	Yash Rajesh Kulkarni	97.20%	34	29	20	3	86 students
<b>2018-19</b>	Saket Uttam Dhore	97.08%	53	18	10	2	83 students
<b>2019-20</b>	Vedant Talegaonkar	98.8%	89	31	9	3	134 students

## **6. Staff and Students details**

### **6.1 Students details:**

Class	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
No. of Sections	4	4	4	4	4	4	4	4	4	4	40
No. of Students	160	161	161	163	160	161	161	160	160	163	1610

### **6.2 Staff details:**

Sr. No	Designation	Total
1	Principal	1
2	TGT	36
3	PRT	36
4	WET	17
5	PET	6
6	Special Educator	1
7	Counselor	2
8	Soft Skill Trainer	3
9	AO	1
10	Librarian	2
11	Lab Technician	2
12	System Admin	2
13	PRO	1
14	Accountant	1
15	Account Assistant	1
16	Office Assistant	4
17	Nurse	1
18	Peon	36
19	Gardener	1
0	Drivers	8



## **7. Stakeholders and Statutory &Regulatory bodies**

### **7.1 Stakeholders**

The following are the stakeholders of the school

- a. Students
- b. Parents
- c. Teaching and nonteaching staff
- d. School Management committee
- e. Core committee

### **7.2 Statutory and regulatory bodies**

1	Central Board of Secondary Education	The School is Affiliated to CBSE (Affiliation 1130180)
2	Pimpri Chinchwad Municipal Corporation	The school follows all the norms put forth by PCMC Education Dept.
3	Road Transport Office (RTO)	The school has formed a Transport Committee
4	Provident Fund (PF)	The school employees avail the facility of PF Deduction
5	Income Tax Office	The school provides the required form for Tax deduction

## **8. Committees and Departments**

### **8.1 Core Committee**

The core committee comprises of 12 members who hold key positions in the school. The committee meets once in two months. The committee discusses and approves various plans for the better functioning of the school. The committee sets the goals and academic objectives to be achieved .The various action plans are prepared and executed by the various departments and committees accordingly. The committee takes into account the suggestions given by the stakeholders.

<b>NAME</b>	<b>DESIGNATION</b>
Dr.Ashwini.Kulkarni	Secretary
Dr.Deepali.Sawai	Management Representative
Ms.Maya.Sawant	Principal
Ms.Nisha.Panicker	Supervisor
Ms.Vaishali.Harugade	Accreditation Coordinator
MsMrinalini.Gholap	Coordinator(VIII-IX)
Ms.Leena.Mahajan	Coordinator(VI-VII)
Ms.Shobana.G	Coordinator(III-V)
Ms.Sumita.Bhattacharya	Coordinator(I-II)
Ms.Varsha.Ahire	Coordinator(Pre primary)
Ms.Nilima.Palse	Administrative Officer

### **8.2 List of Departments**

<b>Sr. No</b>	<b>Name of the Department</b>
1.	English
2	Hindi
3	Marathi and Sanskrit
4	French and German
5	Mathematics
6	Science
7	Social Science
8	Computer
9	Art and Craft
10	Softskill and counseling

### **8.3 List of Committees**

<b>Sr. No</b>	<b>Name of committees</b>
1	Core
2	Infrastructure
3	Daily routine
4	Exam
5	Health, safety and security
6	Complaint handling
7	Field visit
8	Intra school
9	Display board
10	Topschool
11	Sports
12	Cultural
13	Student council
14	Competitive

15	Library
16	Self-assessment
17	Inter-school
18	Transport
19	Breakfast
20	Notices and circulars
21	School Journalism

## **9. Yearly planner and Annual goals**

### **9.1 Consultations and discussions held for preparing the yearly plan**

The yearly plan is prepared taking into consideration the suggestions and opinions given by the stakeholders during meetings, open days, interaction days, closure meetings.

Management and core meeting suggestions are also taken into consideration while designing the yearly plan.

**Yearly Planner Std. I-VIII Annexure 1**

**Yearly Planner Std. IX-X Annexure 2**

### **9.2 Goals to be achieved**

#### **Annual goals:**

The school has planned following as their yearly objectives

- To train teachers for online evaluation process.
- To deliver communication efficiently with the help of teaching
- To equip the stake holder with online teaching-virtual platform.
- To develop conceptual understanding and application in the subject of Math and Science
- To develop analytical reasoning and problem solving skills in the students by integrating **STEAM** education with the help of ATAL INNOVATIVE LAB
- To integrate art with education

#### **Long term goals:**

- Experiential learning.
- Develop logical & analytical skills (I-Qube)
- To develop 21<sup>st</sup> century skills -digital literacy.
- To streamline the interests of the students to choose their desired profession.
- Blended learning pattern.

## **10. Grades and subjects**

<b>Class</b>	<b>Scholastic Subjects</b>
I	English , Hindi, Marathi, Maths, Science
II	English , Hindi, Marathi, Maths, Science
III	English , Hindi, Marathi, Maths, Science
IV	English , Hindi, Marathi, Maths, Science
V	English , Hindi, Marathi, Maths, Science
VI	English , Hindi, Marathi/German/ Sanskrit, Maths, Science, SST
VII	English , Hindi, Marathi/German/ French/ Sanskrit, Maths, Science, SST
VIII	English , Hindi, Marathi/German/ French/ Sanskrit, Maths, Science, SST
IX	English , Hindi/ Marathi/German, Maths, Science, SST, French, Sanskrit.
X	English , Hindi/Marathi/German, Maths, Science, SST, French, Sanskrit

<b>Class</b>	<b>Co-scholastic Subjects</b>
I	Physical Education, Art and Craft, Music/ Keyboard/Dance, Computer, GK.
II	Physical Education, Art and Craft, Music/ Keyboard/Dance, Computer, GK.
III	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, GK.
IV	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, G.K,Creya
V	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, G.K, Creya
VI	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, Drama, Work Education
VII	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, Drama, Work Education
VIII	Physical Education, Art and Craft, Music/Keyboard/Dance, Computer, Discovery, Work Education
IX	Physical Education, Music/Keyboard/Dance Visual arts, Computer, Work Education.
X	Physical Education, Visual Arts, Computer, Work Education.

## **11. Economic and Academic Resources available**

### **11.1 A. Economic Resources:**

Non-recurring expenses are taken care by the parent trust.

Recurring expenses are managed through the collection of fees.

### **B. Academic Resources:**

The teaching learning process is supported with text books, videos, power point presentations, Unit Plans, Teaching Aids and Educational Software.

### **11.2 Online teaching resources: MS Teams platform / Videos/ Power point presentations.**

### **11.3 Other Learning Spaces (Experiential learning)**

The school has developed additional learning spaces which give students hands on experiences and make learning more joyful and interesting.

#### **“Atal Tinkering labs” at City Pride School**

For actualising Prime Minister’s dream of “Make in India” Government of India has selected and supported few promising schools in the country to develop “Atal Tinkering labs” as incubation centres.

The objective of these labs is to develop innovation and entrepreneurship skills in school children, City pride school is among those privileged schools in the country. School has developed state of art skill labs in various exciting “**STEAM**” areas as follows :

<b>Name of the resource</b>	<b>Classes</b>	<b>Learning outcome</b>
<b>Robotics Lab</b>	Class – VI- X	1. The well established Robotics lab enabled students to get training of robotics in depth up to programming level. 2. Students build Robots, programme them according to the tasks given.
<b>Animation &amp; Gaming Lab</b>	Class – VI- X	1. The animation lab has been developed with high end hardware, software and accessories. 2. Students create animated films and games.
<b>Advance mechanics lab</b>	Class VI-X	1. School has developed mechanical engineering lab with the facility of Computer aided design . 2. The 3D printer in the school is used by students for manufacturing the actual prototypes of designs. 3. Various mechanical engineering concepts are strengthened through use of mechanical tools in this lab.

<b>Fashion Design Lab</b>	Class VI-X	1. The students design and stitch clothes & accessories in school, and display them on ramp in annual events.
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<b>Name of the resource</b>	<b>Classes</b>	<b>Usefulness</b>
<b>Computer Labs</b>	Class I- X	<p>1. Computer labs and mobile laptops, are available with internet connectivity.</p> <p>2. School uses computers as application tool for learning core subjects like mathematics integrated in the curriculum.</p> <p>3. Regular Topic wise online tests make evaluation easy and effective.</p> <p>4. The school holds prestigious interschool computer competition 'Cyber Champs' in collaboration with Persistent Systems with participation from most prominent schools in and around Pune.</p>
<b>Science &amp; Discovery Labs</b>	Class III-X	<p>1. The demonstrations in the science labs help the students to know how science is connected to their daily life situations.</p> <p>2. This also stimulates their need to know more about their surroundings &amp; how things work.</p> <p>3. Through this initiative, students learn various scientific principles through enquiry based learning.</p>
<b>Art and craft labs</b>	Class III-X	<p>1. The art and craft lab in the school is filled with creative designs, craft work , paintings and artistic products.</p> <p>2. The children are engaged in bringing creative ideas into reality.</p>
<b>Library</b>	Class I - X	<p>1. Creating reading habits since early childhood are very important as it helps to inculcate love for books in future.</p> <p>2. The school has two well stocked libraries with thousands of books on various topics. The library has various magazines, reference books, CD collections for teachers and students. The "Avid reader " tag in our school entitles students to unbound usage of this treasure.</p>



#### **11.4 Educational Software**

Following educational softwares support the teaching learning process:

Teach Next, Educomp, STEAM, Topschool, Funtoot (For Std 6<sup>th</sup>), Open Door (For Std 5<sup>th</sup> to 8<sup>th</sup>), Cambridge.

#### **11.5 Textbooks Resources**

Pre Primary section	Teach Next - textbooks
Std I-II_III	Teach Next - textbooks
Std IV - V	Oxford Publication
Std VI - VIII	Oxford Publication, NCERT text books
Std IX - X	NCERT textbooks

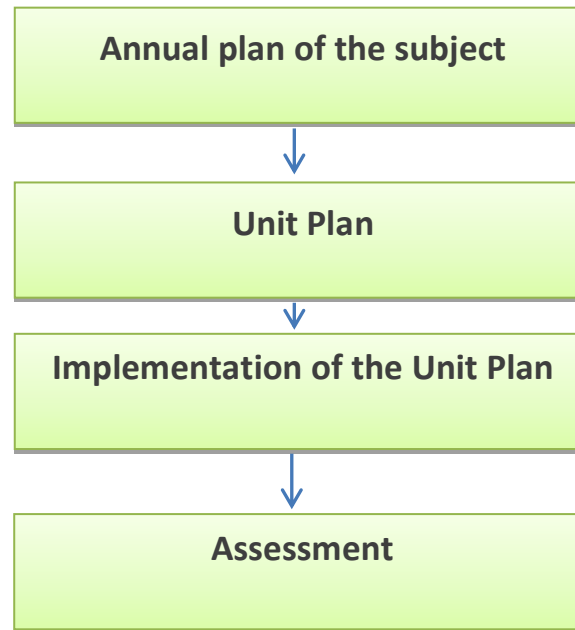
#### **11.6 Online Teaching Sessions Time Slots**

Annexure 3

## 12 .Pedagogical solutions

### Planning

Every teacher follows the following plan to execute her teaching learning process:



Every teacher prepares her Unit plan keeping in mind the objectives mentioned in Blooms Taxonomy.

The teacher decides the learning outcomes to be achieved and designs the plan.

A template of the Annual plan and Unit plan is given to all the teachers.

