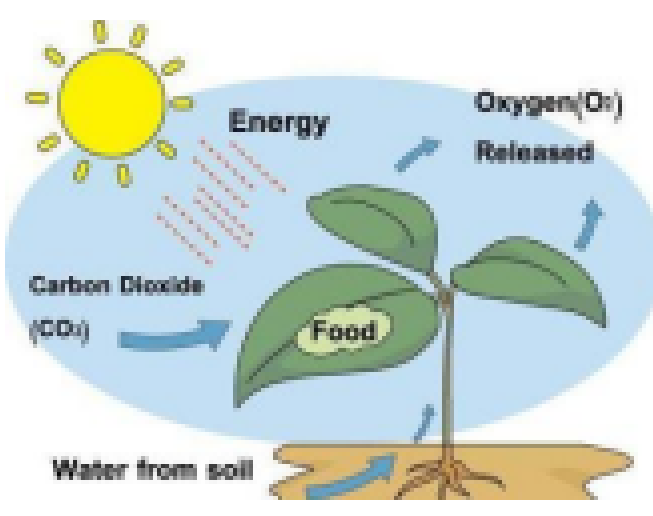
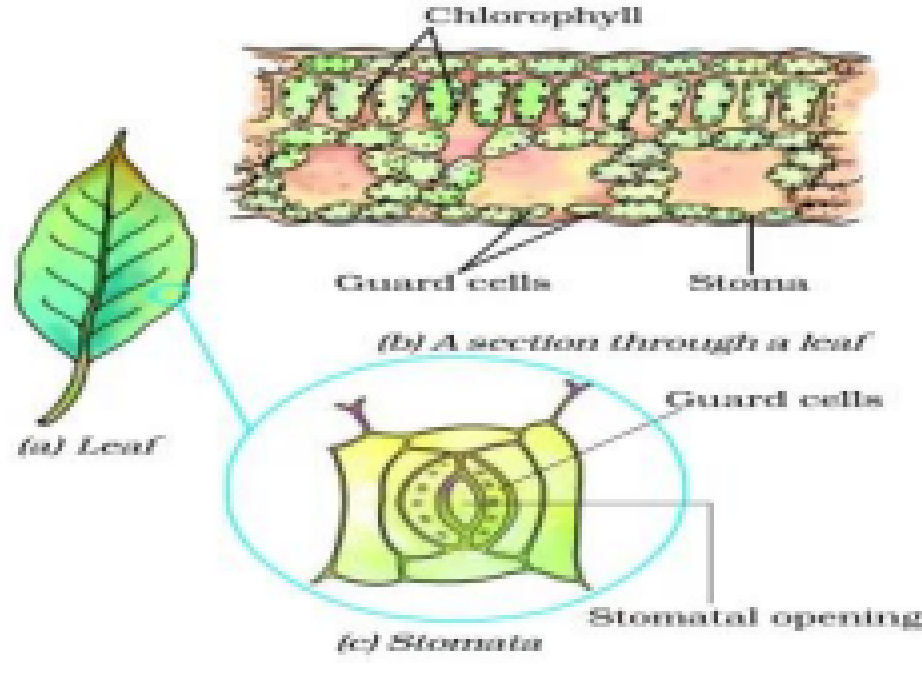
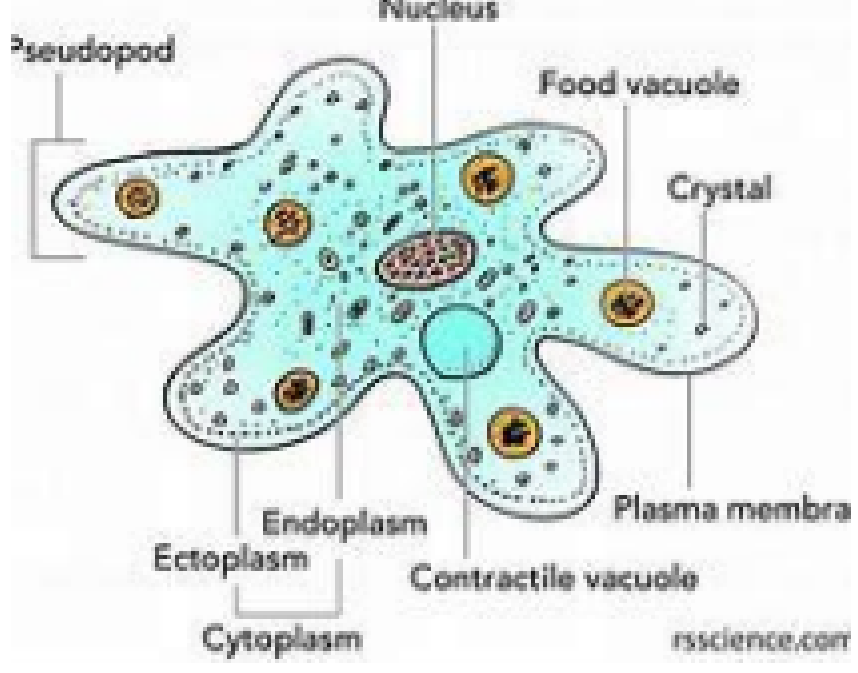



Month	Honeycomb	Supplement
April	Lesson 1 - Three Questions Poem-The Squirrel	Chapter 1 - The Tiger
May	SUMMER VACATION	
June	Lesson 2 -A Gift of Chappal (Poem) -The Rebel	
July PERIODIC TEST 1 (8-13)	Lesson 3 Gopal and the Hilsa Fish	
	Poem- The Shed	
August	Lesson 4 - The Ashes that Made Trees Bloom	
	Poem-Chivvy	Lesson 2 -Bringing up
September HALF YEARLY EXAM (17 - 25)	Lesson- 5 Quality	Lesson 3 -Golu Gr
	Poem- Trees	
October	Lesson 6 - Expert Detectives	Lesson-4 Ch
	Poem - Mystery of the Talking Fan	
AUTUMN BREAK (26 OCT – 5 NOV)		
November PERIODIC TEST 2 (23 -30)		Lesson 5 - The B
December	Lesson 7- The Invention of the Vita Wonk Poem-Dad and the Cat and the Tree	Chapter 6- A Tiger
WINTER BREAK (26 DEC - 5 JAN)		
January	Lesson 8- A Homage to our Brave Soldiers	Lesson 7 - An A
	Poem- Meadow Surprises	
February	Poem- Garden Snake	Revisio
March	Revision Final Exam (8-14 MARCH)	Revisio

<p>APRIL</p>	<p>Chapter 1. Nutrition in Plants</p> 	<p>Activity 1</p> <p>Understanding that sunlight is necessary for the photosynthesis. (Textbook activity no.1)</p> <p>Activity 2</p> <p>Iodine test to check the presence of carbohydrate.</p> <p>Activity 3</p> <p>Observing under microscope - xylem, phloem, stomata etc.</p> 	<p>1. Exam autotro</p> <p>2. Recal plants/p plants/r</p> <p>3. Elabo</p> <p>4. Evalu show le</p>
<p>April</p>		<p>Activity:</p>	<p>The Le</p>

	Chapter 2. Nutrition in Animals	<p>1. Observing amoeba under microscope.</p>  <p>2. Prepare a separate sample each of (i) sugar solution, (ii) common salt solution, (iii) lemon juice and (iv) juice of crushed neem leaf or bitter gourd.</p> <p>Identify taste of different solution without seeing the sample.</p>	<p>1. outlin</p> <p>2. Draw</p> <p>3. Differ</p> <p>4. concl</p> <p>5. Apply</p> <p>6. Expla</p>
June	Ch.4. Heat	Activity:	The learn

		<p>1. Measuring the body temperature using clinical thermometer.</p>  <p>2. Take two identical tin cans. Paint the outer surface of one black and of the other white. Pour equal amounts of water in each and leave them in the mid-day sun for about an hour. Measure the temperature of water in both the cans.</p>	<p>1. descri</p> <p>2. identi</p> <p>insulator</p> <p>3. categor</p> <p>4. explain</p> <p>students</p> <p>5. repres</p> <p>with the</p> <p>6. Comp</p> <p>propert</p>
July		Activity.	LEARN

8 JULY TO
13 JULY
PT-1

Ch.5. Acids, Bases and
Salts

1.

Name of Acid(natural)	Source

2. Mix some water with lemon juice in a plastic cup/tumbler/test tube.

3. Put a drop of the above solution on a strip of the red litmus paper with the help of a dropper. Is there any change in colour?

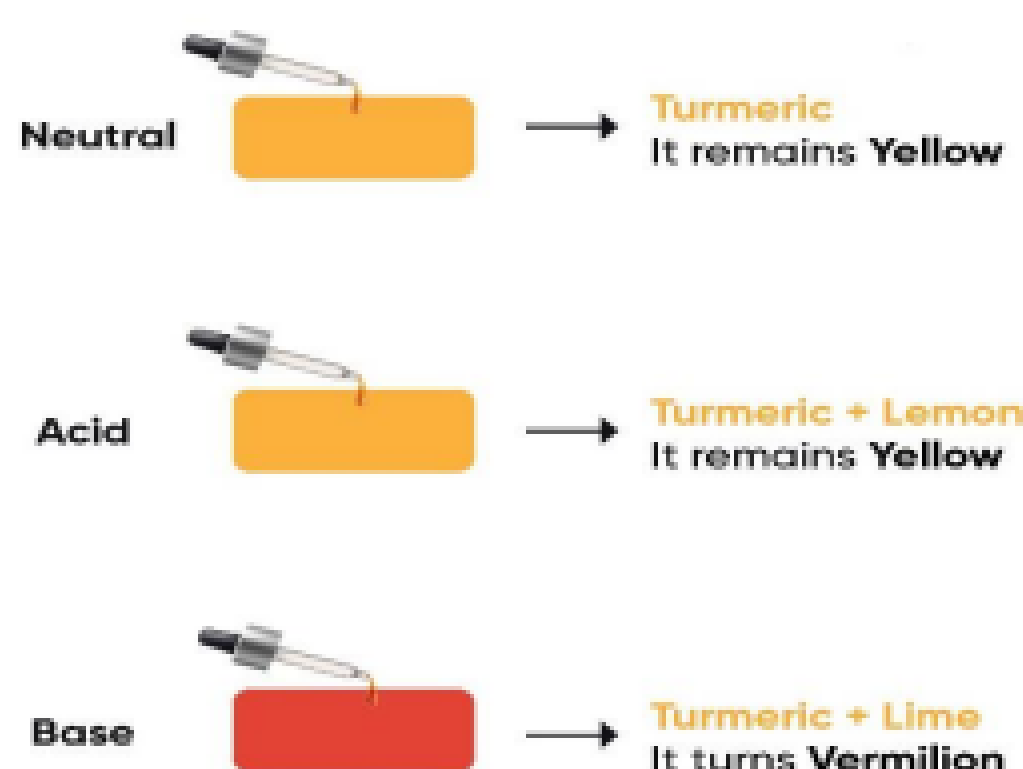
4. Repeat the same exercise with the blue litmus paper. Note down if there is any change in colour.

3. Take a tablespoonful of turmeric powder. Add a little water and make a paste.

4. Make turmeric paper by depositing turmeric paste on blotting paper/filter paper and drying it. Cut thin strips of the yellow paper obtained.

5. Put a drop of soap solution on the strip of turmeric paper

TURMERIC



1. Distin

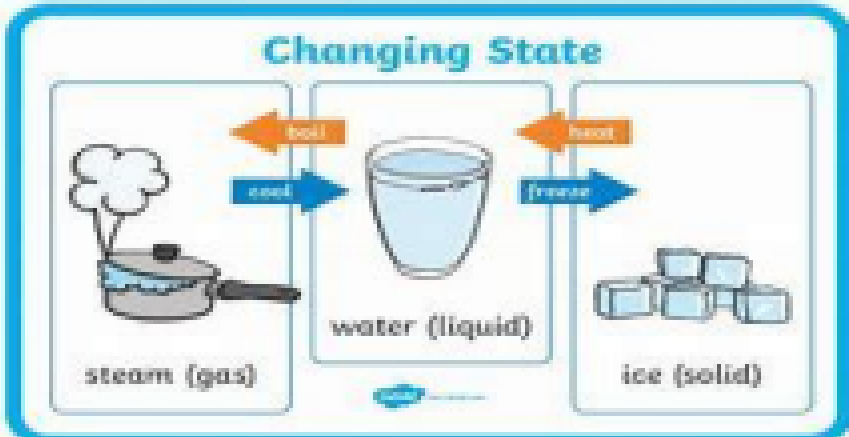

2. Analy


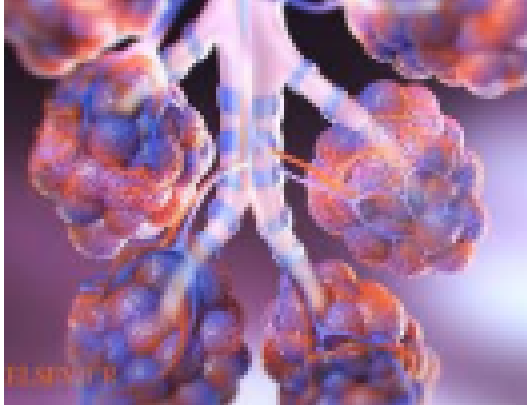
4. Argue

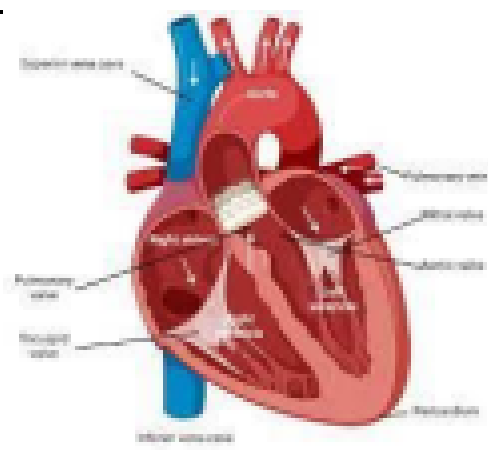
4. Disco
neutralis

5. Comp

6. Give c

		<p>What do you observe?</p> <p>1. Use of bases in neutralisation process.</p>	<p>Press Esc to exit full screen</p>
<p>July</p>	<p>Ch.6 Physical and Chemical Changes</p>	<p>1. Process of Freezing, melting and Evaporation.</p> <p>2. Condensation of water by the process of heating</p>  <p>3. Using Extra marks to study the process of rusting and galvanization.</p>  <p>4. To study the process of oxidation by burning magnesium ribbon.</p> <p>5. To study the process of crystallization of copper sulphate</p>	<p>The learner</p> <p>1. list the</p> <p>2. Different</p> <p>3. compare</p> <p>4. Apply</p> <p>example</p> <p>5. Analyze</p> <p>6. Demonstrate</p>

MONTH	BOOK/ CHAPTER	ACTIVITIES
<p>August</p>	<p>Chapter 10. Respiration in organisms</p> 	<p>Activity 1 Place your finger before your nostril and observe the breathing pattern form left and right nostril.</p> <p>Activity 2 To understand breathing rate</p> <ol style="list-style-type: none"> 1. Count the number of breaths you take over the course of one minute while you're at rest. 2. Brisk walk for a minute and then count the breathing rate and note the difference them. <p>Activity 3 To understand the mechanism of breathing.</p> <ol style="list-style-type: none"> 1. Take a deep breath (inhalation). 2. Measure the size of the chest with a measuring tape. 3. Release the breath (exhalation) 4. Measure the size of the chest with a measuring tape. 5. Note down both the observations. 6. Now compare the observation. 
<p>August-September</p> <p>17 SEPTEMBER TO 25 SEPTEMBER</p> <p>HALF-YEARLY</p>	<p>Chapter 11. Transportation in animals</p>	<p>Activity: An activity to show that stem conducts water and other substances is given below:</p> <ol style="list-style-type: none"> 1) Take a glass and put some water in it. 2) Put a few drops of red ink in the water. 3) Cut the stem from the base of an herb plant. 4) Place the stem in the glass. 5) Results are observed, some parts of the stem become red and they indicate that water is being conducted through the stem.



