D	P.K Testing	Objec	tives	Group	Art	Interdisci	Pedagog	Assessment	Feedback &	Inclusive
u r				Activities & Hand	Integra tion	plinary Linkage &	ical Strategi		Remedial Teaching	Practice s
a ti				on Learning		Infusion of life	es			
0						Skills				
n o										
f D										
a										
y s										
4 pe ri od	The portrait of a lady	Subject Specific	Behavioral (Application Bases)							
S	1. How many of you live with your grand parents? 2. What do the grandparents expect from the family? What are the reasons for their loneliness? 3. Present a pen picture of your grandparents describing their qualities you admire and appreciate the meet?	1.To accept and manage the situations with patience and tolerance 2. To develop responsibility and sensitivity towards the sufferings of others. 3. To know the sacrifices and support given by the grandparents in the family. 4. To improve working relations and respect for identities in relation to other people.	1)The Portrait of a Lady: To enable the students to i) be independen t in thought and action ii) understand the feelings of parents and grandparent s iii) know that distancing due to circumstanc es never affects relations iv) understand that graph of life never follows a straight line v) show care and concern for animals Skills: Analytical, Imaginative, observatory	The class will be divided into paire of two students each. They will be asked to compose a poem on. My Grandmothe r' then they will be asked to parents their composition to the class. Literary and dramatic skills will be integrated.		Through this chapter students will be imparted the values of selfless love, responsibility, helpful attitude, compassion determination etc. They will be reflect on the reasons to spend time with elders in families Psychology and Sociology will be infused to understand the need to be with the elders of the family.	The students will be asked to read the chapter with proper pronunciati on and voice modulation . The difficult words and phrase will be explained in the class. The students will be able to identify an autobiogra phical piece of work. The students will be guided to put on their imagination caps and understand the scenario of natural family and their effect on grandparen ts.	The students will be able to communication a personal response to the text supported by textual reference. The students will be assessed through textual questions, multiple choice questions and character sketches	By using the assessment based criteria different levels of achievers can be selected. For slow learners extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners .	These activities will focus on differently abled students if any in the class

Session 2025-26

Dura tion/			Learning Objectives	Group Activities& Hand on Learning	Art	Interdiscipli nary Linkage	Pedagogical Strategies	Assessment		Inclusive practices
No. of Days		Subject Specific	Behavioral (Application based)	on Learning	on	& Infusion of life skills	Strategies		Remedial Teaching	practices
	q. Mention few instances where nature which is always friendly created a havoc?	phrasal verbs used in the lesson and their usagei?i) to comprehend the text and enjoy the adventurous expeditioni?ii)to understand that	To enable the students to-i?) imbibe perseverance and patience, trust, self reliance and self confidence, positivity, team worki?i) understand that presence of mind along with the practical knowledge is important to take instant decisionsi?ii) know that adventures impart a great lesson of life and explore the beauty hidden in nature.i?v)	see in our leaders?Activity (to support learning) PPT on parts of a ship (Will be aploaded in Google	integrated by asking students to draw picture of a ship and lable it to know it's various parts.Geogra phy too will be infused by making the students	Students will understand that misfortunes are bound to be converted into happiness if one has firm belief in God and himself Skills- Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills	The class will be actively involved in the reading and explanation of the chapter. Smart class would be used for explanation. The teacher will explain the chapter and would even give meanings of difficult word and phrases. Textual questions will be discussed and the students will be encouraged to write the answers on their own.	assessed through multiple choice questions, reference to context, competenc y Based questions will also be taken up.	extra question s will be	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

Dura tion/	P.K Testing	I	Learning Objectives	Group Activities& Hand on Learning	Art Integrati	Interdiscipli nary Linkage	Pedagogical Strategies	Assessment	Feedback &	Inclusive practices
	conditions?									
	q. What role is played by family and friends during such									
	conditions?									