**SAMPLE 1****CITY PRIDE SCHOOL  
ANNUAL PLAN YEAR 2020-21  
SUB:****STD. / DIV:**

Month	No. of working days	No. of periods	Topic/ Sub- topic	Objectives	Learning Outcome
April				<ul style="list-style-type: none"><li>• Knowledge</li><li>• Understanding</li><li>• Application</li><li>• Skills</li></ul>	
June					

**SAMPLE 2****CITY PRIDE SCHOOL  
UNIT PLAN YEAR 2020-21****SUB:****NAME OF THE UNIT:****STD: V DIV: MONTH:****Name of the teacher:****Date: From: \_\_\_\_\_ To: \_\_\_\_\_**

<b>Heads</b>	<b>Particulars</b>
Periods Allocated	
Points to be covered (as per the sub topics)	
Objectives	Knowledge Skills Application Understanding
Learning Outcome	
Misconceptions/ Inquisitive questions	
Additional Inputs	

Previous preparation and instruction material,(teaching Aids)					
Period Wise Allocation in Brief		Proposed date	Actual date	C/NC	Reason
Activity/Project					
Practice Work / Assignments/Class Tests					
New Terms/ Words/formula					
Suggestion and Comments					

**Sample of Annual Plan – Annexure 4**

**Sample of Unit Plan - Annexure 5**

### 13. Experiential learning

#### 12.1 List of activities under Experiential Learning :-

Sr. No	Class III	Class IV	Class V	Class VI	Class VII
01	Loop Glider	Frictional Force	Parachute	Making of Catapult	Making of Sudarshan Chakra
02	Floating and Sinking	Making of Rain Gauge	Skeleton model	Adulteration- Reasons, Tests, Causes.	Superstitions- Beliefs in India, Superstitions, Tricks Played.
03	Shape, Volume and Molecular arrangements.	Making of Wind Vane	Game based on Nervous system	Garbage In Garbage Out	Making of Diaphragm model.
04	Quiz-1	How Tornado is formed?	Rain Water Harvesting	Types of Motion	Attack of Corona Virus on lungs and its effects.
05	Making two types of roots on a worksheet.	Useful Plants- spices, coconut tree etc.	Sound- Making of mini mouth organ.	3 Candles Experiment	Changes Around Us!
06	Our Body	Snakes and Ladder game based on Healthy Food vs Junk Food.	Candles experiment based on properties of Air.	Activity based on exerted low pressure and high pressure.	3 Candles Experiment
07	Optical Illusion	Safety on roads- Sign boards, RTO.	Activity based on low pressure and high pressure.	Light, Shadow, reflection, Application.	Activity based on exerted low pressure and high pressure.

## 14 Skill Education Activities

### 12.2 List of activities under Skill Education :-

	Robotics	Electronics	Animation	Fashion Designing	Mechanical Lab
June July	<ul style="list-style-type: none"> <li>• Introduction to amazing world of Robotics</li> <li>• Application of Robots in different fields</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Basic Electronics</li> <li>• Basic Tools intro. Stripper and Cutter</li> <li>• Introduction and demonstration of soldering and Desoldering techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Animation</li> <li>• Drawing improvement tips</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Fashion world</li> <li>• Friendship band activity</li> <li>• Mask making activity with old T-shirt</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to lab</li> <li>• Drawing instruments</li> <li>• Types of lines</li> <li>• Projection method</li> <li>• First angle third angle method</li> </ul>
Aug Sep	<ul style="list-style-type: none"> <li>• Past present and future of Robotics</li> <li>• Introduction to programming</li> <li>• Introduction to Plezmo Software</li> <li>• Smart Light</li> </ul>	<ul style="list-style-type: none"> <li>• Ohm's Law</li> <li>• Introduction to simulator software &amp; registration on TinkerCAD</li> <li>• Introduction to Electronics components on TinkerCAD, Basic LED circuit demo on TinkerCAD.</li> </ul>	<ul style="list-style-type: none"> <li>• Flipbook animation techniques</li> <li>• Stop Motion Animation</li> </ul>	<ul style="list-style-type: none"> <li>• Running stitch activity</li> <li>• Hair band making activity with old T-shirt</li> <li>• Cloth flower making activity with old T-shirt</li> </ul>	<ul style="list-style-type: none"> <li>• What is projection</li> <li>• 3Views</li> <li>• Angle symbols</li> <li>• Autocad Introduction</li> </ul>
Oct Nov	<ul style="list-style-type: none"> <li>• Magic wand</li> </ul>	<ul style="list-style-type: none"> <li>• Glowing of LED's with battery, resistor and switch</li> <li>• Solving problems associate with tikerCAD simulations software.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity on Stop Motion Animation</li> </ul>	<ul style="list-style-type: none"> <li>• Rakhi making Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Types of circle</li> <li>• Trim offset</li> <li>• Conventional symbols</li> </ul>
Dec	<ul style="list-style-type: none"> <li>• Smart Parking System</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Voltmeter and current meter and how to use it</li> </ul>	<ul style="list-style-type: none"> <li>• Character Design</li> <li>• Mouth shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Cap Making</li> <li>• Carry bag Organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Polygon, Hatch, text ,Move Commands</li> </ul>

Jan Feb	<ul style="list-style-type: none"> <li>• Movie Ticket Scanner</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and verification of Ohm's Law</li> <li>• Animation of current flow in the circuits.</li> <li>• Use of slide switches in the circuits.</li> </ul>	animation		<ul style="list-style-type: none"> <li>• Copy, Scale , Array</li> <li>• Sectional views</li> <li>• Isometric start on Autocad</li> </ul>
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### Std VII Year-2020-21

	Robotics	Electronics	Animation	Fashion Designing	Mechanical Lab
June July	<ul style="list-style-type: none"> <li>• Past present and future of Robotics</li> <li>• Introduction to Plezmo Software</li> <li>• Smart Light</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Digital Electronics,</li> <li>• Introduction of Logic gates and it's application in real life</li> <li>• Animated explanation of Logic gates with demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Mask making ideas</li> <li>• Character Design</li> </ul>	<ul style="list-style-type: none"> <li>• Mask making activity with old T-shirt</li> <li>• Hair band making activity with old T-shirt</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Primitives</li> <li>• Use of 3D Primitives</li> <li>• Boolean operation</li> </ul>
Aug Sep	<ul style="list-style-type: none"> <li>• Past present and future of Robotics</li> <li>• Magic Wand</li> <li>• Smart Parking System</li> <li>• Movie ticket scanner</li> <li>• Challenge Day</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of All types of logic gates like AND, OR, NOT, XOR, NOR, NAND with animation and real life applications with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Character Design for animation</li> <li>• Human walk cycle Animation</li> <li>• Bird fly cycle animation</li> </ul>	<ul style="list-style-type: none"> <li>• Tassel making</li> <li>• T-shirt Eraser dot painting</li> <li>• Cloth flower making activity with old T-shirt</li> </ul>	<ul style="list-style-type: none"> <li>• Nut Bolt Washer</li> <li>• Rivet</li> <li>• Extrude Command</li> <li>• Revolve</li> <li>• Fitter</li> </ul>
Oct	<ul style="list-style-type: none"> <li>• Making an app to control car</li> </ul>	<ul style="list-style-type: none"> <li>• Multicolour LED(RGB) Display in TinkerCAD</li> </ul>	<ul style="list-style-type: none"> <li>• Ganesh Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Satin ribbon Flower</li> <li>• Block Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Fit limit tolerance</li> <li>• Types of fit</li> </ul>



Nov		<ul style="list-style-type: none"> <li>• Voltmeter and ammeter connection in circuits</li> <li>• Introduction to slide switches for glowing various colors in RGB LED</li> <li>• Assignment: Rotating motor clockwise and anticlockwise direction by using motor, LED indicator and slide switch.</li> </ul>	doodling art <ul style="list-style-type: none"> <li>• Comic book design</li> </ul>		<ul style="list-style-type: none"> <li>• HBS , SBS</li> <li>• Lathe machine</li> </ul>
Dec					
Jan	<ul style="list-style-type: none"> <li>• Obstacle detector</li> <li>• Smart Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to bread board</li> <li>• Advantages of bread board for testing of circuit</li> <li>• Connecting LED's in series and parallel and mounting on breadboard</li> <li>• RGB LED testing using breadboard and slide switches</li> <li>• Introduction to LDR sensor and how to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Character design</li> <li>• Mouth shapes animation with dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• Hair wrap Towel Activity</li> <li>• Carry bag Organiser</li> <li>• Apron making activity with old shirt</li> </ul>	<ul style="list-style-type: none"> <li>• Sheet metal Operation</li> <li>• Welding/Soldering</li> </ul>
Feb					

**Std VIII Year-2020-21**

	Robotics	Electronics	Animation	Fashion Designing	Mechanical Lab
June July	<ul style="list-style-type: none"> <li>Past present and future of Robotics</li> <li>Introduction to Plezmo Software</li> <li>Smart Light</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Simulator circuit software</li> <li>Guideline to install and register online simulator for electronic circuit design</li> <li>Demonstration of simple LED ON / OFF circuit</li> <li>Introduction of basic and advanced blocks in the simulator.</li> </ul>	<ul style="list-style-type: none"> <li>Superhero mask making</li> <li>Introduction to 12 animation principles</li> </ul>	<ul style="list-style-type: none"> <li>Mask making activity with old T-shirt</li> <li>Hair band making activity with old T-shirt</li> </ul>	<ul style="list-style-type: none"> <li>Sweep command Allenkey Spring</li> <li>Loft command-Colgate tube ,Hopper</li> </ul>
Aug Sep	<ul style="list-style-type: none"> <li>Past present and future of Robotics</li> <li>Magic Wand</li> <li>Smart Parking System</li> <li>Movie ticket scanner</li> <li>Challenge Day</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Simulator software registration of TinkerCAD</li> <li>Introduction to Electronics components on TinkerCAD</li> <li>Basic LED and DC motor circuit demo on TinkerCAD.</li> </ul>	<ul style="list-style-type: none"> <li>Animation Principles 1,2,3,4</li> </ul>	<ul style="list-style-type: none"> <li>Tassel making</li> <li>T-shirt Eraser dot painting</li> <li>Cloth flower making activity with old T-shirt</li> </ul>	<ul style="list-style-type: none"> <li>Belt drive</li> <li>Pulley</li> <li>Pipefitting, pipe joint</li> <li>Gear drive</li> </ul>

		<ul style="list-style-type: none"> <li>LDR sensor basic working Bidirectional DC motor circuit design using switches</li> <li>Multicolor LED driving using switches, Seven Segment Display introduction.</li> </ul>			
Oct	<ul style="list-style-type: none"> <li>Making an app to control car</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Seven Segment Display interface</li> <li>Types of seven segment display</li> <li>Displaying roll numbers and names onto the seven segment display</li> <li>Introduction to Arduino Uno Board-introduction to block coding, text coding in tinkerCAD</li> <li>Simple LED blinking and alternate LED blinking on Arduino Uno</li> <li>Producing pattern on seven LEDs.</li> </ul>	<ul style="list-style-type: none"> <li>Animation Principles 5,6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>Satin ribbon Flower</li> <li>Block Printing</li> </ul>	<ul style="list-style-type: none"> <li>Types of Gear</li> <li>Cams and follower</li> <li>Displacement diagram</li> <li>Cam Profile</li> </ul>
Nov					
Dec	<ul style="list-style-type: none"> <li>Obstacle detector</li> <li>Smart Shopping</li> </ul>	<ul style="list-style-type: none"> <li>Multiple LED blinking pattern generation using RGB LED by using Arduino Uno</li> </ul>	<ul style="list-style-type: none"> <li>Animation Principles 9,10,11,12</li> </ul>	<ul style="list-style-type: none"> <li>Hair wrap Towel Activity</li> <li>Carry bag Organiser</li> <li>Apron making</li> </ul>	<ul style="list-style-type: none"> <li>Title block</li> <li>BOM</li> <li>IC engine</li> <li>Bearing</li> </ul>

Jan Feb		<ul style="list-style-type: none"> <li>• Interfacing of slide switch to change these patterns</li> <li>• Introduction to Analog and Digital signals</li> <li>• Study of basic types of signals in electronics and use of analog to digital converter and digital to analog converters. Examples based on ADCs and DACs.</li> </ul>		activity with old shirt	
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## **15. Environmental Protection Activities**

### **Water conservation:**

#### **Rain Water Harvesting:**

Rain water harvesting is done at school. The roof is fitted with a huge pipe which collects the rain water from the roof and brings it down into the underground tank. This water is reused for cleaning purpose and for gardening.

#### **Promotion of environmental literacy & Jaldindi:**

Along with the explanation about journey of river kids are told about what are the causes of river pollution, how it is harmful for nature and what steps can be taken to clean the rivers. Virtual field visits to River Ganga (from origin to the point how it is getting polluted), River Narmada and also how the conservation of water, coral reefs and natural surroundings is important is told to students. Students also participated in drawing and essay writing competitions on the topic: River pollution and its solution.

### **Solid waste management:**

#### **Segregation of waste:**

There is an arrangement of separate bins to collect wet and dry garbage on each floor and also separate bins in each class rooms for segregation of garbage. Students practice the same habits at home and also spread awareness in their neighbourhood by telling the importance of segregation.