To understand how water reaches to the xylem vessels of the root from the soil.

1. Take a large potato and peel out its outer skin.
2. Cut one of its ends to make the base flat.
3. Now make a deep and hollow cavity on the opposite side.
4. Fill half of the cavity with sugar solution and mark the level by inserting the pin at the wall of the potato.
5. Put the potato into a dish containing small amount of water.
6. Allow the apparatus to stand for few hours.
7. You will find the increase in the sugar solution.

Conclusion: For very short distances water can travel from one cell to another. in the same way water reaches xylem vessels of the root from the soil.

Activity

- Record your pulse rate at rest, by counting pulse beats on the wrist for 1 minute.
- Run around outside or do star jumps for 1 minute.
- Immediately record pulse rate again
- Rest for 1 minute.
- Record pulse rate again.

October

12. Reproduction in plants

Activity:

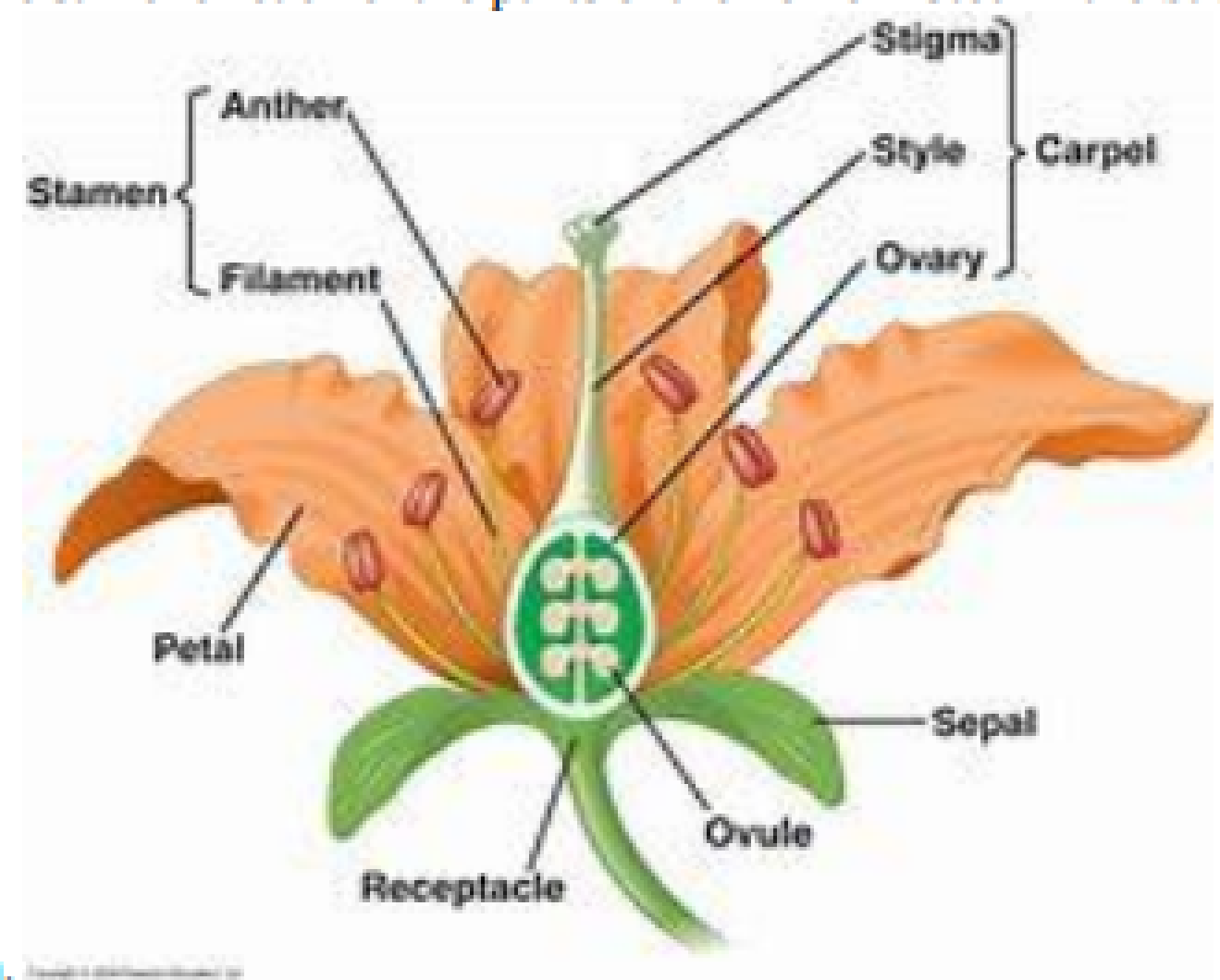
To understand vegetative propagation

Cut few pieces of potato with eye in each piece and burry them in soil.

Activity

1. Collect a couple flowers from the yard. You may want two or three of the same type of flower, and they should be big enough that you can separate the parts.
2. Look for a greenish/yellowish part at the base of the flower that resembles a small leaf. Carefully remove it and tape it to your paper, labelling it.

3. Do the same for each of the parts of the flower listed in the background



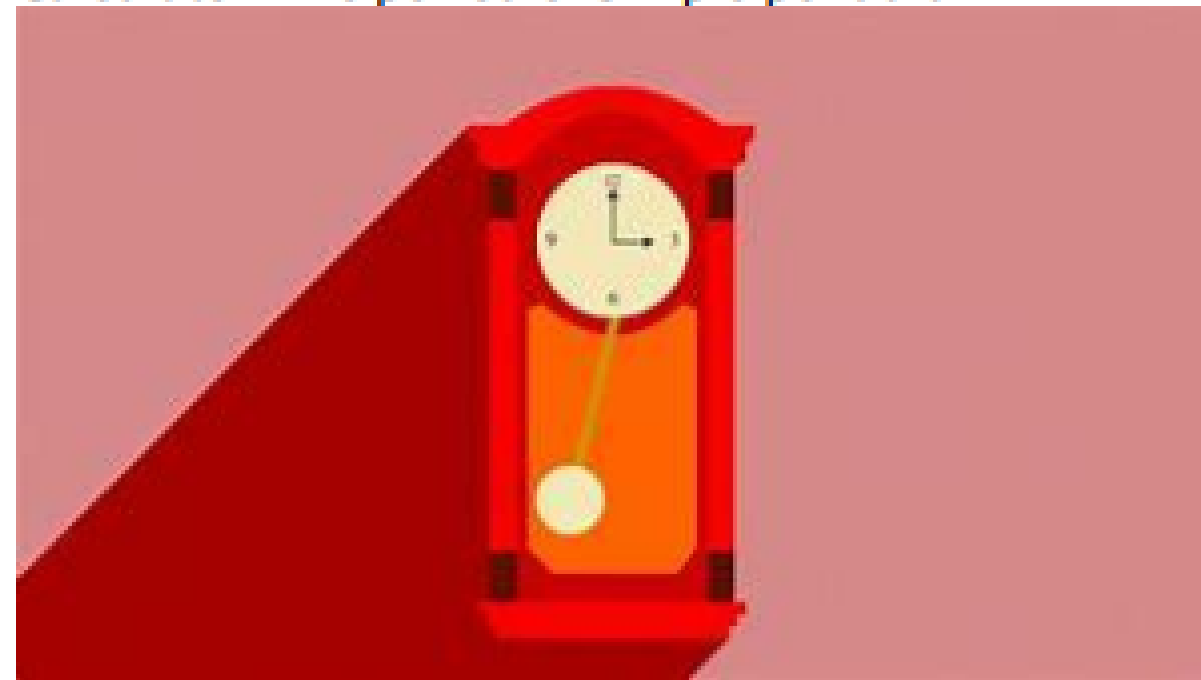
section.

October

13. Motion and Time

Activity:

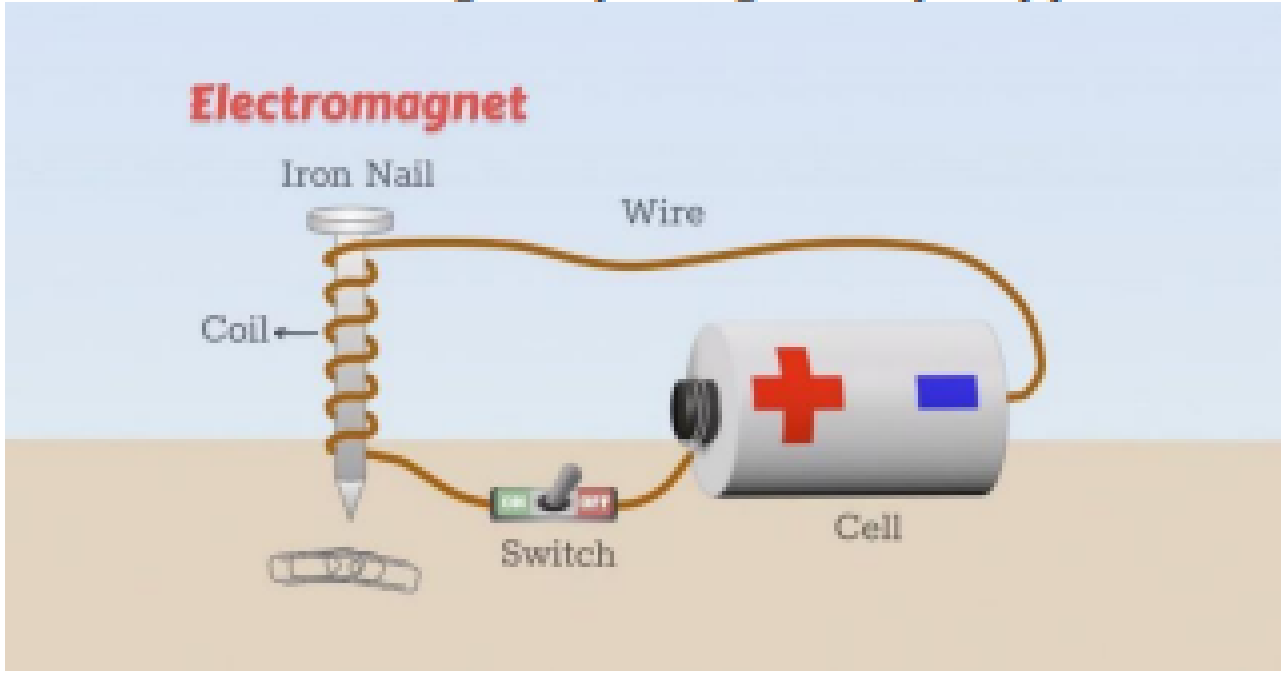
Calculate Time period of simple pendulum


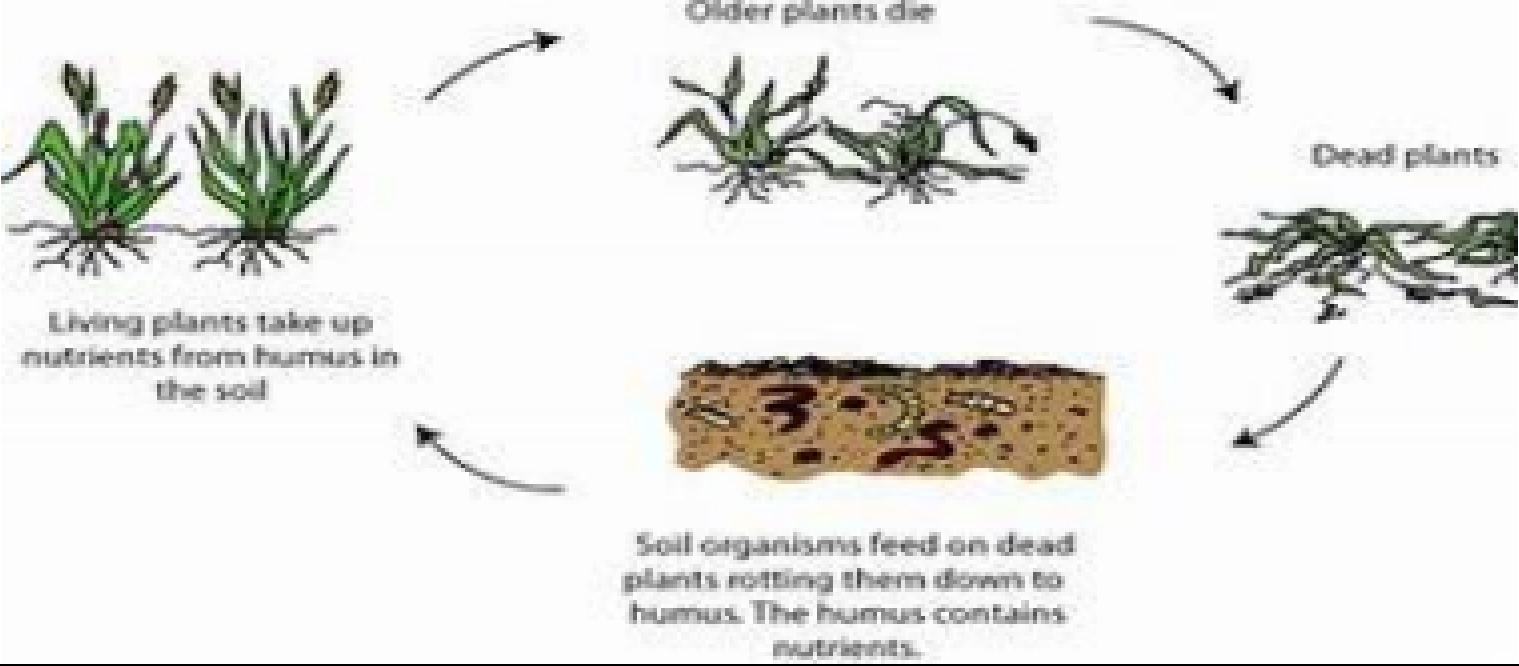


Activity

Note the readings on the odometer of your parents vehicle every day.