Class:xi

Subject: English

Topic: Discovering tut: the saga continues

Dura tion of Days	P.K Testing	Obj	iectives	Group Activities & Hand on Learning	Art Integration	Interdiscipli nary Linkage & Infusion of life Skills	Pedag ogical Strate gies	Assessment	Feedb ack & Remed ial Teachi	Inclusi ve Practic es
	Discov ering tut: the saga contin ues	Subject Specific	Behavioral (Application Bases)							
5 perio ds	.What was the main storyline of the movies 'Mummy' and 'Mummy Returns'? • What all did the visitors see inside the burial place of the mummy? • Why were mummie s prepared?	1)Discovering Tut: To enable the students to i)Understand the meaning and usage of phrases like resurrection, circumvent ed, computed Tomography, scudded across etcii)understand advancem ent in technology iii)know about Egyptian belief of mummification iv)have the historical knowledge about King Tut''s family line v)know about pyramids and their history vi)know how archaeolog y has changed in the intervening decades	1)Discovering Tut: To enable the students to i)inculcate the values of concern, responsibility, curiosity and respect ii)respect other's beliefs, customs, rituals iii)feel pride in using technology to unfold the mysteries iv)develop inquisitiveness towards historical events and people. Skills: Enhance reading, comprehending, thinking skills, analytical skills, Literary skills and Observation skills	1)Discoverin g Tut: Activity (to introduce the lesson) Power point presentation on Egypt and pyramids(wil I be uploaded in Google classroom) Activity(to support learning) Power point presentation on King Tut's Mummy, his valuable treasure(will be uploaded in Google Classroom) Activity/Assi gnment (to check learning) What efforts did Carter make to separate Tut's mummy from its solid gold bottom? Digital Content to be used: Power point presentation	P.P.T's on 'Egypt and Pyramids' and 'King Tut and his treasure'. Art integration will be in the form of making face masks of a pharaoh. History, Computers and Fine Arts will be used to make the chapter interesting.	The History teacher will shed more light on Egyptian Civilization. Computers and Fine Arts will used to make the chapter more interesting.	1. The students will be encoura ged to prepare P.P.T's on: a) Egypt and Pyramid s b) King Tut and his treasure 2. The students will be encoura ged to prepare masks of an Egyptian Pharaoh using charts, colours etc.	1. R.T.C. assignments will be taken up. 2. M.C.Q's based on the chapter will be taken up. 3. Textual questions will be discussed.	• Extra class will be taken up to help the students facing some problem s with the chapter. • Peer learning will be encoura ged	Every child will be encoura ged to read in the class. Making of face masks using chart paper, colours and other items.

Dur	P.K Testing		rning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment		Inclusive
atio		Subject	Behavioral	Hand on Learning	Integrat	plinary	Strategies		&	practices
n/N		Specific	(Application		ion	Linkage			Remedial	
).			based)			&			Teaching	
of						Infusion				
Day						of life				
S						skills				
	A		- To enable the students to		- SDG's will	· Ci	- Students will be	-Students	-	Quiz ,MCQ
I	PHOTOGRAPH	- To enable them to	understand that Change is	encouraged for	be	and Sociology		will be		Fill Ups etc
		comprehend the	the harsh and bitter truth		integrated	will be	poem with proper	assessed	levels of	will be taken
	1. How many of	theme and	of life.	of their family albums.	with the	infused to	pronunciation and voice	through	achievers	up for
	ou love clicking	summarize the	- To know that death comes as the greatest	Each student will speak	chapter.	make students	modulation.	multiple choice	will be	differently
	hotographs?	poem.	leveler.	about his/her own	- Through	more vigilant	modulation.	questions,	selected.	abled
_	2. Tell us about	T.1 .'C 1	icveler.	experience.	this poem	towards	Discussion and	reference to	Extra	students
_	our family	- Identify and			students	uploading	explanation of	context,	class and	
	bum.	organize critical			will be	pics in social	difficult words	competency	extra	
_	3. Do you	concepts, literary devices used in the			imparted	media.	and phrases will	Based	questions	
	ipport the saying Fime and Tide				the value	iiicaia.	be done.	questions	will be	
	ait for none?"	poem.			that			will also be	taken up	
w	ait for none:				everything		Students will be	taken up.	for slow	
					gets		able to narrate		learners	
					distorted		any harsh change that has affected			
					and man is		their lives.			
					compelled		then hves.			
					to accept					
					this lose					
					with ease					
					however					
					painful it					
					might be					
			-							