### **Reduce the use of paper**

#### **Efforts to reduce use of paper by adopting IT solutions**

- The school uses Top-School portal for sending notices, announcements, test marks, etc. to reduce the use of paper.
- Even the election process for the school council of ministers is done using an app designed by our own students which also helps in saving the paper.
- During this pandemic a lot of paper was saved as most of the things were done on MS-teams and using social media such as WhatsApp and our School portal (Top School). The students were even encouraged to make their projects and activities using Ms-Word, Ms-Power Point Presentation, etc.
- Staff utilizes both the sides of paper thus avoiding wastage of paper.

**Trees are planted by students in school/at home/in neighbourhood in the current academic year 2020-21**

- In the pandemic situation students planted few medicinal / ornamental plants at home and sent the images through MS- teams. They also made seed balls which were scattered in their residential area surroundings, in pots, and also gifted it to their friends and relatives.

**Energy Saving**

- **School is using energy saving and energy efficient electrical equipment LEDs in almost every class and in other areas.**
- Students are taught good habits connected to energy saving at home.

## 16. Assessment tools and Rubrics

### 16.1 Assessment of aptitude

The school follows the CBSE pattern for assessment for Class IX and X

Maximum marks per subject	100
Types of assessment	Internal Assessment Year-end exam/Board exam School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Year-end exam/Board exam:80 marks
Components of internal Assessment	Periodic Test (5 marks) Multiple assessment (5marks) (Quiz, oral test, concept map, exit cards, visual expressions etc.) Portfolio (5 marks) (Classwork, homework, peer assessment, self-assessment, reflection , narration, journals etc.) Subject Enrichment activity(5 marks) (Practical work for science, lab work for math, Map work and project work for social science, listening and speaking skills for languages.)

### **Assessment for Class V to VIII**

Maximum marks per subject	100
Types of assessment	Internal Assessment Half yearly and yearly exam. School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Half yearly exam/yearly exam:80 marks
Components of internal Assessment	Periodic Test (10 marks) Subject Enrichment (5 marks) Portfolio (5 marks)

### Assessment for Class III and IV

Maximum marks per subject	50
Types of assessment	Internal Assessment Half yearly and yearly exam. School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Half yearlyexam/yearly exam:30 marks
Components of internal Assessment	Periodic Test (10 marks) Subject Enrichment (5 marks) Portfolio (5 marks)

### Assessment for Class I to II

Maximum marks per subject	50
Types of assessment	Internal Assessment. Half yearly and yearly exam. School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Half yearlyexam/yearly exam:30 marks
Components of internal Assessment	Periodic Test (10 marks) Subject Enrichment (5 marks) Portfolio (5 marks)



### **16.2 Assessment tools**

<b>Subject</b>	<b>Grades</b>	<b>Assessment tool</b>
English	I-X	LSRW- Role play, dramatization, extempore, newspaper online activities, Interpreting information, language games, puzzles , debate and discussions, Narratives, reciting poems, Using media inputs , MCQ, Paper pen test, Multiple Assessment.
Hindi	I-X	LSRW- Role play, dramatization, newspaper clipping, Interpreting information, language games, puzzles , debate and discussions, Narratives, reciting poems, Using media inputs MCQ, Paper pen test, Multiple Assessment.
Marathi	I-X	LSRW- Role play, dramatization, newspaper clipping, Interpreting information, language games, puzzles, debate and discussions, Narratives, reciting poems, Using media inputs MCQ, Paper pen test, Multiple Assessment.
Mathematics	I-VIII	Mental Math, Viva, Hands on activity, Practicals MCQ, Paper pen test , SAS , Online test, Quiz.
	IX-X	Mental Math, Viva, Hands on activity, Practicals MCQ, Paper pen test, SAS , Quiz, Multiple Assessment.
Science	I-VIII	Viva, Hands on Activity, Practicals MCQ, Paper pen test, SAS , Online test, Quiz.
	IX-X	Hands on activity, Practicals MCQ, Paper pen test, Power point presentation, Quiz, Multiple Assessment.
Social Sciences	VI-X	Map, Projects, Role play, Dramatisation, Debate. G.D , Online test, Quiz, Viva , peer assessment.

### 16.3 Subject enrichment activities assessment

Sr. No	Subject	Name of the activity	Rubrics
1	English	Speech  Extempore	Speed – (1), Confidence (1), Pronunciation(1), Overall impact (2) Relevancy with the topic(82), Pronunciation and confidence(2), Overall impact (1)
2	Hindi	Recitation  Reading	Pronunciation(2), Rhythm (2), confidence(1) Intonation (2), Fluency (2), Accuracy (1)
3	Math	Lab activity  Mental math	Observation(2), Computing skills (2), Drawing skills (1) 5questions (1mark each)
4	EVS/Science	Project work  Practicals	Creativity(2) Relevance(1) Expression(1) Neatness(1) Observation(1), Apparatus Handling(2) Calculation & Conclusion(2)
5	Social sciences	Map Work  Debate and Discussion	Identification(2), Labelling and Accuracy(2), Presentation & Neatness (1) Participation(2),Knowledge(3)

## 17. Remediation plan

### 14.1 Remedial Plan

#### Requirement of remedial classes

Assessment of aptitude is done by using all the above mentioned assessment tools , analysis of the results subject wise, grade wise is done . The teachers prepare action plan with the help of the coordinators and the heads taking into consideration the need of each child. Based on the analysis remedial teaching is conducted. Different sets of question papers are prepared according to the diversified needs of the children.

Students who require remedial teaching are identified based on observation and performances in class test.

Remedial classes are taken after the school by respective teachers for the required subject.

Remedial Timetable 2021						
Std	Batch	Monday	Tuesday	Wednesday	Friday	Saturday
4	REFORMATIVE - (4th P& L)			3pm to 4 pm		3pm to 4 pm
	REFORMATIVE - (4th W& J)			3pm to 4 pm		3pm to 4 pm
5	LOVE	3:30pm-4:30pm		3:30pm-4:30pm		
	PEACE		3pm to 4 pm		3pm to 4 pm	
	WISDOM	3:30pm-4:30pm		3:30pm-4:30pm		
	JOY		3pm to 4 pm		3pm to 4 pm	
6	FAITH	3pm to 4 pm	3pm to 4 pm			
	HOPE	3pm to 4 pm			3pm to 4 pm	
	COURAGE		3:30pm-4:30pm			3:30pm-4:30pm
	VIGOUR		3:00 pm to 4:00pm		3:00 pm to 4:00pm	
7	FAITH		3pm to 4 pm	3pm to 4 pm		
	HOPE		3pm to 4 pm	3pm to 4 pm		
	COURAGE		4:10 pm to 5:10pm	3.45pm to 4.45pm	3.45pm to 4.45pm	
	VIGOUR		4:10 pm to 5:10pm	3.45pm to 4.45pm	3.45pm to 4.45pm	
8	FAITH	3:00 pm to 4:00pm		3:00 pm to 4:00pm		
	HOPE		3pm to 4 pm			3pm to 4
	COURAGE		2:30 pm to 3:30pm			2:30 pm to 3:30pm
	VIGOUR	2:30 pm to	2:30 pm to			

		3:30pm	3:30pm			
9	REFORMATIVE 1		2:30 pm to 3:30pm		2:30 pm to 3:30pm	2:30 pm to 3:30pm
	REFORMATIVE 2	2:30 pm to 3:30pm		2:30 pm to 3:30pm		
10	FORWARDERS 1	2:30 pm to 3:30pm		2:30 pm to 3:30pm	2:30 pm to 3:30pm	
	FORWARDERS 2	2:30 pm to 3:30pm		2:30 pm to 3:30pm	2:30 pm to 3:30pm	

#### **14.2. After school activities**

##### **Competitive Examination Coaching**

City Pride believes in developing quantitative and analytical thinking of our students. The right way to do this is through various competitive examinations, quizzes and Olympiads at state and national level. School takes keen interest in preparing selected students of the school for various platforms such a state scholarships, mathematics exams, HomiBhabha science exam, National talent Search exams, various Olympiads right from primary level. The school has qualified experienced staff for such coaching at various levels.

##### **Remedial classes**

Special coaching sessions are taken after the school by respective teachers for the required subjects.

## **18. Staff Capacity Building**

### **16.1 Assessment training needs of teachers and staff at all level**

#### **Identification of training needs :**

1. Appraisal forms are filled at the end of the academic year by teaching and non-teaching staff members.
2. Observations carried out by the coordinators and the head of the school enable to locate the training needs .
3. Training need identification formats are filled by the teachers and need analysis is done on the basis of which the trainings are decided.
4. Discussions with subject HOD's and feedback obtained helps in identifying the training needs.
5. Feedback obtained during staff meetings.

The teachers are enriched with training programmes to improve their teaching skills & to adopt new techniques in their day to day teaching.

Due to the pandemic situation all CBSE workshops will be conducted online. Every teacher needs to attend and complete mandatory 10 training programmes.

## **19. Pupil's well being**

Safety of students is highest priority for school. All the required measures are taken to ensure the security of children which includes CCTV cameras at various locations of school, in classrooms and in school buses. We have attendants at every toilet, lady attendants in buses, pick-drop cards for parents. Safety drills, self-defense workshops & certification for students and counseling support. The school has installed fire safety system and Fire Safety drills are conducted regularly.

### **19.1 Guidelines for child's safety:**

City Pride School adheres to the following norms as per Supreme Court guidelines on child safety.

- Authority Card is issued to all parents for pick up of their child from school or from the school bus at their respective stop in school hours.
- No minor female students is left alone with male staff.
- Cameras are already installed on the premises facing road , entry and exit, CCTV cameras inside the class rooms, labs, office and 13 in school bus.
- In case of emergency the school deputed custody of the child to a female teacher until the parent/guardian come and takes stock of the situation.
- Separate male / female toilets are there for students and both at a distant from each other.
- Female attendants (Tai) are appointed to monitor the toilets used by Students.
- Security guards are deployed at the entrance and exit gates during school hours.
- All areas of the school premises like class rooms, play-grounds, corridors, etc. are regularly monitored
- Floor duty and dispersal duty is given to teachers in rotations to monitor and keep an eye on all activities of kids arrival and departure during playtime, mealtimes, near toilets.
- Strict instructions are repeatedly given to the teachers that no child should be given dark room or solitary confinement punishments/ corporal punishments
- Counselors and wellness teachers are appointed to take care of concerns related to the students or their parents.
- Display Board regarding 'Dos & Dont's' is displayed in front of the School premises for Students, Teachers and Parents.
- Periodically or during their meetings with both teaching and non-teaching staff issues concerning safety matters of children are discussed and taken feedback from the staff is taken regularly.

- Staffs of reputed outsourced vendors in transport, security, and canteen sections are appointed. All the required documents are taken and verified.
- Group messaging system is already there through Top School Interactive Software.
- Flex on safety measures have been displayed within the school premises.

#### **19.2 Health care in school :**

1. School has a fleet of cleaning staff for keeping the school campus neat and clean. Full time nurse is available in the campus.
2. Medical checkup is done for all the students.
3. Students health cards are maintained.
4. Webinars for creating awareness on health and hygiene are conducted throughout the year. Separate sessions for daughter-mother and separate sessions for son-father are conducted every year by expertise people and doctors.

## **20. Supporting Activities**

### **20.1 Co-curricular Activities**

#### **A] Development of different forms under Performing Arts**

With our vision to develop aesthetic sense the school gives special emphasis on developing cultural and creative instincts among our children. Various creative clubs ensure systematic training for various forms of art like Bharatnatyam, Kathak, Western Dance, Harmonium, keyboard, Drums& singing.

B] Keeping in mind Art Integration, various visual and performing art activities will be conducted online.

1. Eco friendly Ganesh Making workshop – in the month of August.
2. Eco friendly Lantern making workshop – in the month of October.

### **20.2 Co-scholastic Activities**

#### **A] Sports & Physical Education :**

Games and Exercises are an important means of recreation and helps in building team spirit and positivity. They refresh children and enable them to regain their lost energy. The school has an in-campus playground to bring out the sporting talents of children and to inculcate a spirit of sportsmanship.

Online Sports activities planned everyday in the morning . One period daily given for physical education.

#### **B] SEWA Projects**

Topics selected for SEWA projects are keeping in mind the pandemic situation.

#### **List of SEWA Projects - Annexure – 6**

#### **C] Art Integrated Activities and Projects :**

As per the CBSE manual the school will conduct Art integrated activities in the teaching learning process and also design Art Integrated projects connected to partner school – Odhisa.

#### **List of Art Integrated Projects – Annexure - 7**



## **21. Annual Celebrations and Events**

### **Online Celebration of festivals and other important days .**

Teachers will conduct online celebrations, have discussions on it and show videos related to the festival.