Activity

		<p>Note the distance between your house and the school , also note the time required to reach the school. Calculate the speed based on these observations.</p>
<p>NOV</p>	<p>14. Electric Current and its effect</p>	<p>Activity 1: To make simple circuit using a battery, key, LED, wire.</p> <p>Activity 2 To make electromagnet by using battery, copper wire and iron nail.</p>  <p>Activity Comparing energy efficiency and heating effect of incandescent bulbs, LEDs and CFLs</p> <p>Set up as many electrical circuits and give them a thermometer and three different types of bulbs to work with. Place one of the bulbs in the circuit and let it be there for 10 minutes in a closed circuit. Place the thermometer 1.5 inches from the end of the bulb so that the bottom reader captures the heat of the bulb and ask students to note down the temperature.</p>

<p>DECEMBER</p>	<p>Chapter 15: Light</p>	<p>Repeat the same with the other two bulbs.</p> <p>Activity 1: To understand light travels in straight line by using a candle and 2 pieces of card board.</p>  <p>Activity 2: To understand Reflection of light by using plane mirror and a laser beam</p> <p>Activity 3 Colour Mixer 1. Take a card sheet as shown above and put the cellophane papers. 2. Place each combination of colours on top of each other to obtain new colours.</p>
<p>December- January</p>	<p>Forest</p>	<p>1. Scrapbook on the various animals and plants living in the forests.</p> <p>2. Role play: A Journey through the forest</p> <p>3. Activity: Formation of humus by digging a pit and putting vegetable waste.</p> 

January	Waste water	<p>Study the sewage route in your home/ school/building: Do the following:</p> <ol style="list-style-type: none"> 1. Make a line diagram of the sewage route. 2. Walk down the street or survey the campus to find the number of manholes. 3. If possible, observe open drain and record which living organisms are found in and around it. 4. In case you do not have a sewerage system in your locality, find out how sewage is being disposed . <p>Activity No. 2</p>

Army public school , Ahmednagar

SPLIT UP SYLLABUS: 2024-25

CLASS-VII, SUBJECT-MATHEMATICS

S.no	Name of Chapter	Month	Expected No. of Days	Expected No. of Periods	TEST/EX
1	INTEGERS	April	20	15-18	PERIODIC TEST JULY SYLLABUS 1. INTEGERS 2. FRACTIONS AND DECIMALS 3. DATA HANDLING
2	FRACTIONS AND DECIMALS	April /May	16	15	
3	DATA HANDLING	June	10	10	
4	SIMPLE EQUATIONS	JULY	14	16	HALF YEARLY TEST TERM SEPT SYLLABUS Integers 2. Fractions and Decimals 3. Data Handling 4. Simple Equations 5. Lines and Angles 6. Triangles and their Properties 7. Comparing Quantities
5	LINES AND ANGLES	July/August	14	16	
6	THE TRIANGLE AND THEIR PROPERTIES	August	10	12	
7	COMPARING QUANTITIES	August/September	22	22	

8	RATIONAL NUMBERS	September / October	14	16	Periodic Test January Syllabus 1. Ratio Number Perimeter Area 3. Algebraic Expressions
9	PERIMETER AND AREA	October/ November	14	18	
10	ALGEBRAIC EXPRESSION	November	18	22	
11	EXPONENTS AND POWERS	December/ January 2025	23	25	Annual Examination (March) Syllabus Completion of Syllabus of (October to March) including 20% syllabus Term-I (April to September)
12	SYMMETRY				
13	VISUALIZING SOLID SHAPES	February 2025	12	14	
14	REVISION	February 2025	12		
ANNUAL EXAMINATION					

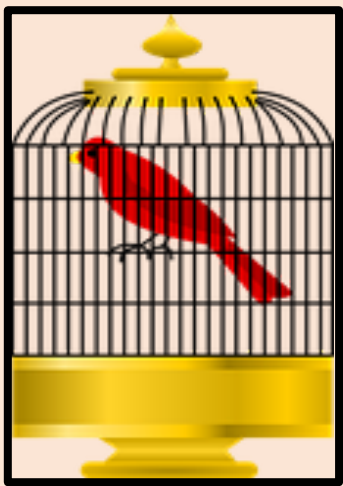
SPLIT-UP AND ANNUAL PAEDAGOGICAL LESSON PLAN (2024-25)


CLASS – VII


TEACHER-MANISHA P.

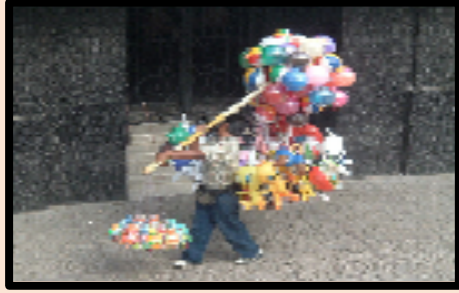
D ANNUAL PAEDAGOGICAL LESSON PLAN (2024-25)

CLASS – VII

MONTH	BOOK/CHAPTER	METHODOLOGY	ACTIVITIES	LEARNING OBJECTIVES
अप्रैल	वसंत भाग-2 पाठ1 हम पंछी उन्मुक्त गगन के कवि- शिवमंगल सिंह सुमन 	*प्रश्नोत्तर विधि *कथाकथन विधि *चर्चात्मक प्रणाली *स्पष्टीकरण विधि।	पाठ पूर्व गतिविधि- कविता पढ़कर कविता से गुणवाचक विशेषण के उदाहरण ढूँढकर लिखिए। पाठ पश्चात गतिविधि- 1) पर्यावरण की रक्षा के लिए मनुष्य और पशु-पक्षी दोनों का समान योगदान होता है-अपनी सहमति प्रकट करते हुए एक लेख लिखिए। 2) वर्तमान जीवन शैली और शहरीकरण से जुड़ी योजनाएँ पक्षियों के लिए घातक हैं? इस विषय पर वाद- विवाद प्रतियोगिता का आयोजन करना।	*पठन एवं लेखन कौशल का विकास करना। *स्वतंत्रता का महत्व समझाना। *स्वाधीनता का अर्थ व फायदे बताना। *पशु-पक्षियों के प्रति प्रेम एवं दया की भावना का निर्माण करना। *स्वतंत्र जीवन जीने के लिए प्रेरित करना।

अप्रैल	<p>वसंत पाठ २ -3 हिमालय की बेटियाँ लेखक -नागार्जुन (निबंध)</p> 	<p>*व्याख्यान विधि</p> <p>*प्रश्नोत्तर विधि</p> <p>* विश्लेषण प्रणाली</p>	<p>पाठ पूर्व गतिविधि-</p> <p>भारत के मानचित्र पर नदियों को दर्शाइए।</p> <p>पाठ पश्चात गतिविधि-</p> <p>अपनी किसी अविस्मरणीय यात्रा से जुड़े अनुभव को अनुच्छेद रूप में लिखिए।</p>	<p>*पठन ,श्रवण ,वाचन एवं लेखन कौशलों का विकास करना।</p> <p>*नदी को लोकमाता क्यों कहा जाता है, यह समझाना।</p> <p>*जल संरक्षण के बारे में बताना।</p> <p>*नदियों को प्रदूषित नहीं करना चाहिए यह सीख देना।</p>
अप्रैल	<p>बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- १ से ५</p>	<p>*कथाकथन विधि</p> <p>*व्याख्यान विधि</p> <p>*प्रश्नोत्तर विधि</p> <p>(छात्र स्वाध्ययन के द्वारा पाठ को पीपीटी / कथा रूप में प्रस्तुत करेंगे।)</p>	<p>पाठ पूर्व गतिविधि :-</p> <p>पूर्व कक्षा में पढ़ी गई पौराणिक कथा "बालराम कथा" पर सामूहिक चर्चा करवाते हुए नए प्रकरण महाभारत की ओर बढ़ना।</p> <p>पाठ पश्चात् गतिविधि :-</p> <p>राजा शांतनु के वंश अनुक्रम को MIND MAP के द्वारा प्रस्तुत करेंगे।</p>	<p>*भाषिक कौशलों का विकास करना।</p> <p>*महाभारत महर्षि पराशर के पुत्र व्यासमुनि द्वारा रचित संसार की प्रसिद्ध कथा को कहानी रूप में सुनाते हुए राजा शांतनु का वंश अनुक्रम समझाना।</p> <p>* देवव्रत के द्वारा की गई भीष्म प्रतिज्ञा एवं विदुर की बुद्धिमत्ता को समझाना।</p>

				*ऐतिहासिक भावना का विकास करना।
अप्रैल	व्याकरण पाठ - संधि	निगमन विधि	पाठ पूर्व गतिविधि :- रंगीन चार्ट पेपर पर दो शब्दों का मेल करके नए दस शब्द लिखिए । पाठ पश्चात् गतिविधि :- दीर्घ संधि के दस उदाहरण लिखिए ।	संधि विच्छेद एवं संधि के संयोग से नए शब्द निर्माण करने की क्षमता का विकास करना ।
अप्रैल	रचनात्मक लेखन – अनुच्छेद लेखन, चित्र वर्णन, अपठित गद्यांश	चर्चा एवं स्पष्टीकरण विधि	चित्र वर्णन और अनुच्छेद लेखन के मुद्दों पर सामूहिक चर्चा करना ।	*शुद्ध लेखन क्षमता का विकास करना । *पठन कौशल का विकास करना । *शब्द भंडार विकसित करना ।
मई	व्याकरण पाठ - उपसर्ग और प्रत्यय	*भाषा संसर्ग विधि *आगमन- निगमन प्रणाली, *दृष्टांत विधि	पाठ पूर्व गतिविधि- छात्र अपने अपने नाम बताएँगी तथा उनमें से उपसर्ग और प्रत्यय अलग करेंगे । पाठ पश्चात गतिविधि- एक्स्ट्रामार्क पर खेल के माध्यम से उपसर्ग, प्रत्यय एवं मूल शब्द के जोड़ से नए शब्द बनाएँगे ।	*शब्द भंडार का विकास करना । *शब्द निर्माण कैसे करना है, यह सिखाना ।
जून	वसंत भाग २ पाठ ४- कठपुतली (कविता) 	*व्याख्या विधि *प्रश्नोत्तर एवं कथन विधि *प्रदर्शन विधि	पाठ पूर्व गतिविधि- पुराने कपड़ों आदि का प्रयोग करके एक कठपुतली का मॉडल तैयार करें । पाठ पश्चात गतिविधि- स्वतंत्रता सेनानियों की फोटो एकत्र करके एक कोलाज बनाइए ।	*भाषिक कौशलों का विकास करना । * स्वतंत्र जीवन जीने की भावना से अवगत करना । * छात्रों को जीवन के सकारात्मक दृष्टिकोण से अवगत कराना ।
जून	बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- ६ से १०	कथाकथन , व्याख्यान प्रश्नोत्तर/(फ्लिपक्लास पद्धति)	गतिविधि- *महाभारत कथा के अंशों को सार रूप में सुनाएँगे ।	*ऐतिहासिक भावना का विकास करना।

			*गुरु द्रोणाचार्य की कथा सुनाएँगे ।	* पौराणिक कथा के प्रति रुचि उत्पन्न करना । *पठन, श्रवण, भाषण जैसे कौशलों का विकास करना ।
जुलाई	वसंत भाग २ पाठ -5 मिठाईवाला लेखक-भगवतीप्रसाद मिश्र	*कथाकथन विधि *चर्चा और प्रश्नोत्तर विधि	पाठ पूर्व गतिविधि- फेरीवाले से बात कीजिए व आपके और फेरीवाले के बीच हुए बातचीत को संवाद के रूप में लिखिए ।  पाठ पश्चात गतिविधि- वक्त के साथ फेरीवाले कम हो रहे हैं, इस विषय पर चर्चा करेंगे ।	*पठन कौशल व लेखन कौशल का विकास करना । *छात्रों को समाज में फेरी वालों के प्रति स्वस्थ मानसिकता रखने के कारणों से परिचित कराना । *विद्यार्थियों को दिन भर घूम-घूम कर सामान बेचने वालों के प्रति संवेदनशीलता बनाना ।
जुलाई	व्याकरण पाठ – शब्द एवं शब्द भेद	*आगमन –निगमन विधि *दृष्टांत एवं स्पष्टीकरण विधि	पाठ पूर्व गतिविधि- विद्यार्थी अपनी मातृभाषा में प्रयुक्त शब्दों से स्वयं का परिचय देंगे और उस शब्द का अनुवाद हिंदी भाषा में करेंगे। पाठ पश्चात गतिविधि- *तत्सम ,तद्धव ,देशज और विदेशी शब्दों के पाँच-पाँच उदाहरण लिखिए । *एक्स्ट्रामार्क के माध्यम से शब्द विचार के उदाहरण हल करेंगे।	*शब्दों का वर्गीकरण समझाना । *शब्दकोश का विकास करना । *शब्द भेद तथा शब्द पहचान क्षमता को बढ़ाना ।
जुलाई	वसंत भाग २ पाठ-७ पापा खो गए (नाटक) लेखक-विजय तेंदुलकर	*वार्तालाप विधि *व्याख्यान विधि	पाठ पूर्व गतिविधि- *घर से स्कूल जाने का रास्ता नक्शा बनाकर प्रस्तुत करें । पाठ पश्चात गतिविधि- छात्र मूक वस्तु में सजीवता लाते हुए डाली और फूल के बीच हुए संवाद को लिखेंगे ।	* भाषिक कौशल (श्रवण,वाचन,पठन,लेखन) का विकास करना । *शब्द भंडार में दृढ़ता लाना । *असामाजिक तत्वों के प्रति जागरूक करना । *हर व्यक्ति और वस्तु का अपना विशेष महत्त्व है, इस बात को समझाना ।
जुलाई	बाल महाभारत कथा	कथाकथन , व्याख्यान	पाठ पूर्व गतिविधि- पूर्वज्ञान पर	*पठन, श्रवण, भाषण जैसे