Session 2025-26

Dur	P.K Testing		ning Objectives	Group Activities&	Art	Interdiscipli	Pedagogica	Assessment	Feedback	Inclusive
atio n/No . of Day s		Subject Specific	Behavioral (Application based)	Hand on Learning	Integrat ion	nary Linkage & Infusion of life skills	l Strategies		& Remedial Teaching	practices
	binds various elements of nature tone another? Q. What the role of trees in the existence of	enjoy and appreciate different genre of English writings 2. know the rhyme scheme and poetic devices 3. know about the poet and his contribution 4. understand various sound words mentioned in the poem 5. understand the comparison between a bird and a lizard	To enable the students to 1. admire nature 2. seek pleasure from nature and its bounty. 3. face hardships in life 4. understand the power of love SkillsAnalytical,Observational, Comprehension skills	Activity (to introduce the lesson) Discussion on birds and their habitats Activity(to support learning) What are the hardships in life and how one can overcome them? Activity/Assignmen t (to check learning) What do you notice about the beginning and the ending of the poem?	Science will	The students will learn to face hardships in life and understand the power of love from the goldfinch and its little ones	The class will be involved in the silent reading of the text to encourage them to comprehend the poem. The teacher	through multiple choice questions, reference to context, competency Based questions will also be taken up.		Quiz ,MCQ ,Fill Ups etc will be taken up for differentl y abled students

Dur	P.K Testing	Learning Objectives	Group Activities&	Art	Interdiscipli	Pedagogica	Assessment	Feedback	Inclusive
	earth?					will			
	Q . Who all					introduce			
	are					poetic			
	dependent					devices			
						alliteratio			
	on trees and					n, simile,			
	how?					metaphor			
						and			
						personific			
						ation to			
						the			
						classThe			
						teacher			
						will guide			
						and			
						engage			
						the class	5		
						in the	2		
						reading			

Dur	P.K Testing	Learn	ning Objectives	Group Activities&	Art	Interdiscipli	Pedagogica	Assessment	Feedback Inclusive
							of the		
							poem and		
							-		
							will		
							provide a		
							detailed		
							explanati		
							on of the		
							poem.		

Class:xi

Subject: English

Topic: The voice of the rain

Du	P.K Testing	Ohio	ctives	Group	Art	Interdis	Pedagog	Assess	Feedbac	Inclusive
rati on of Da ys				Activities & Hand on Learning	Integr ation	ciplinary Linkage & Infusion of life Skills	ical Strategi es	ment	k & Remedi al Teachin	Practice s
per iod s	The voice of the Rain	Subject Specific	Behavioral (Applicatio n Bases)							
	Which weather do you like the most? How are clouds formed? How do you think rain helps to rejuvenate the earth?	1)The Voice of the Rain: To enable the students to i)understand the critical appreciation of the poem based on rhyme, content and theme ii) identify the figures of speech used in the poem iii) understand the cyclic movement of rain iv) understand the parallelism drawn between the rain and a song v) know the role of plants in getting rain vi) identify the two voices in the poem	1)The Voice of the Rain: To enable the students to i) understand rain as the life giving force on the earth. ii) understand the need of sustainable development. iii) discuss methods for safeguarding the environment. iv) develop aesthetic sense and appreciate bounty of nature Skills: thinking skills, analytical skills, imaginative skills, language skills	1)The Voice of the Rain: Activities (to introduce the lesson) Warm up Questions: Discussion on "Water cycle" How is the cycle getting disturbed? Activity: (to support learning) What is the similarity between rain and music? Activity/ Assignment: i) Why are the last two lines put within brackets? ii) What does the phrase "strange to tell" mean?	Writing poetry on wind, sun, moon etc. highlighting the pride in their work. Art Integration in the form of Elocution test based on the self composed poems Scientific and Geographical concepts will be used for explanation	The poem will be explained with the help of certain Scientific and Geographi cal concepts. Computer s and Fine Arts will be used to make the chapter more interesting .	1. The students will be organized in groups and encourage d to write poetry on wind, sun, moon etc highlightin g the pride in their work. 2. Elocution test wherein the students will recite their self composed poems will be taken up.	1.R.T.C. assignm ents will be taken up. 2. Questio ns based on poetic devices like personifi cation, metapho r, oxymoro n, imagery and free verse will be given	You tube video based on water cycle will be used for better understanding. The students will be encourage d to make a flow chart to describe the water cycle in nature.	Every child will be encourage d to recite the poem with proper voice modulation.