	Festivals	Date
1	Ashadi Ekadashi	13 June 2020
3	Bakrid	1st Aug 2020
4	Raksha bandhan	3rd Aug 2020
5	Gokulashtami/Dahi Handi	12th Aug 2020
6	Independence Day	15th Aug 2020
7	Teachers Day	5th Sept 2020
8	Gandhi Jayanti	2nd Oct 2020
9	Dassera	25th Oct 2020
10	Childrens Day	11 <sup>th</sup> Nov 2020
11	Gurunanak Jayanti	30th Nov 2020
12	Christmas	25th Dec 2020
13	Sankranti	14th Jan 2021
14	Republic Day	26th Jan 2021
15	Shiv Jayanti	19th Feb 2021
16	Mahashivratri	11th March 2021

## **22. Virtual Field visits**

<b>Date</b>	<b>Class</b>	<b>Venue</b>
01/10/20	I	Zoo
08/10/20	II	Ice Cream Factory
08/10/20	III	Chocolate Factory
08/10/20	IV	Forts (Shivaji Maharaj)
15/10/20	V	Universal Studio
15/10/20	VI	Cheese Factory
01/10/20	VII	7 Wonders
15/10/20	VIII	Botanical Garden
01/10/20	IX	NDA
15/10/20	X	Car Factory

City Pride School

### **Virtual Field Visit-2 (2020-21)**

<b>Date</b>	<b>Class</b>	<b>Venue</b>
07/02/21	I	Cheese Factory
07/02/21	II	Zoo
07/02/21	III	Warner Brothers Theme Park
07/02/21	IV	360 Degree Videos On Nature
07/02/21	V	Botanical Garden
07/02/21	VI	Fibre To Fabric
07/02/21	VII	Life on the Coral Reef
07/02/21	VIII	Recycling Plant
07/02/21	IX	Yellowstone Garden
07/02/21	X	Amazon Rainforest

### **23. Co-ordination with Parents, Community, Board**

City pride school considers the parents as our family members!! They are the strongest pillars of our school. We are blessed with intelligent, enthusiastic and expert parents who believe in basic philosophy of our school.

“Connect to Inspire” is a platform through which school encourages parents to actively participate in various programs of school and thus inspires children in their areas of expertise.

The “Ice melting programme” is one such interesting event which establishes communication channel for new parents.

The “Parent Teacher Association” ensure that the significant pillars of school that is school management, teachers and parents work to gather and contribute for school development and improvement.

Parents can communicate with school through email, Topschool, WhatsApp. They can put in their suggestions in the suggestion box situated near the main office and also pen down their suggestions in registers kept in every class on interaction and open days. They can communicate on annual and closure meetings, interaction and report days and by sending note through school calendars. This year everything will be done online.

Due to pandemic situation, Communication with Board will be done through mail and by online mode.

## **24. Counseling**

Counselors help children to overcome their emotional and social insecurities and to achieve better confidence in life. To cater to the learning difficulties seen among some children we have also introduced remedial coaching with the help of expert teachers.

The school conducts parent counseling sessions every year on various parenting issues by experts.

Keeping pandemic situation in mind , there is a need to create positivity among students, teachers and parents. Webinars will be conducted for the same throughout the year.

## **12. Annexure**

- |  |            |
|--|------------|
| 1. Yearly Planner Std. I-VIII          | Annexure 1 |
| 2. Yearly Planner Std. IX-X            | Annexure 2 |
| 3. Online Teaching Sessions Time Slots | Annexure 3 |
| 4. Sample of Annual Plan               | Annexure 4 |
| 5. Sample of Unit Plan                 | Annexure 5 |
| 6. List of Sewa Projects               | Annexure 6 |
| 7. List of Art Integrated Projects     | Annexure 7 |

**YEARLY PLANNER 2020-21**

Days	Apr-20		JUNE		JULY		AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		Jan-- 21		FEBRUARY		MARCH		APRIL		DAYS	
MONDAY			1															1		1					MONDAY	
TUESDAY			2						1						1	Virtual Open Day- Periodic Test 2-1,3,5th			2		2				TUESDAY	
WEDNESDAY	1		3		1	Virtual Interaction day (2L/2P/3W/6C)			2						2	Virtual Open Day- Periodic Test 2- 2, 6th			3		3				WEDNESDAY	
THURSDAY	2		4		2				3		1	Virtual Field Visit - STD- 1,3,8			3				4		4		1	New Academic Year Begins STD- 1-8	THURSDAY	
FRIDAY	3		5		3	Virtual Interaction day (2W/2I/3I/6V)			4		2				4	Virtual Open Day- Periodic Test 2- 4,8th	1		5		5		2	Good Friday Holiday	FRIDAY	
SATURDAY	4		6		4	Virtual Interaction day (5L/8F)	1	Bakri Eid Holiday	5	Virtual Open Day- Periodic Test 1- 5th	3				5	Virtual Open Day- Periodic Test 2- 7th	2	School Reopens	6		6		3		SATURDAY	
<u>SUNDAY</u>	<u>5</u>		<u>7</u>		<u>5</u>		<u>2</u>		<u>6</u>		<u>4</u>		<u>1</u>		<u>6</u>		<u>3</u>		<u>7</u>		<u>7</u>		<u>4</u>		<u>SUNDAY</u>	
MONDAY	6		8		6	Virtual Interaction day (5P/8H)	3	PERIODIC TEST-1	7	Virtual Open Day- Periodic Test 1- 6th	5		2		7		4	Virtual Intra School Competition- STD 6-10	8		8	Virtual Interaction day STD- 1.5 & 8	5		MONDAY	
TUESDAY	7		9		7	Virtual Interaction day (5W/8C)	4		8	Virtual Open Day- Periodic Test 1- 8th	6		3	3.11.2020 to 10.11.2020	8		5	4.1.2021 to 9.1.2021	9		9	Virtual Interaction day STD- 2,3 & 6	6		TUESDAY	
WEDNESDAY	8		10		8	Virtual Interaction day (5I/8V)	5		3.8.20 to 10.8.20	9	Virtual Open Day- Periodic Test 1- 7th	7		4	PERIODIC TEST- 2	9		6	Virtual field visit-3, 5, 6 & 8	10		10	Virtual Interaction day STD- 4 & 7	7		WEDNESDAY
THURSDAY	9		11		9		6			10		8	Virtual Field Visit - STD- 2,4,7	5		10		7			11		11		8	
FRIDAY	10		12		10	Virtual Interaction day (4L/7F)	7		11		9		6		11		8	Virtual Open Day- Mid term exam- 1st,3rd, 5th	12		12		9		FRIDAY	
SATURDAY	11		13		11	Virtual Interaction day (4P/7H)	8		12		10		7		12		9			13	Virtual Open Day- Mid term exam- 2nd, 6th	13		10		SATURDAY
<u>SUNDAY</u>	<u>12</u>		<u>14</u>		<u>12</u>		<u>9</u>		<u>13</u>		<u>11</u>		<u>8</u>		<u>13</u>		<u>10</u>		<u>14</u>		<u>14</u>		<u>11</u>		<u>SUNDAY</u>	
MONDAY	13		15		13	Virtual Interaction day (4W/7C)	10	Dahi Handi Celebration	14		12		9		14		11		15	Virtual Open Day- Mid term exam- 4th, 8th	15	15.3.2021 to 26.3.2020	12		MONDAY	
TUESDAY	14	Dr.Ambedkar Jayanti holiday	16		14	Virtual Interaction day (4I/7V)	11		15		13		10		15		12	Virtual Interaction day STD- 1,5 & 8	16	Virtual Open Day- Mid term exam- 7th	16	YEARLY EXAM	13		TUESDAY	
WEDNESDAY	15		17		15		12			16		14		11	Diwali Celebration	16		13	Virtual Interaction day STD- 2,3 & 6			17		14	Dr.Ambedkar Jayanti holiday	WEDNESDAY
THURSDAY	16		18		16		13			17		15	Virtual field visit- 5 & 6	12	Diwali vacation	17	Virtual Field Visit - STD- 1, 2,4,7	14	Makarsankranti Holiday	18		18		15		THURSDAY
FRIDAY	17		19		17		14	Ganesh idol making activity	18		16		13	12.11.2020 to 19.11.2020	18		15	Virtual Interaction day STD- 4 & 7	19	Shivaji Jayanti Holiday	19		16		FRIDAY	
SATURDAY	18		20		18		15	Independence Day	19	Virtual Interaction day (2W/2I/3I/6V)	17	Virtual Intra School Competition- STD 1-5	14		19		16		20		20		17		SATURDAY	
<u>SUNDAY</u>	<u>19</u>		<u>21</u>		<u>19</u>		<u>16</u>		<u>20</u>		<u>18</u>		<u>15</u>		<u>20</u>		<u>17</u>		<u>21</u>		<u>21</u>		<u>18</u>		<u>SUNDAY</u>	
MONDAY	20		22		20		17		21	Virtual Interaction day (5L/8F)	19	15.10.20 to 19.10.20	16			18	18.1.2021 to 25.1.2021	22		22		19		MONDAY		
TUESDAY	21		23		21		18		22	Virtual Interaction day (5P/8H)	20		17		22		19	Mid Term Exam	23		23		20		TUESDAY	
WEDNESDAY	22		24		22		19		23	Virtual Interaction day (5W/8C)	21	Virtual Interaction day STD- 1,5 & 8	18		23	Christmas celebration	20		24		24		21		WEDNESDAY	
THURSDAY	23		25		23		20		24		22	Thoran and Rangoli making activity	19		24	Christmas vacation	21		25		25		22		THURSDAY	
FRIDAY	24		26		24		21		25	Virtual Interaction day (5I/8V)	23	Virtual Interaction day STD- 2,3 & 6	20	School Reopens	25		22		26		26		23		FRIDAY	
SATURDAY	25		27		25		22	Ganesh Chaturthi holiday	26	Virtual Interaction day (4L/7F)	24	Virtual Interaction day STD- 4 & 7	21		26	24.12.2020 to 1.1.2021	23		27		27	Short vacation	24		SATURDAY	
<u>SUNDAY</u>	<u>26</u>		<u>28</u>		<u>26</u>		<u>23</u>		<u>27</u>		<u>25</u>	Dusseera	<u>22</u>		<u>27</u>		<u>24</u>		<u>28</u>		<u>28</u>		<u>25</u>	Mahavir Jayanti Holiday	<u>SUNDAY</u>	
MONDAY	27	Summer vacation begins	29	Virtual Interaction day (1L/1P/3L/6F)	27	24			28	Virtual Interaction day (4P/7H)	26		23		28		25			29	Holi Holiday	26			MONDAY	
TUESDAY	28		30	Virtual Interaction day (1W/1I/3P/6H)	28	25			29	Virtual Interaction day (4W/7C)	27		24		29		26	Republic Day		30		27	Virtual Open Day-Final exam- 1st - 5th		TUESDAY	
WEDNESDAY	29				29	Rakhi making activity	26	Gauri Poojan holiday	30	Virtual Interaction day (4I/7V)	28		25		30		27			31		28	Virtual Open Day-Final exam- 6th - 8th		WEDNESDAY	
THURSDAY	30				30		27				29	Lantern making activity	26		31		28					29			THURSDAY	
FRIDAY					31		28				30		27				29					30			FRIDAY	
SATURDAY						29					31		28				30								SATURDAY	
<u>SUNDAY</u>						<u>30</u>							<u>29</u>				<u>31</u>								<u>SUNDAY</u>	
MONDAY						31							30	Gururanak Jayanti holiday											MONDAY	
TUESDAY																									TUESDAY	