	(पूरक पाठ्यपुस्तक) पाठ- ११ से १५	प्रश्नोत्तर/(फ्लिपक्लास पद्धति)	आधारित प्रश्न पूछे जाएँगे तथा उसपर चर्चा करेंगे । पाठ पश्चात गतिविधि -पढ़ें हुए पाठ के आधारपर पाठ से क्या शिक्षा मिली यह अपने शब्दों में लिखेंगे ।	कौशलों का विकास करना । *नारी की स्वतंत्रता में स्वयंवर की भूमिका का महत्त्व समझाना । *अधिकार और कर्तव्य के प्रति जागरूक करना । *खेलों में नैतिकता का महत्त्व समझाना ।
अगस्त	वसंत भाग २ पाठ -8 शाम एक किसान (कविता) लेखक – सर्वेश्वर दयाल सक्सेना	*अन्वेषण विधि *चर्चा विधि *व्याख्या विधि	पाठ पूर्व गतिविधि- प्रकृति वर्णन पर आधारित अन्य कविता का लेखन कीजिए । पाठ पश्चात गतिविधि- किसान के जीवन चरित्र का वर्णन करते हुए एक अनुच्छेद लिखिए ।	*भाषिक कौशल (श्रवण,वाचन, पठन,लेखन) का विकास करना । *विद्यार्थियों में प्रकृति प्रेम की भावना जागृत करना । *किसान के जीवन में आने वाली कठिनाईयों के बारे में अवगत करवाना ।
अगस्त	व्याकरण पाठ- समास	आगमन –निगमन विधि *चर्चा एवं स्पष्टीकरण विधि *भाषा संसर्ग विधि	पाठ पूर्व गतिविधि- दो शब्दों का मेल करते हुए दस नए शब्द बनाइए । पाठ पश्चात गतिविधि- कर्मधारय समास, द्विगु समास, द्वंद्व समास के पाँच-पाँच उदाहरण लिखिए ।	*भाषा में नियमितता और स्थायित्व लाकर उसके सर्वमान्य रूप को सुरक्षित रखना । *छात्रों में भाषा शुद्ध लिखने,बोलने के कौशल का विकास करना ।
अगस्त	वसंत पाठ- २ पाठ – 10 अपूर्व अनुभव	कथाकथन, स्पष्टीकरण दृष्टांत , चर्चा एवं प्रश्नोत्तर विधि	पाठ पूर्व गतिविधि- अपने बचपन की किसी एक अविस्मरणीय घटना पर कुछ पंक्तियाँ लिखिए । पाठ पश्चात गतिविधि- मुसीबत के समय आप अपने दोस्त की सहायता कैसे करोगे ? इस विषय पर सामूहिक चर्चा करना ।	*विकलांग व लाचार लोगों को कम न समझते हुए उनकी भावना को समझाना चाहिए, इस क्षमता का विकास करना । *निः स्वार्थ भाव से दूसरों की मदद करने की भावना का विकास करना ।
अगस्त	बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- १६ से २०	कथाकथन , व्याख्यान प्रश्नोत्तर/(फ्लिपक्लास पद्धति)	पाठ पूर्व गतिविधि- पाठों को पढ़कर उनमें से मुहावरों को ढूँढ़कर उनका वाक्यों में प्रयोग कीजिए ।	*किसी से भी ईर्ष्या नहीं करनी चाहिए यह भाव विकसित करना । *आज्ञापालन, कर्तव्यपरायणता जैसे गुणों का विकास करना ।

			<p>पाठ पश्चात गतिविधि-</p> <p>पढ़ें हुए पाठ के आधारपर पात्र और उनकी विशेषताओं को अपने शब्दों में लिखिए।</p>	
अगस्त	व्याकरण पाठ - संज्ञा की व्याकरणिक कोटियाँ	<p>*स्पष्टीकरण विधि</p> <p>*चर्चा विधि</p> <p>*भाषा संसर्ग विधि</p>	<p>पाठ पूर्व गतिविधि-</p> <p>आपके आस-पास पाए जानेवाले वस्तुओं के नामों की सूची बनाइए।</p> <p>जैसे- आपके मित्रों के नाम, स्थानों के नाम, प्राणियों, फल, फूल, वस्तुओं और भावों के नाम आदि।</p> <p>पाठ पश्चात गतिविधि-</p> <p>संज्ञा के भेदों की तालिका बनाकर प्रत्येक भेद के पाँच-पाँच उदाहरण लिखिए।</p>	<p>* संज्ञा की परिभाषा उदाहरण सहित स्पष्ट करना।</p> <p>* संज्ञा के भेदों को उदाहरण सहित स्पष्ट करना।</p>
सितंबर	वसंत भाग २ पाठ ११ रहीम के दोहे	<p>*गीत विधि</p> <p>*व्याख्यान विधि</p> <p>*दृष्टांत विधि</p>	<p>पाठ पूर्व गतिविधि-</p> <p>‘प्रकृति और परोपकार’ इस विषय पर एक अनुच्छेद लिखिए।</p> <p>पाठ पश्चात् गतिविधि-</p> <p>५-५ नीतिपरक दोहे लिखकर कर फीतियाँ तैयार करें।</p>	<p>* रहीम के दोहों से मानवीय व्यावहारिकता का ज्ञान प्रदान करना।</p> <p>*भाषिक कौशल (श्रवण, वाचन, पठन एवं लेखन) विकसित करना।</p> <p>*शब्द भंडार समृद्ध करना।</p>
सितंबर	रचनात्मक लेखन- संवाद लेखन	<p>*स्पष्टीकरण विधि</p> <p>*दृष्टांत विधि</p>	<p>पाठ पूर्व गतिविधि-</p> <p>एक्स्ट्रामार्क के माध्यम से संवाद लेखन के उदाहरणों का प्रस्तुतिकरण।</p> <p>पाठ पश्चात् गतिविधि -</p> <p>कक्षा में सामूहिक संवाद योजना पर अभिनय करवाना।</p>	<p>रचनात्मक लेखन के लिए प्रेरित करते हुए संवाद का अर्थ समझाना एवं संवाद लेखन की विधियों से अवगत करवाना।</p>
सितंबर	वसंत भाग २ पाठ -13 एक तिनका (कविता)	<p>*गीत विधि</p> <p>*दृष्टांत विधि</p>	<p>पाठ पूर्व गतिविधि-</p> <p>घास एवं तिनके से संबंधित एक दोहा एवं एक मुहावरा लिखिए।</p> <p>पाठ पश्चात् गतिविधि -</p> <p>कविता की पंक्तियों को सामान्य वाक्यों में लिखवाना।</p>	<p>*एक तिनका कविता से मानव के व्यवहार का ज्ञान प्रदान करना।</p> <p>*भाषा कौशल, श्रवण, वाचन, पठन एवं लेखन विकसित करना।</p> <p>*दूसरों के प्रति आदर की भावना का विकास करना।</p>
अर्धवार्षिक परीक्षा				
अक्टूबर	वसंत भाग २	*स्पष्टीकरण विधि	<p>पाठ पूर्व गतिविधि-</p> <p>खानपान से जुड़े विज्ञापनों को</p>	*खानपान में शुद्धता स्वास्थ्य के लिए अत्यंत आवश्यक है

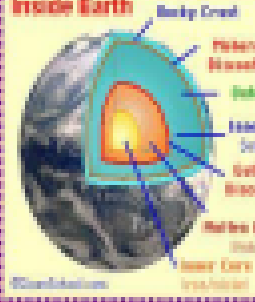
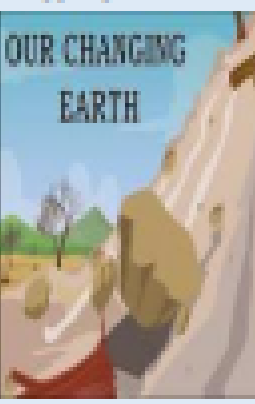
	पाठ -14 खानपान की बदलती तस्वीर (निबंध)	*दृष्टांत विधि *चर्चा एवं प्रश्नोत्तर विधि	एकत्र करके कॉपी में चिपकाइएँ। पाठ पश्चात् गतिविधि - किसी एक पेय पदार्थ पर विज्ञापन तैयार करवाना।	तथा स्थानीय भोजन का महत्त्व समझाना। *खानपान की बदलती संस्कृति से होने वाले लाभ तथा हानि से अवगत कराना।
अक्तूबर	व्याकरण पाठ -9 अर्थ के आधार पर शब्द भेद	*आगमन –निगमन विधि *चर्चा एवं स्पष्टीकरण विधि *व्याख्यान विधि	पाठ पूर्व गतिविधि- *अर्थपूर्ण शब्दों (बीस शब्द) की सूची बनाइए। पाठ पश्चात् गतिविधि - चार्ट पेपर पर अर्थ के आधार पर शब्द भेद तथा प्रत्येक के पाँच-पाँच उदाहरण लिखिए।	*छात्रों में अर्थपूर्ण शब्दों के गठन की क्षमता विकसित करना। *भाषिक कौशल (श्रवण, वाचन, पठन एवं लेखन) विकसित करना। *शब्द भंडार समृद्ध करना।
अक्तूबर	बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- २१ से २५	कथाकथन , व्याख्यान प्रश्नोत्तर/(फ्लिपक्लास पद्धति)	पाठ पूर्व गतिविधि- *मीडिया के माध्यम से महाभारत कथा का प्रस्तुतिकरण करना। पाठ पश्चात् गतिविधि - महाभारत कथा पर सामूहिक चर्चा करवाना।	भाषिक कौशल :- श्रवण ,पठन, वाचन, भाषण एवं लेखन का विकास।
अक्तूबर	रचनात्मक लेखन – पत्र लेखन, सार लेखन	चर्चा एवं स्पष्टीकरण विधि	पत्र लेखन और सार लेखन के मुद्दों पर सामूहिक चर्चा करना।	*शुद्ध लेखन क्षमता का विकास करना। *पठन कौशल का विकास करना। *शब्द भंडार विकसित करना।
नवंबर	बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- २६ से ३०	कथाकथन , व्याख्यान प्रश्नोत्तर/(फ्लिपक्लास पद्धति)	पाठ पूर्व गतिविधि- *मीडिया के माध्यम से महाभारत कथा का प्रस्तुतिकरण करना। पाठ पश्चात् गतिविधि - महाभारत कथा पर सामूहिक चर्चा करवाना।	*पौराणिक कथा के प्रति रुचि उत्पन्न करना। *ऐतिहासिक भावना का विकास करना। *पठन, श्रवण, भाषण, लेखन कौशल विकसित करना।
नवंबर	व्याकरण पाठ - सर्वनाम तथा सर्वनाम के भेद	स्पष्टीकरण विधि चर्चा विधि भाषा संसर्ग विधि	पाठ पूर्व गतिविधि- संज्ञा शब्दों से वाक्य निर्माण करवाना।	* सर्वनाम की परिभाषा उदाहरण सहित स्पष्ट करना।


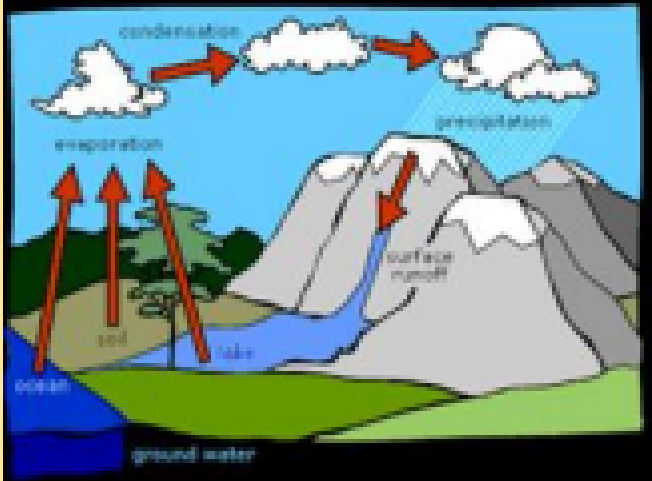

			<p>पाठ पश्चात् गतिविधि -</p> <p>सर्वनाम का प्रयोग करते हुए दस वाक्य लिखिए।</p>	* सर्वनाम के भेदों भेदों को उदाहरण सहित स्पष्ट करना।
दिसंबर	वसंत भाग २ पाठ -15 नीलकंठ (संस्मरण)	*कथन विधि *स्पष्टीकरण विधि *दृष्टांत ,चर्चा एवं प्रश्नोत्तर विधि	<p>पाठ पूर्व गतिविधि-</p> <p>अपने पसंदीदा पाँच पशु-पक्षियों के चित्र चिपकाकर उनके बारे में दो-दो पंक्तियाँ लिखिए।</p> <p>पाठ पश्चात् गतिविधि -</p> <p>राष्ट्रीय पक्षी मोर इस विषय पर अनुच्छेद लिखिए।</p>	<p>*नीलकंठ के मानवीय व्यवहार का ज्ञान प्रदान करना।</p> <p>*प्रत्येक जीव प्रकृति का अंश है। पक्षियों के माध्यम से ईर्ष्या एवं द्वेष के दुष्प्रभावों को समझाना।</p>
दिसंबर	वसंत भाग २ पाठ -16 भोर और बरखा (कविता) - मीराबाई	गीत विधि व्याख्यान एवं स्पष्टीकरण विधि	<p>पाठ पूर्व गतिविधि -</p> <p>प्रत्येक ऋतु में कैसा मौसम होता है उस पर सामूहिक चर्चा की जाएगी।</p> <p>पाठ पश्चात् गतिविधि -</p> <p>‘गाँव की एक सुबह’ इस विषय पर एक अनुच्छेद या कविता लिखिए।</p>	श्रवण ,गायन, भाषण एवं लेखन जैसे कौशलों का विकास होगा।
दिसंबर	बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- ३१ से ३५	कथाकथन , व्याख्यान प्रश्नोत्तर/(फ्लिपक्लास पद्धति)	<p>पाठ पूर्व गतिविधि-</p> <p>*मीडिया के माध्यम से महाभारत कथा का प्रस्तुतिकरण करना।</p> <p>पाठ पश्चात् गतिविधि -</p> <p>महाभारत कथा पर सामूहिक चर्चा करवाना।</p>	भाषिक कौशल :- श्रवण ,पठन, वाचन, भाषण एवं लेखन का विकास।
जनवरी	वसंत भाग २ पाठ - 17 वीर कुँवर सिंह	*कथाकथन, स्पष्टीकरण , दृष्टांत , चर्चा एवं प्रश्नोत्तर विधि * फ्लिप क्लास रूम पद्धति	<p>पाठ पूर्व गतिविधि -</p> <p>वीर सेनानियों के द्वारा किए गए कार्यों पर सामूहिक चर्चा की जाएगी।</p> <p>पाठ पश्चात् गतिविधि -‘मज़हब नहीं सिखाता आपस में बैर रखना’ इस विषय पर चर्चा का आयोजन करवाना।</p>	<p>* भारत की स्वतंत्रता का इतिहास समझाना।</p> <p>*1857के संग्राम के वीर सेनानियों का परिचय देते हुए वीर कुँवर सिंह की बहादुरी, साहस एवं उदारता से परिचित करवाना।</p>
जनवरी	वसंत भाग २ पाठ - 18 संघर्ष के कारण मैं	कथाकथन, स्पष्टीकरण , चर्चा एवं प्रश्नोत्तर विधि	पाठ पूर्व गतिविधि - जिस खेल में आपकी रुचि है उससे संबंधित कुछ शब्द लिखिए जैसे-	*खेलों के प्रति रुचि उत्पन्न करना।