CLASS: XI

SUBJECT: ENGLISH

Du	P.K Testing	Lear	ning Objectives	Group Activities &	Art	Interdisc	Pedagogical	Assessment	Feedbac	Inclusive
rati on/ No. of Da ys	_	Subject Specific	Behavioral (Application based)	Hand on Learning	Integrat ion	iplinary Linkage & Infusion of life skills	Strategies		k & Remedial Teaching	practices
4	The summer of the beautiful white horse Q1. Do you know the meaning of the proverb "Honesty is the best policy?" Q2. Tell us about any adventure that you have undertaken in recent years. Q3. Do you support telling a white lie?	 To enable them to comprehend the theme and summarize the chapter. Identify and organize critical concepts, appreciate characters and plot of the story. 	- To enable the students to understand the need of avoiding stereotypes in one's judgement of others - The students will be able to show understanding of explicit and implicit meanings and perspectives of Biased Value System.	The class will be divided into 2 groups for a Debate session on the topic "Do you think Honesty is the best policy is still relevant in this 21st century?"	- SDG's will be integrated with the chapter Students will learn to emote and express their opinion on the age old strong value systems in our society.	-Sociology and History will be infused to bring forth several time tested values and their implications in making our life a full circle.	- Students will be able to read the chapter with proper pronunciation and voice modulation. Discussion and explanation of difficult words and phrases will be done. Students will be able to narrate their personal childhood adventures if any.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	Different levels of achiever s will be selected. Extra class and extra question s will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

Class : XI Subject : ENGLISH TERM : 1 **Session 2025-26** Topic: The Address (By: Margo Minco) Snapshot

Dur	P.K Testing	Learn	ning Objectives	Group Activities&	Art	Interdiscip	Pedagogic	Assessment	Feedback &	Inclusive
atio n/No . of Day s		Subject Specific	Behavioral (Applicati on based)	Hand on Learning	Integra tion	linary Linkage & Infusion of life skills	al Strategies		Remedial Teaching	practices
4	When did World War II happen? What did Nazir do with the jews?	 To enable the students to comprehend the chapter. Appreciate the theme and the message conveyed. Understand the effects of war Relaize the worth of loved ones in comparison to materialistic things. 		Students will be asked to prepare a speech on "War's Destroy and Peace Rejuvenates". Students will be asked to read about Nazir's movement. Diary of Anne Frank her autobiography is also associated with World War II. A quiz can be organized on World War II and the Holocaust of it. Russia – Ukraine War a declamation, PPT, News Report and Photos or collage competition could be organized.	Diksha portal link, NCERT text book and related link, PPT, videos created by concerned subject teachers, smart board, Microsoft word document worksheet, reference book.	Historical Pen Pals – Each student takes the role of a historical figure and writes to a classmate about events he or she faced. Drawing on resources such as videos and textbooks. Student can play a role of Hitler. World travel, News Analysis are the other mediums.	The students will respect the feelings of others and will understand that the objects linked in memory lose their importance, when cut off from them. Accept the situation and be optimistic in life. To understand that war destroys life and peace restore everything. Understand the family bondings and relations.	Students will be assessed through multiple choice questions, competency based questions can also be taken for assessment.	By using the assessment based criteria different levels of achievers can be selected. For slow learners extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners.	These activities will focus on differently abled students if any in the class.