**YEARLY PLANNER 2020-21**

Days	Apr-20			JUNE		JULY		AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		Jan-21		FEBRUARY		MARCH		APRIL		DAYS	
MONDAY				1	School Reopens															1			New Academic Year Begins STD- 10				MONDAY
TUESDAY				2						1	Anant Chaturthi holiday					1	OPEN DAY- MID TERM EXAM STD- 10th			2		2					TUESDAY
WEDNESDAY	1			3		1	Virtual Interaction day -10C			2						2	OPEN DAY- MID TERM EXAM STD- 9th			3		3					WEDNESDAY
THURSDAY	2			4		2				3			1			3	Virtual field visit- 10			4		4			1		THURSDAY
FRIDAY	3			5		3	Virtual Interaction day -10V			4			2			4			1	5		5			2	Good Friday Holiday	FRIDAY
SATURDAY	4			6		4		1	Bakeri Eid Holiday	5			3			5			2	6		6			3		SATURDAY
SUNDAY	5			7		5		2		6			4		1	6		3		7		7		4			SUNDAY
MONDAY	6			8		6			PRE MID TERM EXAM 3.8.2020 to 8.8.2020	7	OPEN DAY- PRE MID TERM EXAM STD- 10th	5		2		7		4	Virtual Intra School Competition- STD 6-10 4.1.2021 to 9.1.2021	8		8		5		MONDAY	
TUESDAY	7			9		7		4		8		6		3		8		5			9	Study leave begins STD-X	9		6		TUESDAY
WEDNESDAY	8			10		8		5		9	OPEN DAY- PRE MID TERM EXAM STD- 9th	7		4	7.11.2020 to 10.11.2020	9		6		10		10			7		WEDNESDAY
THURSDAY	9			11		9		6		10			8	Virtual field visit- 9	5	MID TERM EXAM		10	Virtual field visit- 9	7		11		8			THURSDAY
FRIDAY	10			12		10	Virtual Interaction day -9F	7		11			9		6		11		8		12	Virtual Interaction day STD- 9		9			FRIDAY
SATURDAY	11			13		11	Virtual Interaction day- 9H	8		12			10		7		12		9		13	OPEN DAY- Prelims Exam STD- 10th	13	OPEN DAY-FINAL EXAM STD- 9th	10		SATURDAY
SUNDAY	12			14		12		9		13			11		8		13		10		14		14		11		SUNDAY
MONDAY	13			15		13	Virtual Interaction day- 9C	10		14			12		9		14		11		15	15.2.2021 to 20.2.2021	15		12		MONDAY
TUESDAY	14	Dr.Ambedkar Jayanti holiday		16		14	Virtual Interaction day -9V	11	Bahi Handi Celebration	15			13		10		15		12		16	TEST SERIES 1 -STD -X	16		13		TUESDAY
WEDNESDAY	15			17		15		12		16			14		11	Childrens Day & Diwali Celebration	16	16.12.2020 to 22.12.2020	13	OPEN DAY- Post MID TERM EXAM STD- 10th	17		17		14	Dr.Ambedkar Jayanti holiday	WEDNESDAY
THURSDAY	16			18		16		13		17			15	Virtual field visit- 10	12		17		14		18		18		15		THURSDAY
FRIDAY	17			19		17		14	Ganesh idol making activity	18			16		13	12.9.1.2020 to 19.11.2020	18		15	OPEN DAY- Post MID TERM EXAM STD- 9th	19	Shy Jayanti Holiday	19		16		FRIDAY
SATURDAY	18			20		18		15	Independence Day	19			17		14		19		16		20		20		17		SATURDAY
SUNDAY	19			21		19		16		20			18		15		20		17		21		21		18		SUNDAY
MONDAY	20			22		20		17		21			19		16		21		18		22	15.2.2021 to 24.2.2021	22		19		MONDAY
TUESDAY	21			23		21		18		22			20		17		22		19		23	FINAL EXAM -STD -IX	23		20		TUESDAY
WEDNESDAY	22			24		22		19		23			21		18		23	Christmas celebration	20	18.1.2021 to 23.1.2021	24		24		21		WEDNESDAY
THURSDAY	23			25		23		20		24			22		19		24	Christmas vacation	21	PRELIMS EXAM- STD-X	25	25.2.2021 to 27.2.2021	25		22		THURSDAY
FRIDAY	24			26		24		21		25			23	Virtual Interaction day STD- 10	20	School Reopens	25	24.12.2020 to 1.1.2021	22		26	Short vacation -STD -IX	26		23		FRIDAY
SATURDAY	25			27		25		22	Ganesh Chaturthi holiday	26			24	Virtual Interaction day STD- 9	21		26		23		27		27		24		SATURDAY
SUNDAY	26			28		26		23		27			25	Dusseeru	22		27		24		28		28		25	Mahavir Jayanti Holiday	SUNDAY
MONDAY	27	Summer vacation begins		29	Virtual Interaction day -10F	27		24		28			26		23		28		25				29	Holi Holiday	26		MONDAY
TUESDAY	28			30	Virtual Interaction day -10H	28		25		29			27	Lantern making activity	24		29		26	Republic Day			30		27		TUESDAY
WEDNESDAY	29					29	Rakhi making activity	26	Gauri Poojan holiday	30			28		25		30		27				31		28		WEDNESDAY
THURSDAY	30					30		27					29		26		31		28						29		THURSDAY
FRIDAY						31		28					30		27				29						30		FRIDAY
SATURDAY								29					31		28				30								SATURDAY
SUNDAY								30							29				31								SUNDAY
MONDAY								31							30	Gurunank Jayanti holiday											MONDAY
TUESDAY																											TUESDAY

### Annexure 3

#### Online Teaching Sessions time slots

<b>CITY PRIDE SCHOOL</b>						
<b>ONLINE TEACHING SESSIONS TIME SLOTS</b>						
<b>YEAR 2020 - 2021</b>						
<b>Features</b>	std I,II	Three sessions everyday			Time : 8.00am to 11.30 am	
	std III-V	Four sessions everyday			Time : 8.00am to 12.25 pm	
	stdVI-X	Six sessions everyday			Time : 8.00am to 2.30 pm	
Day would start with school prayer, meditation, birthday wishes followed by National Anthem.						
After National Anthem, session on Physical Exercise will be conducted.						
Breakfast break and Lunch break will be given.						
Vande Mataram to be played at the end of every section.						
<b>Time Slots</b>	Break after every session for drinking water, washing hands					
<b>Annexure 3</b>						



**Annexure 4:**  
**Sample of Annual Plan 2020-2021**

**City Pride School**

Class: IX Sub: Biology

Month	No. of working days	No of periods	Topic/ Sub- topic	Learning Objectives	Learning Outcome
April	16	10	<b>Unit 5: Fundamental unit of life</b>  Discovery of cell by Robert Hooke and Anton Van Leeuwenhoek  Electron and compound microscope- parts and working principle  Types of cells - on the basis of size and shape  Functions of cells on the basis of their shape and size  Division of labor. (Differentiation of cells )  Three basic components of cell- i.) Plasma membrane ii) nucleus iii) cytoplasm.  Plasma membrane – structure & function, Permeability of membranes  Diffusion- meaning, examples Types of solutions- Isotonic, hypotonic and hypertonic solution  Osmosis-meaning and types, Effects of	<u><b>Knowledge – The students are able to-</b></u> <ul style="list-style-type: none"> <li>Define -cell, prokaryotic cell and eukaryotic cell</li> <li>State the Levels of organization in multicellular organisms</li> <li>Define osmosis, Diffusion, membrane biogenesis, active and passive transport</li> <li>State the Types of osmosis</li> <li>List out the different organelles in plant and animal cells</li> <li>Define semipermeable and selectively permeable membrane</li> </ul> <u><b>Understanding- The students are able to-</b></u> <ul style="list-style-type: none"> <li>Describe how the shape and size of cells are related to the specific function they perform</li> <li>Explain the Process and Significance of osmosis and Diffusion</li> <li>Explain process of endosmosis and exosmosis</li> <li>Explain the Types of solutions- Isotonic, Hypotonic and Hypertonic</li> <li>Differentiate between prokaryotes and eukaryotes</li> <li>Differentiate between plant and animal cell</li> <li>Describe the various organelles in plant and animal cells</li> </ul>	<b>After learning , the students will be able to</b> <ul style="list-style-type: none"> <li>Define terms- cell, prokaryotes, eukaryotes, osmosis, turgid and flaccid cell, diffusion, active transport, passive transport, membrane biogenesis, endocytosis etc.</li> <li>Differentiate the cells of prokaryotes and eukaryotes</li> <li>Explain the Process and significance of Diffusion, Osmosis and its Types</li> <li>Explain the Types of solutions</li> <li>Explain the Effects of various solutions on plant and animal cells</li> <li>Explain the functions of different organelles</li> <li>Draw , label and identify plant and animal cell</li> <li>Draw values- leadership, flexibility, team work etc.</li> </ul>

			<p>different solutions on plant cell - turgidity and Flaccidity crenation, Haemolysis,</p> <p>Passive and Active transport</p> <p>function of cell wall with respect to osmosis</p> <p>Nucleus – structure and function, organization of DNA in to chromosome, Difference between DNA &amp; RNA, Nucleoid in prokaryote, Function of nucleus.</p> <p>Cytoplasm – structure, function and organelles present in the cytoplasm Endoplasmic reticulum – structure &amp; function, Golgi apparatus – structure &amp; function, Mitochondria –structure and explaining its function as power house of the cell</p> <p>Plastids- Types and functions</p> <p>vacuoles – Structure , specific role in plant cell in maintaining rigidity.</p> <p>Comparing plant and animal cells , prokaryotic and eukaryotic cells</p>	<p><b><u>Application: The students are able to-</u></b></p> <ul style="list-style-type: none"> <li>Identify the processes of osmosis and diffusion in real life.</li> </ul> <p><b><u>Skill : The students are able to-</u></b></p> <ul style="list-style-type: none"> <li>Draw plant and animal cells</li> <li>Acquire life skills –e.g. leadership, flexibility, team work etc. from different organelles</li> </ul>	
June	17	10	<p><b>Unit 6: Tissues</b></p> <p><b>Tissue-</b> meaning, need of different tissues in multicellular organisms, why plants and animals are made up of different types of tissues.</p> <p><b>Topic Plant tissues:</b></p>	<p><b><u>Knowledge- The students are able to</u></b></p> <ul style="list-style-type: none"> <li>Define the term tissue</li> <li>List the locations and functions of various tissues in plants and animals</li> <li>Define primary and secondary growth in plants</li> </ul> <p><b><u>Understanding- The students are able to</u></b></p>	<p><b>After learning this, the students will be able to</b></p> <ul style="list-style-type: none"> <li>Define tissue</li> <li>Identify the location and List the various tissues in plants and animals</li> <li>Explain why most of the tissues are dead in plants and living in animals</li> <li>Explain the utility of tissues in multi-cellular organisms</li> </ul>

			<p>Two major types of tissues in plants - Meristematic &amp; permanent</p> <p>Meristematic tissue- characteristics, types according to its location, structure &amp; function, role of meristem in primary and secondary growth of plants</p> <p>types of permanent tissues as simple and complex – characteristics, types, structure, function and location</p> <p>Complex permanent tissue- xylem &amp; phloem ( structure &amp; function )</p> <p>Epidermis- structure, location, function, cutin and cuticle, cork tissue</p> <p>Stomata- structure and function</p>	<ul style="list-style-type: none"> <li>• Explain why most of the tissues in plants are dead and are living in animals</li> <li>• Explain utility of tissues in multi-cellular organisms</li> <li>• Differentiate between simple and complex permanent tissues</li> <li>• Compare meristem and permanent tissues in plants</li> <li>• Compare and contrast smooth, striated and cardiac muscular tissue</li> <li>• Explain the role of epidermis in plants</li> <li>• Explain the features of different plant and animal tissues</li> </ul> <p><b><u>Application- The student are able to</u></b></p> <ul style="list-style-type: none"> <li>• Realize the need of good fats and keeping themselves away from so called diet plans omitting good/ healthy fats</li> </ul> <p><b><u>Skill- The student are able to</u></b></p> <ul style="list-style-type: none"> <li>• Draw and label different plant and animal tissues</li> <li>• Identify the location of different tissues in plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of epidermis in plants</li> <li>• Explain the formation and use of cork</li> <li>• Explain the location and functions of stomata</li> <li>• Differentiate between simple and complex permanent tissues</li> <li>• Compare meristem and permanent tissues in plants</li> <li>• Compare and contrast smooth, striated and cardiac muscular tissue</li> <li>• Explain the features of various plant and animal tissues</li> <li>• Draw and label different plant and animal tissues</li> </ul>
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July	23	9	<p><b>Unit: Tissues (cont.....)</b></p> <p><b><u>Topic: Animal Tissues</u></b></p> <p>Epithelial tissue : location, Types , structure &amp; function</p> <p>Connective tissue – meaning, types, location and function</p> <p>Muscular tissue :Appearance , location types of muscular tissues (skeletal muscle, smooth muscle &amp; cardiac muscle) and functions</p> <p>Nervous tissue – structure of neuron and function</p>		
August	25	13	<p><b>Unit 13 : Why do we fall ill !</b></p> <p>meaning of health- definition by WHO</p> <p>factors (physical and social) responsible for individual health</p> <p>overlap of personal and community health</p> <p>meaning of the term Disease, Distinction between healthy and disease free body.</p> <p>meanings of sign and symptoms</p> <p>various types of diseases –acute or chronic with examples, infectious and</p>	<p><b><u>Knowledge- The students are able to</u></b></p> <ul style="list-style-type: none"> <li>• Define health, disease, vaccine, antibiotic and immunisation.</li> <li>• Develop acquaintance with the concept of individual and community health</li> </ul> <p><b><u>Understanding- The students are able to</u></b></p> <ul style="list-style-type: none"> <li>• Explain the interrelatedness of individual and community health</li> <li>• Explain the term disease and state its various causes</li> <li>• Explain various microbial infections in humans along with examples</li> </ul> <p><b><u>Application- The student are able to</u></b></p> <ul style="list-style-type: none"> <li>• Classify diseases on the basis of various factors</li> <li>• Tabulate the disease, its causative agent and the common modes of transmission.</li> <li>• Differentiate between the types of diseases</li> </ul>	<p><b>After learning , the students will be able to</b></p> <ul style="list-style-type: none"> <li>• Define the terms health, disease, vaccine, antibiotic and immunisation.</li> <li>• Explain the interrelatedness of individual and community health</li> <li>• Comprehend various causes of diseases</li> <li>• Distinguish between different types of diseases</li> <li>• Describe common modes of disease transmission and its preventive measures</li> <li>• Classify diseases on the basis of various factors</li> <li>• Tabulate the disease, its causative agent and the common modes of transmission.</li> <li>• Explore and apply the knowledge in maintaining personal and community hygiene in day to day life</li> <li>• Differentiate between vaccine and antibiotic</li> </ul>