	तुनुकमिजाज हो गय		फुटबॉल- गोल,पासिंग,बूट,बैकिंग आदि। पाठ पश्चात् गतिविधि –अपनी रुचि से किसी व्यक्ति को चुनें, उसके बारे में जानकारी प्राप्त करने के लिए कुछ प्रश्न तैयार करें और साक्षात्कार लें।	*साक्षात्कार इस विधा से परिचित कराना।
जनवरी	वसंत भाग २ पाठ -19 आश्रम का अनुमानित व्यय	कथाकथन, स्पष्टीकरण, दृष्टांत , चर्चा एवं प्रश्नोत्तर विधि	पाठ पूर्व गतिविधि – घर के मासिक बजट की सूची तैयार करवाना। पाठ पश्चात् गतिविधि – मीडिया के माध्यम से गांधी जी जीवनी का प्रस्तुतिकरण करना एवं सामूहिक चर्चा करवाना।	*भाषिक कौशलों – श्रवण ,पठन ,वाचन ,लेखन व भाषण का विकास करना। *गांधीजी के मितव्ययी व्यवहार का परिचय देते हुए किसी भी काम को करने के लिए नियोजन अति आवश्यक होता यह समझाना।
जनवरी	व्याकरण पाठ- वाक्य विचार – वाक्य भेद, वाक्यगत अशुद्धि शोधन, विराम चिह्न, मुहावरे	*आगमन –निगमन विधि *चर्चा एवं स्पष्टीकरण विधि *व्याख्यान विधि	पाठ पूर्व गतिविधि – दस अर्थपूर्ण वाक्य को लिखिए। पाठ पश्चात् गतिविधि – अर्थ के आधार पर वाक्य के भेदों लिखकर उसमें उचित विराम चिह्न का प्रयोग कीजिए।	*भाषिक कौशल (श्रवण, वाचन, पठन एवं लेखन) विकसित करना। *शब्द भंडार समृद्ध करना।
फरवरी	बाल महाभारत कथा (पूरक पाठ्यपुस्तक) पाठ- ३६ से ४०	कथाकथन , व्याख्यान प्रश्नोत्तर विधि	पाठ पूर्व गतिविधि - महाभारत कथा पर सामूहिक चर्चा करवाना। पाठ पश्चात् गतिविधि – सफलता प्राप्ति के लिए क्या – क्या प्रयास करने पड़ते हैं, इस विषय पर चर्चा करवाना।	भाषिक कौशल - चिंतन-मनन,श्रवण वाचन,भाषण,लेखन आदि भाषिक कौशलों का विकास करना।
वार्षिक परीक्षा				

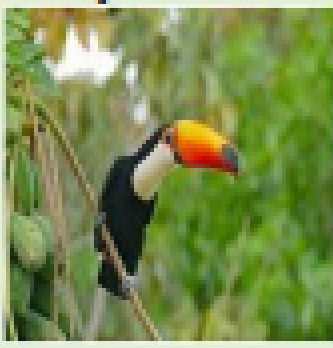
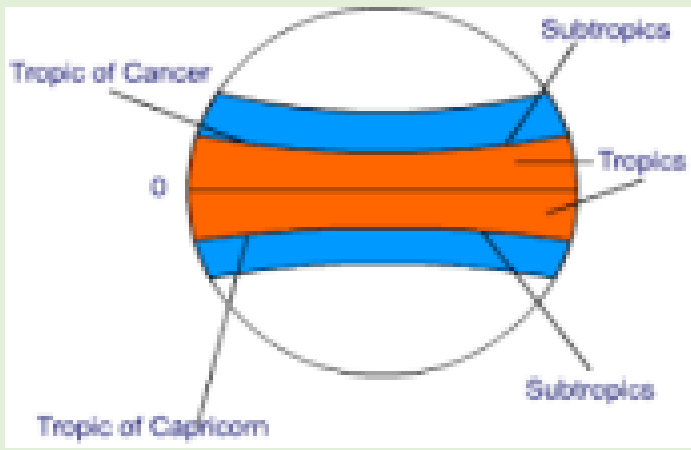
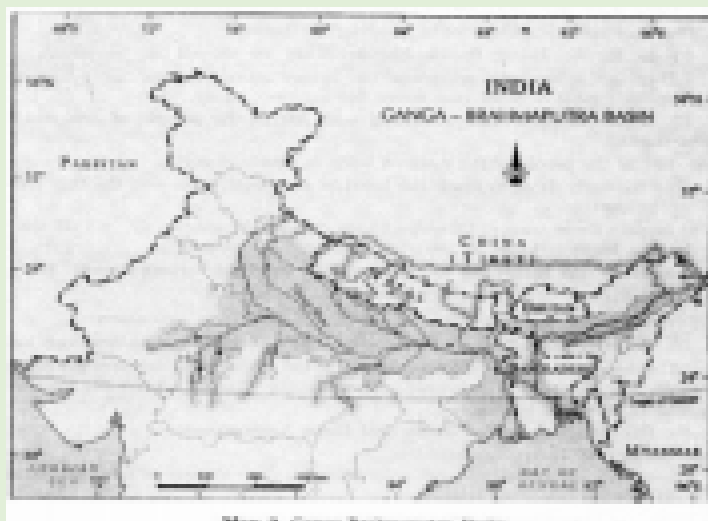


ARMY PUBLIC SCHOOL, AHMEDNAGAR
ANNUAL PEDAGOGICAL PLAN (2024-25)
SUBJECT & CODE: GEOGRAPHY

ACTIVITIES & EXPERIENTIAL LEARNING + TALENT INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES	ASSIGNMENTS/DISCUSSION/ASSESSMENTS (CW/HW)	LEARNING OUTCOMES	HPD	PARENT INVOLVEMENT	REFLECTION
<p>Walk- the students be taken for a short round the school and to enlist all that they find.</p> <p>Information about over the years, the things have changed in area or colony: houses on the streets, shops at people's homes</p> <p>Domesticating animals (such as cows, pigs, etc. on the roads and roads)</p> <p>and outdoor games played</p> <p>people made themselves comfortable in extreme conditions (hot summers and cold winters)</p>	<p>Arts- Different components of the environment and Domains of the earth</p> <p>Language – Poems on Nature Comprehension, Essays.</p> <p>Science – Emphasising on the various components of the environment – atmosphere, hydrosphere and biosphere. Also, about biochemical cycles, Energy flows.</p> <p>History- Primitive societies Integrating with Sanskrit. Read and write any five sentences on “पृथिवी एक कुटुम्बिका”</p> <p>“The world is one family”</p>	<p>Draw components of the environment and Domains of the earth.</p> <p>Differentiate between – Natural and Man-made environment.</p> <p>To research and prepare a report on ‘Tiger crises in India’ .</p> <p>Discussion on the impact of human activities on environment.</p>	<p>Students Will be able to- Identify the different components of environment and their elements</p> <p>Understand the ecosystem surrounding them.</p> <p>Understand the effect of human activities on the environment</p> <p>Develop environmental sensitivity.</p> <p>Understand various measures of maintaining natural environment</p> <p>Explore surroundings, natural process, phenomena</p>	<p>Knowledge</p> <p>Integrity</p> <p>Team work</p> <p>Gratitude</p>	<p>Plantation drive - Parents will be requested to help their children in planting a plant in backyard/ garden or a pot and take care of it.</p>	
<p>with the help of map or using card sheet to show the types of layers of earth.</p> <p>Activity- show samples of soil, rock salt and clay</p>	<p>Arts – Hands on – make clay dough of the layers of the earth.</p> <p>Biology- Animal's life cycle</p> <p>Science. -Why first the</p>	<p>Draw well labelled diagrams to Depict (1) Interior of the earth. (2) Continental and oceanic shelf.</p>	<p>Students Will be able to- Differentiate between types of rocks by referring to their properties and methods</p>	<p>Knowledge</p> <p>Integrity</p> <p>Team work</p>		

 <p>3. Three types of Rocks.</p>		<p>compare our earth with it. Explanation of (using multi media) origin and characteristic of igneous rocks, characteristic of sedimentary rocks the process of metamorphism the rock cycle etc.</p>	<p>explain that even though they look different they are rocks.</p> <p>https://www.learnapt.com/lesson-player/107-chapter-2-inside-our-earth/#</p>	<p>gas and then the molten magma comes out in case of volcanic eruption. Find out?</p> <p>History-The study of the strata of sedimentary rock is the main source of the scientific knowledge about the earth's history</p>
<p>Chapter-3 Our Changing Earth</p> 	<p>The Lithosphere Major Landforms Volcanoes</p>	<p>Teacher will introduce the topic by- Present a slide show on earthquake, flood, landslide etc. Technique: Diagrammatic Explanation. – Formation and structure of volcanoes, natural calamities and the relief methods and Geomorphology.</p> <p>https://www.youtube.com/watch?v=FN6QX43QB4g&list=PLhz12vamHOnYmvLSYtQvuxDrWSi795yDa&index=8</p>	<p>Demonstration of volcano in the class by the students. Discussion on disaster method, relief methods used during earthquakes, floods, tsunamis and landslides Using the “Images of Change” app, browse different areas around the world to find examples of how the earth has changed over time. Look closely at areas that have glaciers and rivers, as water is a big factor in shaping the earth's surface.</p>	<p>Arts- diagram of volcano.</p> <p>Physics- Forces, viscosity, surface tension. Sound waves are created by the vibration of an object.</p> <p>Disaster Management</p> <p>What precautions do you need to take at the time of earthquake, Tsunami and flood?</p>
<p>Chapter-4 Air</p>	<p>Composition of the Atmosphere Structure of Atmosphere Weather and Climate</p>	<p>Teacher will introduce the topic by asking students a prior day to get the weather forecast Difference between breeze and wind. Then using TAL explanation- each layer differs in density and the</p>	<p>Activity – blow a balloon, tie its mouth with a thread now they will discuss and reason why balloon appears this way. Now sprinkle some talcum powder on the desk open the knot and allow the air to blow the powder.</p>	<p>Arts- Layers of atmosphere.</p> <p>SCIENCE – Air particles present in so</p> <p>Language – Write up on Global warming</p>

	Main elements of Weather-Climate	highest density lies closest to the earth. Functions of troposphere, stratosphere, mesosphere, thermosphere and exosphere. https://youtu.be/GHroKfh7es0	Students will discuss and answer why this happens. https://youtu.be/o6i1SS4sjDA WHAT IS GREENHOUS? 	
Chapter-5 Water	Water Cycle Distribution of water (in %) Ocean circulation	Teacher will introduce the topic with the help of a video on hydrological cycle and questions will be asked- What is water cycle? What is meant by salinity of the ocean? Explanation using TAL the other concepts of the lesson. 	Activity – To collect newspaper reports, pictures to prepare scrap book on “water scarcity in India” Students will demonstrate the movement of water in a wave using a skipping rope. 	Arts- .Draw a well labelled diagram of water cycle. Music/ Song – Stages (journey) of a River. Science-water cycle (change in matter-solid, liquid, gaseous)

MONT H – TOPIC	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ARTS INTEGRATION /INTER DISCIPLINARY LINKAGES

<p>Chapter - 6 Human Environment Interactions the Tropical and Sub-Tropical Regions.</p>	<p>Amazon Basin: Climate and Rainforests. Amazon Basin: People. Ganga Brahmaputra Basin: Climate and Vegetation. Ganga Brahmaputra Basin: People.</p> 	<p>Set induction-Discussion about the ancient civilization using multimedia-<i>Ancient Rivers Civilizations</i>. Audio-visual method teacher will explain –equatorial region, river mouth, indigenous tributaries, rich biodiversity found along the riverside. Students will identify and understand the tributaries that join the Amazon and the Ganga Brahmaputra basin.</p> 	<p>Teacher will share why civilization took place near water bodies and places where food was easily available. Students will share their experience – about the pollution in Amazon Basin and their own city. Activity-Survival mechanism activity to discuss the climatic conditions of the Amazon Basin and how plants and animals ensure their survival.</p>  <p><small>Map 6. Ganga-Brahmaputra Basin</small></p>	<p>History –Ancient River Civilizations (Egypt, China, Mesopotamia, Indus Valley) Computer- diseases found in the Amazon basin Create a data file on the info-name of the disease, symptoms, causes and treatment.</p> <p>Biology- uniqueness of the flora and fauna found in the Amazon Basin. Arts- Create posters and slogans to protect the ecological balance of the Sundarbans.</p>
<p>Chapter -7 Life in deserts</p>	<p>The Sahara – Flora and Fauna, People The Sahara- Land and Climate. The Ladakh – Flora and Fauna , People The Ladakh- Land and Climate.</p>	<p>Topic will be introduced by writing DESERT on a chart paper and drawing a KWL chart- Know, Want to know, have learned. After completing the first two columns, then teacher will write the topic. Showing multimedia- People of Sahara desert to help students understand the life style of Sahara desert.</p>	<p>Activity- Students to create an information booklet about animals and birds (especially migratory birds) found in Ladakh. To collect information and pictures to enhance their booklet.</p> 	<p>Arts: diagram of Oasis. Maths- comparison of the areas covered by both the deserts and amount of rainfall received by them.</p> 