TERM-1

ENGLISH CORE CLASS-XI

TOPIC- ARTICLE WRITING

TOPIC	Durati	P.K.Testi	Objecti	Group	Art	Interdisciplinar	Pedagogical	Assessment	Inclusive Practice
	on	ng	ve	Activity/Ha	Integratio	y Integration	Strategies		
				nds on	n				
				Learning					
ARTICLE	2	1. The	1. To	1. Group	Making	Computers	1. Group Discussion	Exercises for	All the activities
WRITIN		students	introdu	Discussions	of a PPT	and Language	on the topic.	article writing	will be
G		will be	ce a	on a given	in group	will be taken		with value	undertaken
		question	new	topic will	for	up together.	2. Oral and virtual	points will be	keeping in mind
		ed about	style of	be	presentat		presentation of the	given to the	all the students
		different	writing	encourage	ion of		topic by students.	class.	in the class.
		styles of	to the	d.	their				
		writing	student		ideas will		3. value points given		
		in a	S.	2. Students	be		by the students will		
		Newspa		will be	introduce		be written on board.		
		per.	2.To	asked to	d.		_		
			help	present			4. The Format of		
		2.	student	their group			Article Writing will		
		Students	s to	ideas in the			be given to the class.		
		will be	organis	class.					
		asked to	e their						
		read	ideas.						
		different							
		articles	3.To						
		in the	help						
		class.	the						
			student						
			s to						
			improv						
			e their						
			writing						
			skills						

TERM-1

ENGLISH CORE CLASS-XI

TOPIC- CLASSIFIED ADVERTISMENTS

TOPIC	Durat ion	P.K.Test ing	Objective	Group Activity	Art Integra	Interdis ciplinary	Pedagogical Strategies	Assessmen t	Inclusive Practice
				/Hands on	tion	Integrati on			
				Learnin		011			
2.CLAS SIFIED ADVE RTISE MENT S	2	1. The student s will be questioned about different styles of writing in a Newspaper. 2. Students will be asked about different advertisements in the class. 3. The student s will be asked about the Filters used for a student sused for a student s	1. To introduc e a new style of writing to the e students. 2. To help students to organise their ideas. 3. To help the students to improve their writing skills	g 1. Grou p Discuss ions on a given topic for sale or purcha se of any produc t will be encour aged. 2. Stude nts will be asked to presen t their group ideas in the class creativ ely.	AD MAD activity for presen tation of their ideas will be taken up.	Enactm ent and Languag e will be taken up togethe r.	1. Group Discussion on the topic. 2. Enactment for presentation of the topic by students. 3. Value points given by the students will be written on board. 4. The Format of Writing a Classified Advertisement will be given to the class.	Exercises for Advertise ment writing with value points will be given to the class.	All the activities will be undertaken keeping in mind all the students in the class.
		Online Shoppin							
		g							

CLASS: XI

SUBJECT: ENGLISH

NOTICE WRITING

Dur	P.K Testing	Learning Objectives		Group Activities&	Art	Interdiscip	Pedagogic	Assessment	Feedbac	Inclusive
atio		Subject	Behavioral	Hand on Learning	Integra	linary	al		k &	practices
n/No		Specific	(Application		tion	Linkage &	Strategies		Remedi	
. of			based)			Infusion of			al	
Day						life skills			Teachin	
S									g	
2	1. What do you	-To enable the students to	, , , ,	-Familiarize the students			Notice will be		Different	- Quiz ,MCQ
periods	understand by a	express any message	usage of writing skills.	with the format of this		-Students will	explained.	-Students will		Fill Ups,
	Notice?	effectively.		writing skill.		learn to express	-Correct format	be assessed		solved
	2. Have you ever	-To share ideas.	-Apply it in practical life	-Model samples will be		themselves freely		_	will be	notices etc.
	seen a notice being	-To develop appropriate	·	shared.	Notice.	by adopting the	discussed.	multiple		will be taken
	displayed in your	style of writing.	- Express their views in	-Samples for practice will			- Students will	choice	Extra	up for
	locality?	-To know the purpose of	desired manner.	be shared.		terminology.	learn self-	questions,	classes	differently
	3. What is the	writing short and long		-Students will be asked to			expression	unsolved		abled
	format of a Notice?	compositions.	-Develop knowledge and	1		relevance of	through a	notices,	questions	students
		-To know the usage of	purpose of writing a notice.	different Notices they	correctly.	Notice writing.	formal means	competency	will be	
		proper language,		will find displayed in	-Students	-Acquire	of · ···	Based	taken up	
		expressions,		their locality.	_	appropriate	communication	-		
		Vocabulary and sentence				language,			learners	
		structure.			format. -Students	expression and		up.		
					will learn to	sentence				
						structure.				
					express themselves					
					freely by					
					adopting the					
					correct					
					terminology.					
					-Know the					
					relevance of					
					Notice					
					writing.					
<u> </u>				1	<u> </u>				1	