			<p>non infectious, communicable and non communicable diseases</p> <p>means of spread of infectious disease along with some common examples, Mechanism of disease transmission by Direct and indirect contact with patient</p> <p>the spread of corona and the precautions to be taken to prevent the spread.</p> <p>examples of infectious diseases, their causative agent, mode of transmission and prevention. (peptic ulcer, SARS, Kala azar, acne, sleeping sickness, Acariasis)</p> <p>Organ and tissue specific manifestation i.e. various points from which disease causing microorganism enters and which organ they affect with examples.</p> <p>Two main principles of treatment of diseases- symptom directed treatment and causative agent directed treatment (Drugs and antibiotics)</p> <p>the principles of preventions- General preventive measures and Specific preventive measures (concept of immunity, immune system ,vaccination and immunization)</p>	<p>( acute and chronic)</p> <ul style="list-style-type: none"> <li>• Differentiate between vaccine , antibodies and antibiotic</li> <li>• Differentiate between being healthy and disease free.</li> </ul> <p><b><u>Skill- The student are able to</u></b></p> <ul style="list-style-type: none"> <li>• Acquire the skill of explaining the importance of hygiene to control the spread of communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Spread awareness about maintaining hygiene.</li> </ul>
Sept	22	6	<p><b>Unit7: Diversity in living organisms</b></p> <p><b><u>Topic: Basis of classification</u></b></p> <p>Characteristics are the basis of classification</p>	<p><b><u>Knowledge: The students are able to-</u></b></p> <ul style="list-style-type: none"> <li>• Identify the characteristic difference between earlier evolved and later evolved living beings</li> </ul>	<p><b>After learning , the students will be able to –</b></p> <ul style="list-style-type: none"> <li>• Define terms - evolution, species, classification, hierarchy nomenclature etc.</li> <li>• Explain the basis of five kingdom system of</li> </ul>

		<p>Nucleus as the basic characteristic of classification - Types of cells: Eukaryotic/Prokaryotic</p> <p>Unicellular or multicellular</p> <p>Mode of nutrition : Autotrophic/Heterotrophic</p> <p>Basic Body design</p> <p><b><u>Topic: Classification and evolution</u></b></p> <p>Lower/primitive/older organisms and Higher/advanced /Younger organisms</p> <p><b><u>Topic: The hierarchy of classification groups</u></b></p> <p>Whittakers's five kingdom system of classification</p> <p>Basis of Whittaker five kingdom system- prokaryote/eukaryote, unicellular /multicellular, presence or absence of cell wall, mode of nutrition</p> <p>Further classification of organisms in to subgroups as phylum/Division, class, order, family, genus, species.</p> <p>The important characteristics of the five kingdoms of Whittaker- Monera, Protista, fungi, Plantae , Animalia</p> <p><b><u>Topic: Diversity in plants (kingdom - Plantae )</u></b></p>	<ul style="list-style-type: none"> <li>Identify the basis for classification of organisms into kingdoms and name the various levels in a kingdom.</li> </ul> <p><b><u>Understanding: The students are able to-</u></b></p> <ul style="list-style-type: none"> <li>Explain the characteristic differences in order to categorise living organisms into two biggest kingdoms, i.e., plantae and animalia kingdom.</li> <li>Explain the characteristic features of different animal groups and distinguish between them. (cyclostomata, pisces, amphibia, reptilia, aves and mammalia)</li> <li>Distinguish between monocot and dicot plants</li> </ul> <p><b><u>Application: The students are able to-</u></b></p> <ul style="list-style-type: none"> <li>Examine and explain the characteristic criterion between the five kingdoms (monera, protista , fungi, plantae and animalia) and categorise species into a particular kingdom on this basis.</li> </ul> <p><b><u>Skill : The students are able to Acquire the skill of</u></b></p> <ul style="list-style-type: none"> <li>classifying a plant species into different groups on the basis of their characteristic features.</li> <li>Classifying plants into different groups based on characteristic features of body design and presence of vascular tissues.</li> </ul>	<p>classification</p> <ul style="list-style-type: none"> <li>Distinguish between five kingdoms on the basis of various characteristics</li> <li>Compare and contrast monocots with dicots</li> <li>Distinguish and Differentiate between thallophyta, bryophyta, pteridophyta, gymnosperms and anigiosperms on the basis of their characteristics</li> <li>Explain the characteristic features of subgroups in kingdom Animalia</li> <li>Differentiate between vertebrates and non vertebrates</li> <li>Recall the scientific names of some familiar organisms</li> <li>Draw flow charts of five kingdom system of classification, plant classification and animal classification</li> <li>Distinguish the different types of plants around them.as gymnosperms and angiosperms</li> <li>Appreciates the diversity of life in our planet.</li> </ul>
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			<p>Basis of classification of plants – plant body has well differentiated –distinct parts, whether the differentiated plant body has special tissues for the transport of water and other substances, ability to bear seeds and whether the seeds are enclosed within fruits.</p> <p>Characteristics of Cryptogams- thallophyta, bryophyta, pteridophyta, and phanerogams- gymnosperms , angiosperms</p>	<ul style="list-style-type: none"> <li>• Classifying plants into different groups based on their ability to bear seed and the nature of seeds.</li> <li>• classifying animals into different groups on the basis of their body design.</li> </ul>	
Oct	22	11	<p><b>Unit 7: Diversity in living organisms(cont....)</b></p> <p>Characteristics of monocots and dicots</p> <p><b><u>Topic: Diversity in Animals (kingdom: Animalia)</u></b></p> <p>Basis of classification of animals - extent and type of the body design differentiation (symmetry, germ layer, coelom, notochord)</p> <p>Charactristics and comparison of porifera, coelenterata, platyhelminthes, nematode, annelida, artropoda, Echinodermata, Mollusca, protchordata, vertebrata- cyclostomata, Pisces, Amphibia, Reptilia, Aves, Mammalia.</p> <p><b><u>Topic: Nomenclature</u></b></p> <p>Meaning, Rules of nomenclature and scientific names of some common organisms</p>		

Nov	10	7	<p><b>Unit 14: Natural Resources</b></p> <p>meaning of resource, Natural resource, types of natural resources as - Exhaustible /Inexhaustible or renewable/non renewable</p> <p>why life is present only on Earth- meanings of atmosphere, lithosphere, hydrosphere and biosphere and how do they interact.</p> <p>Three important physical resources - air , soil and water</p> <p>Air- meaning, composition, processes on Earth consuming O<sub>2</sub> and releasing carbon dioxide and the role of atmosphere in climate control, what is Wind, what causes winds, convection currents in air, sea breeze and land breeze, reasons for monsoon in India, how air helps in the formation of rain, formation of clouds, instruments used to measure the rainfall and air pollution and lichens (indicators ) in detail.</p> <p>Water: wonder liquid – necessity, harvesting and effects of water availability on variety and abundance of life forms.</p> <p>water pollution –sources and consequences</p> <p>soil (top soil)and humus, process of formation of soli , types of soil particles, Mineral riches in soil , soil erosion, soil</p>	<p><b><u>Knowledge : The students are able to</u></b></p> <ul style="list-style-type: none"> <li>Define terms natural resource, lithosphere, atmosphere, biosphere, hydrosphere</li> <li>List out abiotic components -air, soil and water and the ways they get polluted</li> </ul> <p><b><u>understanding: The students are able to</u></b></p> <ul style="list-style-type: none"> <li>Explain biogeochemical cycles- water cycle, nitrogen cycle, oxygen cycle and carbon cycle.</li> <li>Explain how Natural resources are useful to us</li> <li>explain the role of atmosphere in climate control</li> <li>Discuss the consequences of environmental pollution</li> <li>Explain causes of greenhouse effect and depletion of the ozone layer and it's prevention.</li> </ul> <p><b><u>Application : The students are able to</u></b></p> <ul style="list-style-type: none"> <li>Use of natural resources wisely</li> </ul> <p><b><u>Skill: the students are able to</u></b></p> <ul style="list-style-type: none"> <li>Draw Biogeochemical Cycles</li> </ul>	<p><b>After learning , the students will be able to –</b></p> <ul style="list-style-type: none"> <li>Define natural resources</li> <li>Distinguish between different types of natural resources</li> <li>Describe the importance of different components of air ·</li> <li>Explain the influence of air on climate of a place</li> <li>Explain the formation of rain ·</li> <li>Explain air pollution</li> <li>List the sources of water ·</li> <li>Explain water pollution</li> <li>Discuss the constituents of soil , describe the formation of soil and explain soil pollution</li> <li>Define biogeochemical cycle ·</li> <li>Explain the water cycle , nitrogen cycle, carbon cycle and oxygen cycle</li> <li>Describe the greenhouse effect and the ozone layer depletion</li> <li>Acquire the skill of leadership and responsibility towards the nature</li> <li>Memorise through IMT- 21<sup>st</sup> century skill</li> </ul>
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			pollution		
Decem ber	18	10	<p><b>Unit 14: Natural Resources (cont....)</b></p> <p>Biogeochemical cycles-</p> <p>Carbon, oxygen, water and nitrogen cycle</p> <p>Ozone layer depletion- meaning, reasons and consequences</p> <p>Green house effect and global warming - meaning, reasons and consequences</p> <p><b>Unit 15 : Improvement in food resources</b></p> <p>Improvement in food resources –food security , nutrition ,livelihood, need of improving crop yield</p> <p>Crop variety improvement- Hybridization and Genetic modification</p> <p>Crop variety improvement: six aims and objectives (factors )</p> <p>Crop production management – i) nutrient management ( manures&amp; fertilizers ) ii) irrigation</p> <p>Cropping patterns –mixed, inter integrated, crop rotation-requirement and advantages. Crop protection management ( chemical ,biological and others )</p>	<p><b><u>Knowledge : The students are able to</u></b></p> <ul style="list-style-type: none"> <li>Identify the nutrients present in different foods, in order to have a balanced diet</li> <li>Recognize growth needs of different crops like temperature, in order to produce them effectively</li> <li>Enlist various ways of enriching the soil in order to increase crop yield</li> <li>List down ways of irrigating a piece of land, in order to provide adequate water to all crops</li> <li>Identify housing, nutritional &amp; environmental requirements of poultry in order to prevent and control diseases</li> <li>Name different varieties of bees , cattle</li> <li>Outline food requirements and common diseases of cattle, in order to protect them better</li> </ul> <p><b><u>understanding: The students are able to</u></b></p> <ul style="list-style-type: none"> <li>Explain the ways of breeding a better variety of seeds, in order to improve quality of crops</li> <li>Explain the ways/ combinations of growing crops in order to maximize yield</li> <li>Describe ways/ organisms by which crops get affected, in order to develop a solution to prevent them from attacking crops</li> </ul>	<p><b>After learning , the students will be able to –</b></p> <ul style="list-style-type: none"> <li>Differentiate between ‘kharif’ and ‘rabbi’ crops</li> <li>Identify the nutrients present in different types of food</li> <li>Describe the need for crop variety improvement and Explain the ways employed to increase crop variety</li> <li>Describe the need for crop production management and Explain the measures used to improve crop production</li> <li>Describe the need for crop protection management and Explain the measures employed to protect crops in the fields and storage</li> <li>Discuss various animal husbandry practices and the techniques employed for feeding, breeding and protection of animals.</li> <li>Explain feeding, breeding and disease protection methods used to improve cattle produce, egg and meat production .</li> <li>Explain the difference between marine fisheries and island fisheries and Explain the advantages of composite fish culture</li> </ul>