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**ARMY PUBLIC SCHOOL,
AHMEDNAGAR ANNUAL
PEDAGOGICAL PLAN (2024-25)**

CLASS : VII

SUBJECT & CODE : SOCIAL SCIENCE (HIST)

MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
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<p>APRIL</p> <p>Tracing Changes Through a Thousand Years</p>	<p>New and old Terminologies . Historians and their Sources. New Social and Political Groups. Region and Empire. New and Old Religions. Thinking about Time and Historical Periods.</p>	<p>Explanation and Narration:</p> <p>Teacher will explain the meaning of New and Old Terminologies.</p> <p>Teacher will explain the Historians and their sources.</p> <p>Interaction. Audio visual method: Teacher explains the New and old Religions, Region and Empire.</p>	<p>1. Timeline Construction: To create a timeline highlighting significant events, developments, and changes in areas such as politics, technology, culture, and trade.</p> <p>2. Primary Source Analysis: students will prepare primary sources from different time periods within the thousand-year span.</p> <p>3. Eg: Manuscript, Prashitis.</p> <p>4. COMIC LINK:- https://www.learnapt.com/lesson-player/96-chapter-1-tracing-changes-through-a-thousand-years/sections/4194/items/33517</p> <p>4. https://www.youtube.com/watch?v=R_3AAtmxyKs</p>	<p>1. Conduct the Word It! activity with students, to analyze the different terms, their old and new meanings. Highlight the same with examples of current word usage for their reference.</p> <p>2. Have students write an acrostic poem in the TERMINOLOGY worksheet to explain how meanings of words change over time.</p> <p>3. Ask them to design a brochure on India for the Ministry of Tourism</p>
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MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + INTEGRATION	CORE SKILL INTEGRATION + DISCIPLINARY LINKS
<p>APRIL</p> <p>New Kings and Kingdoms</p>	<ol style="list-style-type: none"> 1. The Emergence of New Dynasties. 2. Administration in the Kingdoms. 3. <i>Prashastis</i> and Land Grants. 4. Warfare for Wealth. 5. A Closer look: The Cholas. 	<ol style="list-style-type: none"> 1. Explanation and Narration: Teacher will explain the meaning of <i>Prashastis</i> and Land grants. 2. Audio visual method: Teacher explains the case study of Chola dynasty. <p>Discuss why all the</p>	<p>ACTIVITY</p> <ol style="list-style-type: none"> 1. Conduct the Tax Then and Tax Now activity in order to discuss the administrative policies in the medieval times and compare them with the present-day administrative policies. 2. Cite examples of some of the common taxes that people have to pay in the contemporary world: <ul style="list-style-type: none"> • Tax on property • 	<p>Arts: Craft activity</p> <p>Music- Song/poem</p> <p>Language- composition</p> <p>Maths - Calculation of percentage of C on available goods</p> <p>English :- Role play</p>
		<p>information given in <i>prashastis</i> is not</p>		

		<p>reliable and cannot be used as historical evidence.</p> <p>Explain how the rulers plundered regions in the Indian subcontinent to demonstrate their power.</p> <p>Compare the administration of the Tang Dynasty of China to that of the empires in the Indian subcontinent.</p>	<p>Tax on goods: Consumers have to pay a certain amount as tax in addition to the purchase price. • Ask students to refer to the statement 'MRP (Inclusive of All Taxes)' on most articles they buy.</p> <p>3. Write prashasti about your grandfather or great grandfather.</p> <p>4. Conduct the role play</p> <p>5. The Politics of a Sabha to help students get a practical feel of how the Gram Sabha worked during the rule of the Cholas.</p>	
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MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + INTEGRATION	CORE SKILL INTEGRATION DISCIPLINARY LINKAGE
<p>JULY</p> <p>His Ch 3 Delhi 12th to 15th century</p>	<ol style="list-style-type: none"> 1. The Rulers of Delhi. 2. Finding out about the Delhi Sultans. 3. From Garrison Town to Empire: The Expansion of the Delhi Sultanate. 4. A Closer look: Administration and consolidation under the Khaljis and Tughluqs. 5. The Sultanate in the Fifteenth and Sixteenth Centuries. 	<p>Explanation and Narration:</p> <p>Identify the five dynasties of the Delhi Sultanate and their rulers.</p> <p>Describe the expansion of the Delhi Sultanate along the internal and external frontier. Explain how the Khalji's and Tughluq's administrative policies helped to consolidate the empire. Assess the appointment of slaves as governors and generals in the</p>	<p>ACTIVITY</p> <p>Look at the image of the Red Fort in Delhi, and write some reasons why it was designed like this.</p> <p>Historical Role-Playing:</p> <p>Divide students into groups, assigning each group a specific role such as a ruler, noble, merchant, or commoner from one of the Delhi Sultanate dynasties. They can then participate in role-playing scenarios depicting daily life, court politics, or trade interactions during this period.</p>	<p>Arts: Prepare projects on architectural specimens of the period, e.g., Khaljiana, etc</p> <p>Music- Song/poem promoting Delhi as the capital of country</p> <p>Language- compare and contrast the Delhi Sultanate with other contemporary Sultanates</p> <p>Maths- Timeline of important rulers of Delhi Sultanate</p>

		Tughluq's administrative policies helped to consolidate the empire.		
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MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + INTEGRATION	CORE SKILL INTEGRATION + DISCIPLINARY LINKAGE
<p>AUGUST</p> <p>His Ch 4</p> <p>The Mughals 16th to 17th century</p>	<ol style="list-style-type: none"> 1. Who were the Mughals? 2. Mughal Military Campaigns. 3. Mughal Traditions of Succession. 4. Mughal Relations with other Rulers. 5. Mansabdars and jagirdars. 6. Zabt and Zamindars. <ol style="list-style-type: none"> 1. A Closer look: Akbar's Policies. 2. The Mughal Empire in the Seventeenth Century and After. 	<p>1. Explanation and Narration:</p> <p>Teacher will narrate the meaning of Military campaigns.</p> <p>Teacher will explain the Mughal Traditions of succession.</p> <p>2. Interaction</p> <p>2. Audio visual method:</p> <p>Teacher explains the mechanism of Mansabdars and jagirdars. Zabt and Zamindars.</p>	<ol style="list-style-type: none"> 1. Student will share their experiences related to monuments' builds by Mughal Empire rulers. 2. The Mughal Empire, like many other historical empires, engaged in various forms of exploitation, find few. 3. Debate between various cultures. 	<p>Geog- Represent Provinces On the of India.</p> <p>Arts: poster making The Mughal rule</p> <p>Music- Song/po promoting Musli</p> <p>Language- com</p> <p>Maths- Timeline important Mughal India.</p>

MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILL INTEGRATION DISCIPLINE LINKAGE
<p>SEPTEMBER</p> <p>Tribes, Nomads and settled communities</p>	<p>Beyond big cities: Tribal societies</p> <p>Who were tribal people?</p> <p>How nomads and mobile people lived?</p> <p>Changing societies New caste and hierarchies The Gonds .The Ahoms.</p>	<p>Teacher will use multimedia- Tribes of India to locate, understand the lifestyle of the major tribes from the Indian sub- continent. The rich culture and tradition was passed orally. Students will identify and discuss -Images of craft items from around the world will be displayed eg- the African Drum and the sand painting. Explanation using TAL.</p>	<p>Art and Craft Work : to explore the artistic traditions of tribes, nomads, and settled communities by : weaving, pottery, beadwork, or basketry. This hands-on activity allows students to appreciate the craftsmanship and cultural significance of these art forms .Enactment displaying the living and livelihood of Nomadic Pastoralists and Itinerant group.</p> <p>Role play activity- Topic- Tribes</p> <p>Information based on – location, culture, language, clothing, religion, food, festivals.</p>	<p>Arts-</p> <p>Music-</p> <p>Dance - Tribal dance</p> <p>Language –Autobiography</p>

MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + INTEGRATION	CORE SKILL INTEGRATION DISCIPLINARY LINKAGE

<p>OCTOBER</p> <p>Devotional</p>	<p>The idea of a Supreme</p>	<p>Teacher will introduce the topic</p>	<p>ACTIVITIES</p> <p>Chanting in different religion and its benefits.</p> <p>A field trip will be organized Active Mind in Healthy Body to help students to experience the benefits of Yoga and meditation in Yoga centre.</p>	<p>Arts- Create an art yoga sessions in l</p>
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paths to divine	<p>god</p> <p>Bhakti in south India- Nayanars and Alvars.</p> <p>Philosophy and bhakti</p> <p>The saints of Maharashtra</p> <p>Islam and Sufiism</p> <p>Kabir and Baba Gurunanak</p>	<p>by- using multimedia</p> <p>Sufiism to explain how Sufiism spread in India.</p> <p>Ideologies of the saints of Maharashtra and its culture by playing- Bhakti cult of Maharashtra</p> <p>Explanation of the origin Sikhism and the teachings of Kabir and Gurunanak Two dohas will be read in Sanskrit and their meanings will be explained in English .</p>	<p>Body to help students to experience the benefits of Yoga and meditation in Yoga centre.</p>	<p>Highlight the benefits through the pamphlet to display on the board</p> <p>Music and dance abhangs of the</p> <p>Language Autobiography Kabir and Gurunanak</p>
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MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + INTEGRATION	CORE SKILL INTEGRATION + DISCIPLINARY LINKAGE
NOVEMBER R The Growth Of Regional	<p>Regional languages and culture.</p> <p>The Rajputs and</p>	<p>Teacher will introduce the topic with a game. Then by playing</p>	<p>Game – Passing the parcel (book, pencil and bottle) student will clap their hands. Clapping stops the student</p>	<p>Arts- Draw the structure of the temple in Bengal.</p> <p>Music and Dance</p>

Cultures	traditions of Heroism .The story of Kathak. Case study- Bengal	multimedia Regional languages and culture.	who has the parcel will say about himself/herself – mother tongue, native place, traditional food and clothing. Objective - to get to know about everybody’s cultural background. Field visit- To a Dance institute	basic steps). Language- Comp on Rajputs highlig heroism –Poems on Rajput
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MONTH / DATE : FROM ____ TO ____ TOPIC	CONCEPT	METHODOL OG Y	ACTIVITIES & EXPERIENTIA L LEARNING + TAL INTEGRATION	CORE SKILL INTEGRATIO DISCIPLI LINKA
JANUARY Eighteenth Century Political Formatio ns	The crises of the Empire and the Later Mughals. Emergence of new states.	Introduction- with a game clue will be given to students to identify the regional powers with this explanation of	Enactment of –one will pose as a European trader and another will be a noble of Mughal Empire. Students will write a short note on the Conditions that existed in the	Arts- Music and Dance- Classical dance du period of Shivaji m

	<p>The Watan jagirs of the Rajputs</p> <p>Seizing independence..</p>	<p>explanation of the conditions that prevailed in the 18th century will be described. Case study of Bengal, Awadh and Hyderabad will be explained.</p> <p>The Europeans interference in the political scenario of India and the discovery of trade routes to India.</p>	<p>society from the perspective of the role assigned.</p>	<p>Language- Autobiography Compose poem on Shivaji Maharaja.</p>
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ARMY PUBLIC SCHOOL, AHMEDNAGAR
ANNUAL PEDAGOGICAL PLAN (2024-25)

CLASS : VII

SUBJECT & CODE : SOCIAL SCIENCE (Social and Political Life/Civics)

MONTH - APRIL TOPIC	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
Equality in Indian Democracy	<p>Equal right to Vote.</p> <p>Other Kinds of equality.</p> <p>Recognizing dignity.</p>	<p>Discussion-Based Learning: open discussions among students about the concept of equality. Allow them to share their understanding, experiences, and perspectives on equality and its importance in</p>	<p>. 1. Equality in the Media: Analyze news articles, advertisements, or social media campaigns to identify instances of promoting equality or perpetuating stereotypes and discrimination.</p>	<p>Arts: Different portraits & pictures, flag depicting collective belonging</p> <p>Maths- Students compares the issues of</p>

	<p>Equality in Indian Democracy.</p> <p>Issues of equality in other democracies.</p> <p>Challenge of Democracy.</p>	<p>society.</p> <p>Case Studies: Present real-life scenarios or historical events that highlight issues of inequality. Analyze these cases with students to deepen their understanding of equality's complexities and how it manifests in different contexts.</p> <p>Group Activities: Organize group activities such as role-plays, debates, or collaborative projects that require students to explore the concept of equality from various angles and work together to find solutions to hypothetical or real-world scenarios.</p> <p>Multimedia Presentations: Use Extramarks such as videos, documentaries, or interactive presentations to illustrate examples of equality and inequality across different cultures, societies, and historical periods.</p>	<p>students to paste pictures, media messages</p>	<p>equality in India and other democracies.</p> <p>Integrating with Hindi and English.</p> <p>Write a letter to the editor in Hindi/English), supporting or opposing the view that “midday meals in schools must continue”.</p>
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MONTH - JUNE TOPIC	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
<p>Role of the Government in Health</p>	<p>Health. Healthcare in India. Public and Private health care services. The Kerala experiences. . The Costa Rican approach.</p>	<p>Interactive Lectures: Begin with interactive lectures that introduce students to the role of government in health, covering topics such as healthcare systems, public health policies, and the importance of government intervention in promoting population health.</p> <p>Case Studies: Present case studies of public health initiatives implemented by governments in different countries. Analyze the successes and challenges of these initiatives, and encourage students to critically evaluate the effectiveness of government interventions in improving health outcomes.</p>	<p>. Health Advocacy Project: Encourage students to select a health issue they are passionate about and develop a health advocacy project to raise awareness and promote positive change. This could involve writing letters to policymakers, organizing community events, or creating multimedia campaigns to advocate for government action on the chosen health issue.</p>	<p>Maths- Students compares the living standard of our country with other countries.</p> <p>Physical Education- By doing different physical activity student will get to know their fitness.</p> <p>Language- Write a letter to the health minister of India to improve the condition and increase facilities in the government hospitals in your area.</p>