Class XI Subject English Topic -: Silk Road

Silk Road

Discussio

important

traveling

n of the

of

ii)know the

physical and

mental stress

travelling.

and places.

occurred while

iii)understand the

difficulties faced

whiletravelling in

different situations

iv)understand that

the same.

ii) understand that the

as a stark contrast to

experience of Hor came

accounts he had read of

narrator"s bitter

earliertravellers.

iii) analyse the

adventurous

iv) praise and

trip to be

Dur	P.K Testing		rning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
atio n/No . of Day s		Subject Specific	Behavioral (Application based)	Hand on Learning	Integrat ion	plinary Linkage & Infusion of life skills	Strategies		& Remedial Teaching	practices
5		3) Silk Road:	3) Silk Road:	ACTIVITIES	Art in the	Geography	The students	Assignments.	• Extra	• Every
Peri	1. What were	The students will	The students will be	Role play will be done	form of	teacher will	will be able to	Extra	class	child will
ods	the main	beable to-	able to- i)understand as	in the class.	Geography,	share more	i)realise that	questions/	will be	be
	goods that	i)comprehend the	to how to face and deal	Students will make a	Music,	light on the	people could	textual	taken	encourag
	were	chapter and	challenging situations	flowchart of Nick	Dramatics,	trade routes	work as a	questions/valu	up to	ed to
	traded	enhance their	and come up with an	Middleton's journey	Drawing,		team to be	e based	help the	read in
	along the	vocabulary.	appropriate solution for	to Mount Kailash.	language and		successful.	questions/char	students	the class.

Students will be asked

to sing Tibetian folk

song.

culture is

Integrated.

Drawing

will make

the chapter

interesting.

more

various routs

ii)understand

that positive

changes the

iii)understand

difficulties

faced while

travelling in

thinking

expected

results.

the

facing

some

problem

with the

chapter.

learning

encoura

• Peer

will be

ged

acter sketches

silk was the main	appreciate thedull		different	
commodity that was	but small town.		situations and	
traded in those	v) realise that people		places.	
areas. v)know the	could work as a		iv)analyse	
purpose of	team to be		that the	
the author"s journey to	successful.		author"s	
Mount Kailash.	vi) understand that the		experience at	
	authorthought that his		Hor was in	
	positive		stark contrast	
			to earlier	
			accounts of	
			the place	

Class XI Subject English Topic -: Report Writing

Dur	P. K Testing	Learning Objectives	4. Group Activities &	4. Art	3. Interdisci	Pedagogical	Assessmentc		Inclusive
of Day s	3. The students will be question ed about different styles of Report writing . Students will be asked to read different reports .		Hand on LearningThe students will be question ed about different styles of writing in a Newspa per. 5. Students will be asked to read different articles in the class.	Integrat ionTo introdu ce a new style of writing to the student s. 5. To help student s to organis e their ideas. 6. To help the student s to improv e their writing skills	plinary Linkage & Infusion of life skillsGroup Discussions on a given topic will be encourage d. Students will be asked to present their group ideas in the class.	StrategiesM aking of a PPT in group for presentat ion of their ideas will be introduce d.	omputers and Language will be taken up together.	back & Remed ial Teachi ngGroup Discussio n on the topic. 6. Oral and virtual presenta tion of the topic by students.	practicesE xercises for article writing with value points will be given to the class.