				<ul style="list-style-type: none"> <li>• Explain better storage strategies for crops, in order to minimize storage losses</li> </ul> <p><b><u>Application : The students are able to</u></b></p> <ul style="list-style-type: none"> <li>• Use of manures instead of fertilizers in growing gardens at house hold level</li> <li>• Hold discussion on how one can bring about improvement in food resources</li> </ul> <p><b><u>Skill: the students are able to acquire the skill of</u></b></p> <ul style="list-style-type: none"> <li>• Developing better storage strategies for grains at house hold level , in order to minimize storage losses</li> </ul>	
Jan	21	9	<p><b>Unit 15 : Improvement in food resources (cont.....)</b></p> <p>Animal husbandry – cattle farming , poultry farming ( egg and broiler production )</p> <p>Fish production – marine fisheries , Inland fisheries, Bee keeping</p> <p><b>Revision for yearly exam</b></p>		
Feb	21		<b>Revision for yearly exam</b>		

**Annexure 5**  
**Sample of Unit Plan**  
**CITY PRIDE SCHOOL**

Subject: English Grammar

STD: V Div:

Month- April

Date: From: To:

**Unit 2 &3: Adjectives & Degrees of Comparison**

Heads	Particulars
Periods Allocated	
Points to be covered/	<ol style="list-style-type: none"><li>1. Students will be able to understand that an adjective modifies a noun or pronoun by providing descriptive or specific detail.</li><li>2. Adjectives answer the following questions: What kind? How many? or Which ones?</li><li>3. Be able to correctly identify adjectives.</li><li>4. Be able to understand that adjectives can be used to make comparisons.</li><li>5. Appreciate the role adjectives play in making the ideas more clear, concepts, emotions expressed in oral and written communications.</li></ol>
Objectives	<p><b>Knowledge:</b> to recall the definition of Adjective and give example on previous knowledge.</p> <p><b>Understanding:</b> To Identify adjectives that modify a noun To Compare people, places and objects To Illustrate correct use of degrees of comparison</p> <p><b>Application:</b> To Classify adjectives into different kinds based on the information they provide the types of adjectives and degrees. develop various linguistic skills and enrich the vocabulary</p> <ul style="list-style-type: none"><li>• <b>Skills:</b> To create or select vivid adjectives to enhance their writing,</li></ul>

<b>Learning Outcome</b>	Students will be able to : <ul style="list-style-type: none"> <li>• Correctly identify the adjectives</li> <li>• Use adjectives to make comparison.</li> <li>• To create or select vivid adjectives to enhance their writing (<b>Verbal Linguistic skills/ Communication</b>)</li> </ul>				
<b>Misconceptions</b>	1. Adjectives precede the noun or pronoun they modify. They may come at the end of the sentence also. 2. Ex: <b>The sea is blue.</b>				
<b>Additional Inputs</b>	1. Unlike adverbs, adjectives do not modify verbs, other adjectives, or adverbs. 2. Adjectives do not have to agree in number or gender with the nouns they describe. 3. Realization that –er and –est cannot be applied to show the comparative and superlative form of adjectives with two or more syllables. Ex: Beautiful, more beautiful and most beautiful.				
<b>Previous preparation and instruction material</b>	Teacher's notes Videos to be uploaded on You Tube				
<b>Period Wise Allocation in Brief</b>	<b>Video 1</b> Tr made the Video to be sent on Youtube  Teacher revises the lesson by writing few example sentences and asking students-  <b>What is the definition of an adjective?</b> Adjectives describe nouns. They give information about something or someone that we can discover with our senses.  <b>How can our senses help us for using adjectives?</b> They tell/describe how he/she/it looks, feels, sounds, smells, or tastes.	<b>Proposed date</b>	<b>Actual date</b>	<b>C/NC</b>	<b>Reason</b>

	<p>For ex- Ask students to describe a visit to a bird sanctuary or an ocean using their senses.</p> <p>Make a list of words students use to describe on black board.</p> <p><b>How do you know an adjective is an adjective?</b></p> <p>Adjectives give information about nouns. They often come before a noun or after be. <b>(Misconception cleared)</b></p> <ol style="list-style-type: none"> <li>1. She looks beautiful.</li> <li>2. He seems ill.</li> </ol> <p>In these examples adjectives doesn't modify verb but are referring to the condition of the subject.</p> <p>She introduces kinds of adjectives with more examples-</p> <p>Tom bought a used car. (used describes what kind of car Tom bought.)</p> <p>Sally baked ten pies for the school bake sale. (ten tells how many pies Sally baked.)</p> <p>Bob climbed that tree in the backyard. (that specifies which tree Bob climbed.)</p> <p>Explanation of Position of the adverb.</p> <p><b>Part -1</b> <a href="https://www.youtube.com/watch?v=0GSWfLiNbeQ&amp;t=216s">https://www.youtube.com/watch?v=0GSWfLiNbeQ&amp;t=216s</a></p> <p><b>Video 2-</b> <b>Kinds of adjectives-</b></p>				
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	<p><b>1. Adjective of Quality</b>- What kind of? It tells the quality of a noun or pronoun.</p> <p><b>2. Adjective of Quantity</b>-How much? It tells the quantity of noun (uncountable) such as non-living things.</p> <p><b>3. Adjective of Number</b>-How many?-In what number? It tells the number of nouns(countable)</p> <p>Part -2<a href="https://www.youtube.com/watch?v=gjtiMeMkiPU&amp;t=512s">https://www.youtube.com/watch?v=gjtiMeMkiPU&amp;t=512s</a></p> <p><b>Video 3-</b></p> <p><b>4. Demonstrative Adjective</b>- used to point out the noun.</p> <p><b>5. Interrogative Adjective</b>- used to ask the questions related to noun or pronoun.</p> <p><b>6. Possessive Adjective</b>-It answers the question ‘whose.’ It modifies a noun by telling whom it belongs to.</p> <p>After explanation of kinds of adjectives ask students- <b>What happens to our speaking and writing when adjectives are not used?</b></p> <p>Part -3 <a href="https://www.youtube.com/watch?v=N-ayO5KSguU">https://www.youtube.com/watch?v=N-ayO5KSguU</a></p> <p><b>Video 4- Degrees of Comparison</b></p> <p>Introduce Degrees of Comparison of adjectives by asking-How many are you in the family?</p> <p>Who among you is the most industrious? Who is the most helpful?</p> <p>Who is the jovial person in your family?</p>				
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	<p>Ask three of the students of different hair lengths to stand in front of the class. Describe the length of their hair using the degree of comparison of regular verbs.</p> <p>Example: Mrunmayee's hair is long.</p> <p>Ishwari's hair is longer than Mrunmayee's.</p> <p>Laxmi's hair is the longest among the three girls.</p> <p>Write these sentences on the board.</p> <p>Say: The first sentence simply makes a statement. What adjective is used? Is Mrunmayee's hair being compared to anyone? Now, look at the second sentence. Is there any comparison made? Who are being compared? Take a look at the third sentence, is there any comparison made?</p> <p>With whose hair is Ishwari's hair compared to? Do you think there are more than two students being compared? What word is used to show comparison?</p> <p>Say: Long is an adjective in the positive form, longer is an adjective in the comparative form. Longest is an adjective in the superlative form.</p> <p>When two persons, places or things are compared, what form of adjective do we use?</p> <p>When three or more persons, places, or thing are being compared, you use the superlative degree of the adjective.</p> <p><b>1. Positive-</b> Positive Degree is used to tell that something or someone has the same level.</p>				
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	<p>Formula:</p> <div>Subject + be + as + Adjective + as + Object</div> <p>Example:</p> <ul style="list-style-type: none"><li>- I am as tall as you.</li><li>- She is as beautiful as my girlfriend.</li><li>- Your book is as expensive as mine.</li></ul> <p><b>2. Comparative-</b> Comparative Degree is used to compare a thing or person to another thing or person that shows the higher level of noun. There are two formulas as follow:</p> <p>a) For one syllable adjective.</p> <p>Formula:</p> <div>Subject + be + Adjective with er/ier + than + Object</div> <p>Example:</p> <ul style="list-style-type: none"><li>- I am taller than you.</li><li>- This cloth is blacker than mine.</li><li>- My pen is smaller than yours.</li></ul> <p>NOTE: For adjective that has two or more syllables , but ending in “Y” it can be used with this formula as well.</p> <p>Example:</p> <ul style="list-style-type: none"><li>- She is happier than us.</li></ul>				
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	<p>- Toilet is dirtier than living room.</p> <p>- Bopha is friendlier than Chenda.</p> <p>b) For two syllable or more than two adjective</p> <p>Formula:</p> <div data-bbox="510 453 1299 524" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Subject + be + more + Adjective + than + Object</b> </div> <p>Example:</p> <p>- He is more handsome than us.</p> <p><b>3. Superlative</b> -Superlative Degree is used to compare a thing or person to another thing or person which shows the top level of noun. There are two formulas as follow:</p> <p>a) For one syllable adjective.</p> <p>Formula:</p> <div data-bbox="510 927 1299 998" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Subject + be + the + Adjective with est/iest + Object</b> </div> <p>Example:</p> <p>- I am the tallest girl.</p> <p>- This is the blackest cloth.</p> <p>- That is the smallest car.</p> <p>b) For two or more syllable Adjective.</p> <p>Formula:</p>				
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	<div> <b>Subject + be + the + most + Adjective + Object</b> </div> <p>Example:</p> <ul style="list-style-type: none"> <li>- He is the most handsome man.</li> <li>- She is the most beautiful girl.</li> <li>- I'm the most industrious student</li> </ul> <p><b>Explanation of usage of –er and –est more examples.</b></p> <p>One syllable adjectives can use –er and –est to form their comparative and superlative adjectives.</p> <p>Ex: Young-younger-youngest etc.,</p> <p>Video link uploaded on youtube.</p> <p>-- <a href="https://www.youtube.com/watch?v=DfE8_JXCCIs&amp;t=303s">https://www.youtube.com/watch?v=DfE8_JXCCIs&amp;t=303s</a></p>					
<b>Activity</b>						
<b>Practice Work / Assignments</b>	Solve exercise C, D and E in textbook					
<b>Project</b>						
<b>Difficult Words/formula</b>						
<b>Class Tests</b>	Worksheet prepared by teacher					
<b>Suggestion and Comments</b>						

Teacher's sign

**Annexure 6:**

**List of SEWA projects**

<b>Class</b>	<b>Name of the activity</b>
Std I	Doing household chores.
Std II	Gardening
Std III	Reduce, Reuse , Recycle
Std IV	Self awareness in the pandemic
Std V	Plantation
Std VI	Resources for classroom Use and school use
Std VII	Waste Management - Green and blue Bins
Std VIII	Researching on Yoga, Running, jogging, dance, trekking, hiking, biking, cycling, camping as a part of planned projects
Std IX	Preparation of family budget and maintenance of daily household accounts Home water use audit, Project on indigenous methods of water conservation, Projects on understanding water pollution
Std X	First Aid: Awareness raising and demonstration. Resources for Classroom Use and School Use



**CITY PRIDE SCHOOL**  
**ART EDUCATION**  
**ART INTEGRATED PROJECT – STD 10**

<b>Sr. No</b>	<b>Std</b>	<b>Title of Project</b>	<b>Subject</b>	<b>Learning outcomes</b>
<b>1</b>	<b>10</b>	Advertisement on tourist spots in Odisha	English	<ul style="list-style-type: none"> <li>• Explores different media to present the advert</li> <li>• Work in group which promotes teamwork</li> <li>• Shows creativity in application of acquired knowledge on Odishian sites and culture</li> <li>• awareness of rich heritage and cultural diversity in Odisha</li> </ul>
<b>2</b>	<b>10</b>	Advertisement on any Food joint serving Odishian Food	English	<ul style="list-style-type: none"> <li>• Explores different media to present the advert</li> <li>• Work in group which promotes teamwork</li> <li>• Shows creativity in application of acquired knowledge on Odishian cuisine and staple food</li> <li>• awareness of rich heritage and cultural diversity in Odisha</li> </ul>
<b>3</b>	<b>10</b>	Advertisement on any Ethnic wear of Odisha	English	<ul style="list-style-type: none"> <li>• Explores different media to present the advert</li> <li>• Work in group which promotes teamwork</li> <li>• Shows creativity in application of acquired knowledge on Odishian clothes and ethnic wear.</li> <li>• awareness of rich heritage and cultural diversity in Odisha</li> </ul>
<b>4</b>	<b>10</b>	Advertisement on handicraft shop of odisha	English	<ul style="list-style-type: none"> <li>• Explores different media to present the advert</li> <li>• Work in group which promotes teamwork</li> <li>• Shows creativity in application of acquired knowledge on Odishian handmade woodwork, pottery, bamboo work and so on</li> </ul>