MONTH / JULY TOPIC	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
<p>How the State Govern ment works</p>	<p>1. Who is an MLA? 2. A debate in the Legislative Assembly. 3. Working of the Government.</p>	<p>Role-Playing: Organize role-playing activities where students take on different roles within the state government, such as governor, state legislators, or members of the judiciary. Assign scenarios or case studies that require students to make decisions or participate in simulated legislative sessions, court proceedings, or executive actions.</p> <p>Simulations: Conduct simulations of state government processes, such as mock legislative sessions or court trials, where students can actively engage in lawmaking, debate issues, and make decisions based on their understanding of the state government structure and procedures.</p>	<p>Mock Election Campaign: Organize a mock election campaign where students role-play as candidates running for state government positions, such as governor or state legislator. Have students develop campaign platforms, create campaign materials, and participate in debates or campaign rallies. Encourage students to engage in discussions about the role of elections in shaping state government and representing the interests of constituents.</p>	<p>Arts: Different portraits & pictures, flag depicting collective belonging.</p> <p>Language- communication.</p> <p>Maths- Students compares the results of the Assembly Election in Maharashtra.</p>

MONTH / DATE: TOPIC	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
<p>Growi ng up as Boys and Girls</p>	<p>Valuing housework. Lives of domestic workers. Women’s work and</p>	<p>Storytelling and Personal Narratives: Share age-appropriate stories and personal narratives that depict diverse experiences of growing up as boys and girls. Allow students to share their own stories, perspectives, and observations about gender</p>	<p>Gender Stereotype Scavenger Hunt: Divide students into small groups and provide them with a list of gender stereotypes to identify in their environment (e.g., "boys</p>	<p>Language-communication. Maths- Compares the data or ratio of boys and girls going to school</p>

	<p>equality.</p>	<p>roles and expectations in their lives.</p> <p>Media Analysis: Analyze media representations of gender in advertisements, TV shows, movies, and children's literature. Guide students in critically examining how gender stereotypes are perpetuated or challenged in media messages, and encourage discussions about media literacy and the impact of media on gender identity development.</p> <p>Role-Playing and Empathy Exercises: Facilitate role-playing activities where students can step into the shoes of individuals with different gender identities and roles. Encourage empathy and understanding by exploring the challenges and experiences faced by boys, girls, and gender non-conforming individuals in various social context.</p>	<p>play with trucks," "girls like pink"). Have students document their findings through photos or written descriptions, and facilitate a class discussion about the origins and consequences of gender stereotypes.</p> <p>Gender Identity Collage: Provide magazines, newspapers, and art supplies, and ask students to create collages that reflect their understanding of gender identity and expression. Encourage students to include images and words that challenge stereotypes and celebrate the diversity of gender identities</p>	<p>Arts: Drawing/picture of mother doing household work.</p> <p>Music- Song and poem created by students based on girls demanding equal rights as boys.</p>
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MONTH / DATE: TOPIC	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
Women change the world	<ol style="list-style-type: none"> 1. Learning for change. 2. Schooling and education today. 3. Women's movement. 4. Campaigning 5. Raising Awareness. 6. Protesting. 7. Showing solidarity. 	<p>Interactive Lectures: Begin with interactive lectures that introduce students to influential women throughout history who have made significant contributions to society in various fields such as science, politics, literature, and activism. Use multimedia presentations, storytelling, and visuals to engage students and bring these women's achievements to life.</p> <p>Role Models and Empowerment: Facilitate discussions about the importance of female role models and the impact they have on inspiring future generations. Encourage students to research and</p>	<p>Inspirational Quotations Collage: Provide students with a selection of inspirational quotations by women leaders, thinkers, and activists. Have students create collages or posters featuring these quotations along with images that represent the themes of empowerment, resilience, and social change. Display the collages in the classroom or school to inspire and uplift students.</p>	<p>Maths- Graphical representation on number of male/females of different states.</p> <p>Arts: Drawing/picture of female farmer, factory worker, nurse, Scientist, pilot, a teacher.</p> <p>Music- Song and poem created by students based on struggle of women.</p>

MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
<p>Understanding media</p>	<p>1. Media and Technology. 2. Media and Money. 3. Media and democracy. 4. Setting agendas</p>	<p>Hands-on Activities: Engage students in hands-on activities that allow them to create their own media content, such as writing news articles, producing podcasts, or filming short videos. Encourage students to think critically about the messages they want to convey and the audience they are targeting, while also considering ethical considerations in media production.</p> <p>Guest Speakers and Field Trips: Invite guest speakers such as journalists, media professionals, or experts in communication studies to share their insights and experiences with students. Organize field trips to media</p>	<p>Bias in the News: Provide students with a selection of news articles covering the same topic from different sources. Have students compare and contrast the articles to identify differences in tone, language, and perspective, and discuss how bias can influence the way news is reported.</p> <p>Fact-Checking Challenge: Challenge students to fact-check news articles or social media posts using reliable fact-checking</p>	<p>Geog- Map work</p> <p>Arts: Draw/paste different types of media.</p> <p>Music-presenting News in the form of Song/ poem.</p> <p>Language-communication.</p> <p>Maths- Students compares the number of people reading e - paper and newspaper and magazine.</p>

		outlets, studios, or newsrooms to give students a behind-the-scenes look at how media is produced and disseminated.	websites and resources. Have students present their findings and discuss the importance of verifying information before sharing it with others.	
MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
Understanding Advertising	<ol style="list-style-type: none"> 1. Building brands and brand values. 2. Brand values and social values. 3. How does an advertisement get made? 4. Advertising and 	<p>Introduction to Advertising: Begin by introducing students to the concept of advertising and its purpose in promoting products, services, and ideas. Discuss different types of advertising media such as TV commercials, print ads, online ads, and social media marketing.</p> <p>Critical Analysis: Teach students to critically analyze advertising messages by examining techniques such as persuasion, emotional</p>	<p>Hands-on Activities: Engage students in hands-on activities that allow them to create their own advertisements. Provide guidelines and prompts for students to develop advertisements for fictional products or campaigns, encouraging creativity while also emphasizing ethical considerations in advertising.</p> <p>Real-world Examples: Use real-world examples of advertisements to illustrate key concepts and techniques. Analyze advertisements from</p>	<p>Arts: Draw/paste different types of advertisement.</p> <p>Music-song/poem for selling any stationary/household product.</p> <p>Language-communication.</p> <p>Maths- Students compares the cost of advertisement.</p>

	democracy.	appeal, use of stereotypes, and manipulation of language and visuals. Encourage students to question the motives behind advertisements and consider the impact of advertising on consumer behavior and society.	different time periods, cultures, and industries, and encourage students to deconstruct the messages, themes, and strategies used by advertisers.	
MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
Market Around Us	<ol style="list-style-type: none"> 1. Weekly market. 2. Shops in the neighbourhood. 3. Shopping complexes and malls. 	Role-Playing and Simulation Games: Facilitate role-playing activities or simulation games that simulate real-world market scenarios, such as a stock market game or a business simulation game. These activities help students develop critical thinking, decision-making, and problem-solving skills in a	. Market Scavenger Hunt: Divide students into small groups and provide them with a list of items to find or tasks to complete at a local market. Tasks could include comparing prices, identifying different types of vendors, or interviewing market sellers about their products. After the scavenger hunt, have	<p>Geog- Map work (shopping complex /mall and weekly market in Ahmednagar)</p> <p>Arts: 1.Paste photograph of your neighbourhood shop and weekly market</p>

	<p>4. Chain of markets</p> <p>5. Markets everywhere</p> <p>6. Markets and equality.</p>	fun and interactive way.	<p>students share their findings and reflect on their experiences.</p> <p>Business Plan Competition: Challenge students to develop a business plan for a product or service they would like to sell in a market. Students can work individually or in teams to research their target market, develop a marketing strategy, create a budget, and present their business plans to the class. Award prizes for the most innovative and well-developed business ideas.</p>	<p>hooker.</p> <p>2. Draw different forms of markets.</p> <p>Music- Song/poem promoting different forms of markets.</p> <p>Language- communication.</p> <p>Maths- Calculation of selling price/cost price.</p>
MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
A Shirt in the Market	<p>1. A cotton farmer in Kurnool (Andra Pradesh)</p> <p>2. A cloth market of Erode (Tamil</p>	<p>Field Trips: Organize field trips to local markets, supermarkets, or farmers' markets, where students can observe first-hand how markets operate, interact with vendors, and learn about different types of goods and services available in their</p>	<p>Market Research Poster Presentation: Have students create poster presentations based on their market research projects. Students can visually display their research findings, insights, and recommendations for</p>	<p>Geog- Map work</p> <p>Arts: 1.Draw sketch of cotten field, factory.</p> <p>2. Draw different forms of markets.</p> <p>Music- Song/poem</p>

	<p>Nadu)</p> <p>3. Putting-out system</p> <p>4. The garment exporting factory near Delhi.</p> <p>5. The Shirt in the United States.</p> <p>6. Who are the gainers in the market?</p> <p>1. Market and Equality.</p>	<p>community.</p> <p>Hands-on Learning: Engage students in hands-on activities such as setting up a classroom market or conducting a mini-business fair where students can buy, sell, or trade goods and services. This practical experience helps students understand concepts like supply, demand, pricing, and consumer behaviour.</p>	<p>businesses or entrepreneurs looking to enter the market.</p> <p>Host a poster presentation session where students can present their posters to their classmates and receive feedback.</p>	<p>promoting struggle of farmer.</p> <p>Language- communication.</p> <p>Maths- Calculation of selling price/cost price.</p>
MONTH	CONCEPT	METHODOLOGY	ACTIVITIES & EXPERIENTIAL LEARNING + TAL INTEGRATION	CORE SKILLS/ ART INTEGRATION /INTER DISCIPLINARY LINKAGES
Struggles for Equality	<p>1. Struggles for Equality.</p> <p>2. Tawa</p>	<p>1. Explanation and Narration:</p> <p>Teacher will narrate the meaning of struggle for equality.</p>	<p>1. Student will share their experiences daily life where they struggle for equality.</p> <p>2. Teacher will share his</p>	<p>Geog- Map work</p> <p>Arts: poster making for struggle for equality.</p>
	<p>Matsya Sangh.</p> <p>3. The Indian Constitution as a living document.</p>	<p>Teacher will explain the Tawa Matsya Sangh, Indian Constitution.</p> <p>2. Interaction</p> <p>2. Audio visual method:</p> <p>Teacher explains the mechanism of Indian Constitution.</p>	<p>experience regarding different methods of struggles for equality.</p> <p>ACTIVITY</p> <p>1. Skit play for Struggle for Equality.</p>	<p>2. Draw different forms of markets.</p> <p>Music- Song/poem promoting struggles for equality.</p> <p>Language- communication.</p> <p>Maths- Calculation of years related to Tawa Matsya Sangh.</p>

Part-1

SPLIT-UP AND ANNUAL PAEDAGOGICAL LESSON PLAN

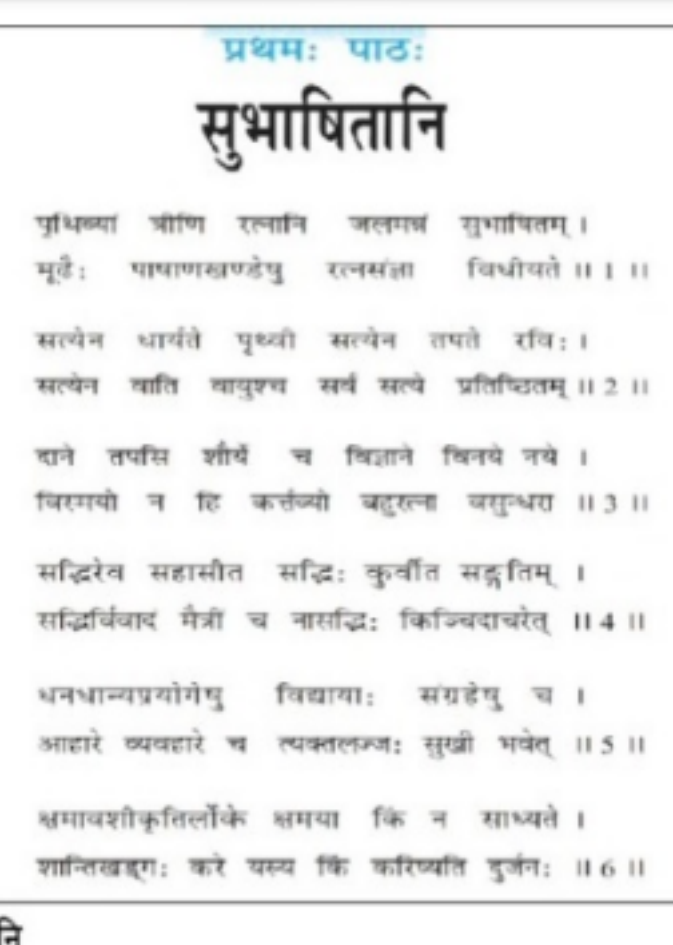
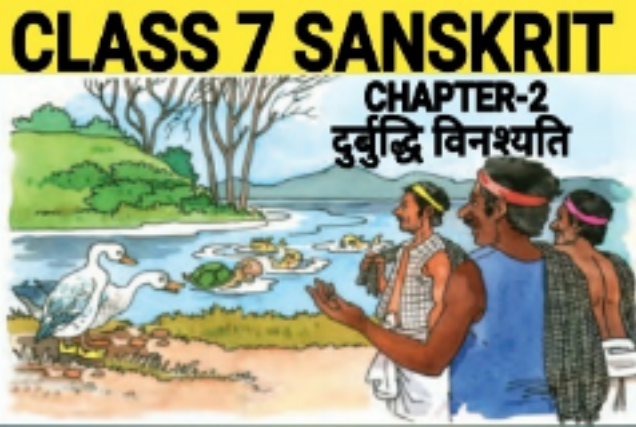
आर्मी पब्लिकस्कूल, अहमदनगर