								points given by the students will be written on board. The Format of Article Writing will be given to the class.
question styles of Newspare 7. Student	restudents will be ion ed about different of writing in a pa per. The paper of writing in a new style of writing to the student s. The paper of writing to the student s. The paper of writing to the student s. To help student s to organis e their ideas. The paper of writing student s to improve their writing skills.	4. Group Discussions on a given topic will be encourage d. 5. Students will be asked to present their group ideas in the class.	Making of a PPT in group for presentat ion of their ideas will be introduce d.	Computers and Language will be taken up together.	8. Group Discussio n on the topic. 9. Oral and virtual presenta tion of the topic by students. 10. val ue points given by the students will be written on board. 11. Th e Format of Article Writing will be given to the class.	Exercises for article writing with value points will be given to the class.	All the activities will be undertaken keeping in mind all the students in the class.	

Duration / No. Of Days	Previous Knowledge Testing-	Learning Outcomes (Subject Specific)	Behavioural (Application Based)	Pedagogical Strategies	Group Activities and Hands on Learning	Art Integration	Interdisciplinary Linkage and Infusion of Life Skills	Resources including ICT	Assessment	Feedback and Remedial Teaching	Inclusive Practices
03	Poem – Childhood Following questions will be asked from the students: • Share your most cherished childhood memories. • When do you feel the childhood period gets over?	To enable students the Recognize poetry from a variety of cultures, languages and historic periods Understand and appreciate poetry as a literary art form Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. Recognize the rhythms, metrics and other musical aspects of poetry Read and discuss selected poems in translation Apply the principles of literary criticism to the analysis of Develop their critical thinking	To enable the students to i)accept differences, understand people ii)value childhood and freedom iii)develop individuality iv)treasure innocence of childhood. SDG'S will be included to Ensure inclusive and equitable quality education, with this children will understand the real world.	Summary of the poem will be given at the outset. Recitation of the poem using voice modulation will be done laying stress on certain words and phrases to enhance their vocabulary. Explanation of the poem will be done with the usage of poetic devices	Activity/Assignment Discuss: Is attainment of maturity a sign of loss of innocence. Students will be asked to compose a poem on one of their childhood memories. They may also enact any memorable moment of their childhood. Group discussion on difference in behaviour of children and adults will be done.	Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.	Students will be asked to recite the poem with voice modulation and intonation. They may also enact any memorable moment of their childhood.	Diksha Portal link, NCERT Text Book and Related Link PPT, videos created by concerned subject teachers.	1 Write a brief note on 'Childhood is an essential state in the process of growing up, but it can't go on forever'. 2.Textual questions/ Extracts/Value based. Students will be assessed through multiple choice questions. Competency based questions can also be taken for assessment. Oral and written responses and worksheets.	By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners. Students will be asked to identify the stanzas of the poem talking about individuality, rationalism and hypocrisy.	These activities will focus on differently abled students if any in the class.

	Ala ata accora			1		Γ
	their own					
	creativity and					
	Enhance their					
	writing skills					

Class: XI

Subject : ENGLISH TERM : 2

Session 2025-26 Topic: Mother's Day

Dur	P.K Testing	Learn	ing Objectives	Group Activities&	Art	Interdiscip	Pedagogic	Assessment	Feedback &	Inclusive
atio n/No . of Day s		Subject Specific	Behavioral (Applicati on based)	Hand on Learning	Integra tion	linary Linkage & Infusion of life skills	al Strategies		Remedial Teaching	practices
6	When is Mother's day celebrated? How you celebrate it? What gifts you give? How you help our mother's?	To enable the students appreciate the theme and language of the text. Design and create a homemade Mother's Day card. To imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance.		Students will design a card on Mother's Day. Some will write down a poetry. A cross word puzzle could be made. Some students can sing a song too. A PPT will be made by the students to pay gratitude to their mother's. Students will be made to write and deliver a speech on Mother's or grandparents. Students will wish their teachers too.	Diksha portal link, NCERT text book and related link, PPT, videos created by concerned subject teachers, smart board, Microsoft word document worksheet, reference book.	Students will learn that mothers have equal rights to enjoy their lives and deserve acknowledge and appreciation. To strengthen the family bonding with sharing and solving problems.	The students will be able to know that mothers have equal rights to enjoy their lives and deserve acknowledgem ent and appreciation. Students will understand the central main point and supporting details along with phrases used in the lesson.	will be assessed through multiple choice questions, competency based questions can also be taken for assessment.	By using the assessment based criteria different levels of achievers can be selected. For slow learners extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners.	These activities will focus on differently abled students if any in the class.