				<ul style="list-style-type: none"> <li>awareness of rich heritage and cultural diversity in Odisha</li> </ul>
1	10	<p>1. उड़ीसा का चिलिका सरोवर तथा महाराष्ट्र के लोनार सरोवर की सुंदरता का वर्णन तथा उससे जुड़ी लोककथा के बारे में लेखन। किस प्रकार यह कविता 'पर्वत प्रदेश में पावस' से संबंधित है। Puppets ( Hand Puppets can be incorporated)</p> <p>2. उड़ीसा के जगन्नाथ भगवान की रथ यात्रा तथा महाराष्ट्र की पंढरपुर की यात्रा में समानता तथा अंतर, इनसे जुड़ी कहानियाँ ।</p> <p>3. उड़ीसा तथा महाराष्ट्र के समाज सुधारकों के बारे में संक्षिप्त परिचय उन्होंने अपने प्रगतिशील तथा परोपकारी विचारों से किस प्रकार समाज में बदलाव लाने का प्रयास किया।</p> <p>4. उड़ीसा के 'पाईका विद्रोह' तथा महाराष्ट्र के क्रांतिकारियों( सुखदेव) के बारे में लेखन, चित्रों की मदद से जानकारी।</p> <p>5. उड़ीसा और महाराष्ट्र की नृत्य</p>	Hindi	<p>इस परियोजना को करने के बाद विद्यार्थी -</p> <ol style="list-style-type: none"> <li>1. उड़ीसा और महाराष्ट्र की सभ्यता और संस्कृति से परिचित होंगे।</li> <li>2. उड़ीसा और महाराष्ट्र की प्रसिद्ध साड़ियों के बारे में जानकारी प्राप्त करेंगे। उन्हें भारत के बुनकरों की कलात्मक शैली के बारे में ज्ञात होगा।</li> <li>3. उड़ीसा और महाराष्ट्र के सुधारवादी तथा प्रगतिशील विचारों वाले समाज सुधारकों के बारे में अवगत होंगे।</li> <li>4. उड़ीसा के चिलिका तथा महाराष्ट्र के लोनार सरोवर की विशेषताओं के बारे में जानेंगे।</li> <li>5. उड़ीसा के जगन्नाथपुरी और तथा महाराष्ट्र के पंढरपुर से जुड़ी धार्मिक कहानियाँ तथा आध्यात्मिकता का ज्ञान होगा ।</li> <li>6. इन दोनों राज्यों के क्रांतिकारियों के जीवन तथा भारत के स्वतंत्रता संग्राम में उनके योगदान के बारे में विद्यार्थी जानकारी प्राप्त करेंगे।</li> </ol>

		<p>एवं संगीत शैली उनकी विशेषताएँ , समानताएँ तथा अंतर ।</p> <p>6. उड़ीसा की और महाराष्ट्र की विशेष साड़ियाँ, वे कहाँ बनती हैं , किस तरह के धागों का इस्तेमाल होता है कितने दिन लगते हैं , बनने में, किन अवसरों पर पहना जाता है इन दोनों राज्यों की संस्कृति से किस प्रकार जुड़ी हुई हैं आदि का विवरण लिखना ।</p> <p>7. उड़ीसा और महाराष्ट्र के भव्य मंदिरों के बारे में जानकारी इकट्ठा कीजिए। मंदिर कितने प्राचीन हैं वे किन कारणों से प्रसिद्ध हैं इसके बारे में लिखिए।</p> <p>8. उड़ीसा और महाराष्ट्र में कौन-कौन से कबीले तथा आदिवासियों की जातियाँ रहती हैं उनके रहन-सहन ,रीति-रिवाज ,पर्व त्योहार, पशु मेलों के बारे में जानकारी प्राप्त कीजिए</p>		
<b>1</b>	<b>X</b>	Visual representation on Maharashtra & Orissa like Literature , Culture Temples,	Marathi	<p>Students shall be able to :</p> <ol style="list-style-type: none"> <li>1. learn about the rich cultural heritage about Orissa and Maharashtra</li> <li>2. present the topic in a comparative manner</li> </ol>

		famous places ,Dress, Food, Dance ,Festivals, Famous writer ,scientists, Social worker etc.		<ol style="list-style-type: none"> <li>3. research more on the topics and find out detailed information regarding the selected topics</li> <li>4. Express their thoughts in positive manner</li> <li>5. Explore their ideas &amp; creativity</li> <li>6. Use different apps</li> </ol>
<b>1</b>	<b>X</b>	Digital Poster on comparative study between one tourist spot of Odissa and one tourist spot of Germany with respect to the points like famous places, food, language etc.	German	<p>Students shall be able to :</p> <ol style="list-style-type: none"> <li>1. explore the selected tourist spots of Germany and odissa</li> <li>2. research more on the topics and find out detailed information regarding the selected topics</li> <li>3. learn about the rich cultural heritage about Odissa and Germany</li> <li>4. present the topic in a comparative manner</li> <li>5. work in a team effectively and productively</li> <li>6. exchange their ideas in a positive manner</li> <li>7. use the technology and different apps effectively to present their thoughts</li> <li>8. explore their creativity</li> </ol>
<b>1</b>	10	Mathematics in Dance Form	Mathematics	<ul style="list-style-type: none"> <li>• Students will be able to understand the usage of mathematics in dance .</li> <li>• Students will be able to recollect and use the knowledge of lines and angles concept</li> <li>• Students will be able to understand the concept of symmetry through dance form</li> </ul>
<b>2</b>	10	Architecture of Odisha Temple	Mathematics	<ul style="list-style-type: none"> <li>• Students will be able to understand the usage of geometrical shapes in architecture</li> <li>• Students will be able to recollect and apply the knowledge of different views of an object.</li> <li>• Students will be able to understand and draw the map of the temple.</li> </ul>

3		Natural Resources	Mathematics	<ul style="list-style-type: none"> <li>Students will be able collect the data and organize it.</li> <li>Students will be able to recollect and apply the knowledge of comparison of quantities</li> </ul>
4.		Puri Jaganath Temple and its Chariot	Mathematics	<ul style="list-style-type: none"> <li>Students will be able to apply the concepts of geometrical shapes in building chariot</li> <li>Students will be able to understand usage of geometry in making deities.</li> </ul>
5		Tribal Art and Jewelry	Mathematics	<ul style="list-style-type: none"> <li>Students will be able to understand the impact of geometrical shapes in jewelry design</li> <li>Students will be able to understand the major role of geometrical shapes in art and painting.</li> </ul>
6		Tribal tattoo and instruments	Mathematics	<ul style="list-style-type: none"> <li>Students will be able to understand the usage of mathematics in making of musical instruments.</li> <li>Students will realize the usage of lines, shapes and angles in tribal tattoos and how maths is connected in day to day life of tribal people.</li> </ul>
7		Textile Designing ( Handloom saree of Odisha)	Mathematics	<ul style="list-style-type: none"> <li>Students will be able to understand the influence of geometry in textile designing.</li> </ul>
8		Chilika Lake	Mathematics	<ul style="list-style-type: none"> <li>Students will be to apply the knowledge of statistics while collecting the data of minerals and organizing it.</li> <li>Students will be able to understand the graph is the effective way to represent any data.</li> </ul>
1	10	1.Temples of Orissa 2.Resources of energy 3.Physics Institute of Bhubaneswar	Physics	<p>Temples of Orissa</p> <ul style="list-style-type: none"> <li>* The students will be able to understand the Physics behind the structure of ancient temples of Orissa e.g. Sun temple.</li> <li>* The students will be able to understand the importance of locations of ancient temples on the basis of the magnetic field.</li> </ul> <p>Resources of energy</p>



		4. Radioactive measurements in beach sand of Orissa		<p>* The students will be able to understand the various natural resources present in Orissa.</p> <p>* The students will be able to classify the energy resources into renewable &amp; nonrenewable resources.</p> <p>Physics Institute of Bhubaneswar</p> <p>* The students will be able to understand how the institutes work- Theoretical and practical physics.</p> <p>* The students will get to know the work done so far by Orissa in the field of Physics.</p> <p>Radioactive measurements in beach sand of Orissa</p> <p>*The students will be able to study and understand the radioactive materials and how it works.</p> <p>*The students will be able to understand the importance of nuclear power plants in coming future.</p>
1.	10	Metals found in Odisha	Chemistry	<ul style="list-style-type: none"> <li>● The learner able investigate and differentiates how different metals are present as different ores in the earth crust(Odisha), the structure of different ores, also understand the physical and chemical properties of the metal present in an ore.</li> <li>● The learner able to describe how salt like sodium chloride is extracted from Chilika lake, also relate to the various process where other substance like Washing soda, baking soda, soap and sodium hydroxide could be made from sodium chloride.</li> <li>● The learner is able to describe how and why alloys are used to make jewelries in odisha.</li> </ul>
2	10	pH levels and role of sodium carbonate		<ul style="list-style-type: none"> <li>● The learner understood the Durga pooja festival of Odisha where so many dishes formed and understood the phenomenon of rancidity, how rancid food is harmful to human body and how rancidity can be prevented.</li> <li>● The learner is able to understand the role of baking soda in odisha dish, how it balance the pH value in case of acidity problem, also found out solkadi is also a good remedy of indigestion problem.</li> </ul>

				<ul style="list-style-type: none"> <li>The learner was able to understand how balancing pH is important in avoiding tooth decay, and curing acidity, maintaining proper pH levels in human body for proper functioning of vital organs.</li> </ul>
<b>1</b>	<b>X</b>	Visual representation on Maharashtra & Orissa like Literature , Culture Temples, famous places ,Dress, Food, Dance ,Festivals, Famous writer ,scientists, Social worker etc.	Marathi	<p>Students shall be able to :</p> <ol style="list-style-type: none"> <li>learn about the rich cultural heritage about Orissa and Maharashtra</li> <li>present the topic in a comparative manner</li> <li>research more on the topics and find out detailed information regarding the selected topics</li> <li>Express their thoughts in positive manner</li> <li>Explore their ideas &amp; creativity</li> <li>Use different apps</li> </ol>
1	10	Dance forms and folk dances of Odisha	History	<ol style="list-style-type: none"> <li>explore the history of various dance forms of odisha. Research more on the topics and find out detailed information . Learn about the rich cultural heritage about Odisha</li> </ol>
2		Costumes of Odisha & Maharashtra	History	<ol style="list-style-type: none"> <li>Students will learn clothing style of People in Odisha.</li> <li>Students will learn to associate clothing and climate of specific area.</li> </ol>
3		Political parties of Odisha	Civics	<ol style="list-style-type: none"> <li>Students will learn about the history of evolution of various political parties and its impact on the lives of the people of Odisha</li> </ol>
4		Cyclones and its impact-Odisha	Geography	<ol style="list-style-type: none"> <li>Students will be able to understand about the cyclones and its impact on the socio-economic life of the people of Odisha</li> </ol>
5		Traditional sports of Odisha & Maharashtra	History	<ol style="list-style-type: none"> <li>Students will be able to make a comparative study about the various traditional sports of Odisha and Maharashtra</li> </ol>
6		Tourism of Odisha	Economics	<ol style="list-style-type: none"> <li>Students will be able to understand about the scope of tourism of Odisha and its impact on the livelihood of Odisha</li> <li>work in a team effectively and productively</li> <li>exchange their ideas in a positive manner</li> </ol>

7		Agriculture of Odisha	Geography	<p>5. use the technology and different apps effectively to present their thoughts explore their creativity</p> <p>1. Students will be able to understand about cropping pattern and variety of crops grown in Odisha</p>
8		Art forms of Odisha & Maharashtra	History	<p>1. Students will be able to understand about the various art forms of Odisha and Maharashtra.</p> <p>2. They will be able to understand about the rich culture and heritage and diversity of our country</p>