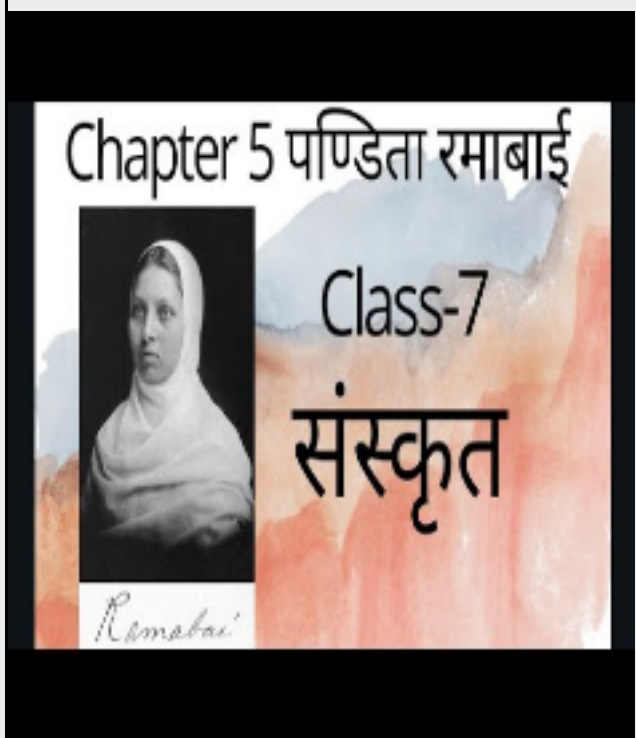

(वार्षिक: पाठ्यक्रम: सत्र – 2024-2025)

पाठ्यपुस्तकानि – १) रुचिरा २) व्याकरण निधि

कक्षा – सप्तमी

विषय: - संस्कृतम् अध्यापक- गर्जे महादेव

MON TH	BOOK/CHAPTER	METHODOL OGY	ACTIVITIES	LEARNING OBJECTIVES
अप्रैल	सुभाषितानि वर्णविचार धातुरूपाणि 	* गेयात्मक विधि * सम्भाषण विधि। * प्रत्यक्ष विधि। * अनुकरण विधि। * अनुवाद विधि ।	कण्ठस्थीकरणम् सस्वरगायनम्। श्लोकांशमेलनम्। सन्धियुक्तपदानाम्।	संस्कृत श्लोक के गायन का अभ्यास होगा। श्लोक के निहित भावार्थ को समझने में सक्षम होंगे। क्रियोओं के मूल धातु से परिचित होंगे। श्लोक के निहित मूल्यों को जीवन में उतारने हेतु प्रेरित होंगे।
अप्रैल	पाठ 2 दुर्बुद्धिः विनश्यति  शब्दरूपाणि अकारांत पुल्लिंग स्वर संधि	* खण्डान्वय/ दण्डान्वय विधि:। * प्रश्नोत्तर विधि:। * चित्रविधि:। * आगमन विधि:। * निगमन विधि:।	पञ्चतन्त्र कथाया: ज्ञानम्। वाक्येषु क्रियापदयोजनम्। कथापूरणम्।	वाचन कौशल का विकास होगा। पंचतंत्र की प्रासंगिकता को समझेंगे। मित्रता के महत्व को जानेंगे।
जून	स्वावलम्बनम्	* प्रत्यक्ष विधि: ।	संख्यावाचिपदलेख नम्।	तद् एवं एतद् शब्द से परिचित होंगे।

	 <p>कक्षा - 7 हिंदी अनुवाद पाठ - 3 रुचिरा भाग 2 स्वावलम्बनम्</p> <p>संख्यावाचकशब्दाः(01-50) सर्वनाम</p>	<p>*व्याख्यान विधिः।</p> <p>*अभिनय विधिः।</p> <p>*विश्लेषण विधिः।</p> <p>*संश्लेषण विधिः।</p>	<p>ऋतुनां नामानि लेखनम्।</p>	<p>स्वविवेक से प्रश्न उत्तर लिखने की क्षमता का विकास होगा। ऋतु और महीनों के नाम से परिचित होंगे।</p> <p>आत्मनिर्भरता के लाभों से अवगत होंगे।</p> <p>समय अनुसार कार्य करने का प्रयास करने लगेंगे।</p>
<p>जून</p>	<p>हास्यबालकविसम्मेलनम्</p>  <p>अव्यय शब्दरूपाणि इकारांत स्त्रीलिंग</p>	<p>गीत तथा नाट्य विधिः।</p>	<p>अव्ययैः वाक्यप्रयोगः।</p> <p>पाठात् अव्ययसङ्कलनम्।</p>	<p>अव्यय शब्दों से परिचित होंगे।</p> <p>वाचन और श्रवण से निपुण बनेंगे।</p> <p>जीवन में हास्य के महत्व को जानेंगे।</p>
<p>जुलाई</p>	<p>पण्डितारमाबाई</p>  <p>संज्ञावाचकशब्द (लिंगं, वचन, कारकः नियम)</p>	<p>निरूपण /निदर्शन विधि से पाठ का प्रस्तुतीकरण करना।</p>	<p>महिलासमाजोद्धारवाणां परिचयः सङ्ग्रहः।</p> <p>स्त्रीशिक्षाविषये पण्डिता रमाबाई अधिकृत्य पञ्चषड्वाक्यानि लिखन्तु।</p>	<p>विभिन्न शब्दों के लिंग पहचान कर उनका वर्गीकरण करने में सक्षम होंगे।</p> <p>समाज सेवा का भाव बढ़ेगा। समाज सेवकों के जीवन से परिचित होंगे। राष्ट्र सेवक की भावना बढ़ेगी।</p> <p>समाज में स्त्री के प्रति सम्मान का भाव बढ़ेगा।</p>
<p>जुलाई</p>	<p>सदाचारः</p>  <p>कक्षा - 7 रुचिरा भाग - 2 पाठ - 6 प्रश्न - उत्तर सदाचारः</p>	<p>*खण्डान्वय/दण्डान्वय विधिः।</p> <p>*गीतनाट्य विधिः।</p> <p>*अभिनय</p>	<p>पद्यस्य सस्वरगायनम्।</p> <p>कण्ठस्थीकरणम्।</p>	<p>सद् विचारों की बुद्धि होगी।</p> <p>समय पर किए जाने वाले काम के फल से अवगत होंगे।</p>

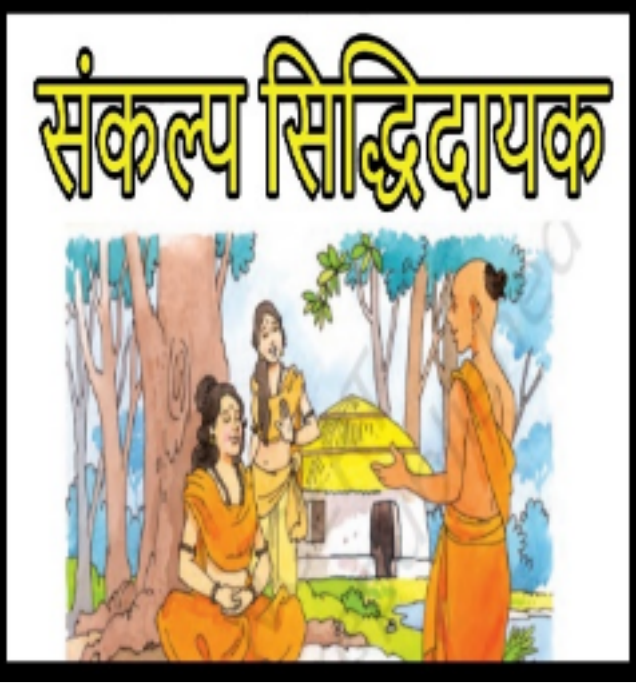
आर्मी पब्लिक स्कूल, अहमदनगर

(वार्षिक: पाठ्यक्रम: सत्र - 2024-2025)



पाठ्यपुस्तकानि - १) रुचिरा २) व्याकरणनिधि

कक्षा - सप्तमी

विषय: - संस्कृतम् अध्यापक - गर्जे महादेव

	विधिलिङ् लकारः	विधिः। *संवादविधिः। *समवाय विधिः। * आगमन-निगमनविधिः।		नैतिक मूल्यों को जीवन में उतरने में सक्षम होंगे। माता-पिता आदि के प्रति आदर भाव बढ़ेगा।
अगस्त	संकल्प: सिद्धिदायक:  लङ् लकारः, विशेषण समानार्थकानि पदानि	*खण्डान्वय दण्डान्वय विधिः। *प्रश्नोत्तर विधिः। *व्याख्यान विधिः।	चित्राधारितकथापूरणम्। चित्राधारितवाक्यरचना। कथायाः चित्रीकरणम्।	कठोर मेहनत से सफलता प्राप्त होती है इस विचारों से अवगत होंगे। पौराणिक कथाओं से भारतीय संस्कृति से ज्ञात होंगे। संस्कृत एवं संस्कृति का दर्शन होगा।

MONTH	BOOK/CHAPTER	METHODOLOGY	ACTIVITIES	LEARNING OBJECTIVES
सितम्बर	त्रिवर्णः ध्वजः	*उद्बोधन विधिः। *अभिनय विधिः। *	नाट्यांशस्य अभिनयः।	राष्ट्रीय ध्वज के बारे में विस्तृत जानकारी प्राप्त होगी। देश प्रेम की भावना बढ़ेगी।

	 <p>शब्दरूपाणि प्रश्नवाचक सर्वनाम विभक्तरी, क्त्या: प्रयोग: कर्तरी, कर्मणि, भावे प्रयोगा:</p>	<p>आगमन-निगमनविधि:।</p>		<p>राष्ट्रीय ध्वज के नियमों से परिचित होंगे। राष्ट्रध्वज पर आधारित सुलेख निबंध लेखन लिखेंगे। ध्वज के रंगों के विषय में जानकारी प्राप्त होगी। राष्ट्रीय प्रतीक चिह्नों के प्रति सम्मान की भावना का विकास होगा</p>
<p>अक्टूबर</p>	<p>अहमपि विद्यालयं गमिष्यामि</p>  <p>धातुरूपाणि विशेषण विशेष्यमेलनम्। समानार्थकपदानि</p>	<p>चर्चा विधि से पाठ के मुख्य बिन्दुओं पर चर्चा होगी। दृष्टान्तविधि के द्वारा सरकार की योजनाएँ तथा उससे मिलने वाले लाभों पर चर्चा होगी।</p>	<p>भिन्न क्षेत्रेषु सफलता प्राप्त महिलानां नामानि ।</p>	<p>शिक्षा के महत्व को समझते हुए अपने अधिकार तथा कर्तव्य के प्रति जागरूक होंगे। जरूरतमंद छात्रों की सहायता के लिए प्रेरित होंगे। शिक्षा सभी का मौलिक अधिकार है इस तथ्य से जागृत होंगे। बाल श्रम समस्या से अवगत होंगे। समानता की भावना का संदेश प्राप्त होगा।</p>
<p>नवम्बर</p>	<p>उपपद विभक्ति</p>	<p>प्रश्न-उत्तर विधि एवं चर्चा विधि:।</p>	<p>उपपदविभक्त्याः प्रयोग:</p>	<p>नवीन शब्दों के अर्थ से परिचित होंगे। वाक्य के शुद्धिकरण का अभ्यास होगा। विश्व बंधुत्व की आवश्यकता व महत्व से</p>

	 <p>घटिका क: समय:-</p>			<p>परिचित होंगे। सभी के साथ समान व्यवहार करने के लिए प्रेरित होंगे।</p> <p>पाठ की सीख को जीवन में उतारने हेतु प्रेरित होंगे।</p>
दिसंबर	<p>विश्वबन्धुत्वम्</p>   <p>संवाद लेखन</p>	<p>*गीतनाट्य विधि:। *अभिनय विधि:। *संवाद विधि:। *समवाय विधि:। * आगमन-नि गमनविधि:।</p>	<p>स्वरगायनम् एवं अन्वयार्थः लेखनम्।</p>	<p>विद्या अखंड चलने वाली प्रक्रिया है, अर्जित ज्ञान से समस्या का समाधान करना सीखेंगे। श्लोकों का अन्वय अर्थ करने का कौशल्या प्राप्त होगा। विद्याधन कैसा श्रेष्ठ धन है इसका अनुभव करेंगे।</p> <p>श्लोकों में निहित मूल्यों को जीवन में उतारने हेतु प्रेरित हुए।</p>
जनवरी	<p>विद्याधनम्</p>  <p>चित्रवर्णन धातुरूपाणि</p>	<p>*उद्धोधन विधि:। *अभिनय विधि:। * आगमन-नि गमनविधि:।</p>	<p>भारतीय वैदिक ग्रंथों की सूची बनाना।</p>	<p>अन्य क्षेत्रीय भाषाओं से संस्कृत के जननी-पुत्री संबंध को जानेंगे । संस्कृत भाषा के गौरव व महत्व से परिचित होंगे।</p> <p>भारतीय साहित्य में व्याप्त विशेषताओं को जानेंगे। संस्कृत भाषामें संवाद करने के लिए अधिक महत्व</p>

				देंगे।
जनवरी	अमृतं संस्कृतम्  सर्वनाम उकारान्त पुल्लिंग	कथा कथन विधि संवाद विधि एवं संवाद विधि:।	आधुनिक सेतुनिर्माण साधनानां चित्रसंग्रह:।	अपने आसपास के वातावरण के प्रति जागृति उत्पन्न होगी। अवलोकन क्षमता का विकास होगा। तार्किक चिंतन कौशल का विकास होगा। चित्रवर्णन करना सीखेंगे।
फरवरी	लालनगीतम्  कारक चित्रवर्णन	* खण्डान्वय दण्डान्वय विधि:। * प्रश्नोत्तर विधि:। * व्याख्यान विधि:। * गीतनाट्य विधि:।	पदस्य सस्वरगायनम् एवं कण्ठस्थकरण यम्। कारक आधारित वाक्य निर्माण।	*लेखन कौशल का विकास होगा । * अभिव्यक्ति का विकास होगा। संस्कृत वाक्य निर्माण करना सीखेंगे। स्वविवेक से संस्कृत वाक्य रचना करना सीखेंगे। संस्कृत पद्य को समझ कर अनुवाद करने की क्षमता का विकास होगा ।
मार्च	पुनरावृत्ति कार्य			
	वार्षिक परीक्षा			