SUBJECT: ENGLISH

 \mathbf{S}

No.	P.K Testing	Learn	ning Objectives	Group Activities&	Art	Interdiscip	Pedagogical	Assessment	Feedbac	Inclusive
of		Subject	Behavioral	Hand on Learning	Integra	linary	Strategies		k &	practices
Days		Specific	(Application		tion	Linkage &			Remedi	
		_	based)			Infusion of			al	
			,			life skills			Teachin	
									g	
4	1. What is faith?	1)Birth: To enable the	1)Birth: To enable the students	1)Birth: To enable the	Integration	Students will be	1)Birth: The	1)Birth: The	Differe	Quiz
	2. How can	students to -comprehend the	to -comprehend the chapter	students to -comprehend		taught to have	students will be	students will be	nt	,MCQ ,Fill
	helping others		communicate their ideas with	the chapter	psychology,	faith in God but	able to	able to	levels	Ups etc
	give you		a lot of conviction -appreciate	communicate their ideas	drawing and	not to be	understand the	understand the	of	will be
	satisfaction?	* * *	the theme and the message	with a lot of conviction -	sociology	superstitious.	duty and	duty and	achieve	taken up
	3. Hard work		conveyed -use appropriate	appreciate the theme and	will be the	Students will	responsibility of	responsibility	rs will	for
	always pays.	conveyed -use appropriate	vocabulary and medical	the message conveyed -	part of the	also be taught	a doctor -	of a doctor -	be	differently
	justify the above	vocabulary and medical expressions - understand the	expressions - understand the	use appropriate vocabulary and medical	chapter	how to save	understand the	understand the themenever say	selected	abled
	statement	selfless service to mankind -		expressions - understand	.Students	tigers which are	themenever say die attitude -be	die attitude -be	.Extra -	students.
	narrating your		approach 1)Birth: To enable	the selfless service to	will be	on the verge of	positive and	positive and	class	
	own experience.	approach 1)Birth: To enable		mankind -understand the	taught that	extinct.	confident in	confident in	and	
	•		the responsibilities of a doctor	practical approach	helping hand		adverse	adverse	extra	
		the responsibilities of a	-value commitment ,care and	1)Birth: To enable the	always keep			situations -	questio	
		_	concern -be positive and	students to - understand	you happy .		lose hope - stress	never lose hope	ns will	
			confident in adverse situations	the responsibilities of a			more on practical	•	be will	
		positive and confident in	-never lose hope - stress more	doctor -value			knowledge	practical	taken	
			on practical knowledge instead				instead of	knowledge	up for	
		1	of theoretical -be faithful to	concern -be positive and			theoretical -be	instead of	slow	
		practical knowledge instead		confident in adverse			faithful to one"s	theoretical -be	learners	
		of theoretical -be faithful to	*	situations -never lose			profession	faithful to	learners	
		<u> </u>	analytical skill, decision	hope - stress more on			1)Birth: i)	one"s	•	
			making, observatory, 1)Birth:	practical knowledge			Assignments ii)	profession		
			Activity (to introduce the lesson) Bookish knowledge is	instead of theoretical -be faithful to one"s			Comprehension questions: -	1)Birth: i) Assignments ii)		
			theoretical. It is practice and	profession Skills: -			Comment on	Comprehension		
			observation which makes a	comprehension skill,			behaviour and	questions: -		
		,	man with theoretical	analytical skill, decision			role of the	Comment on		
		theoretical. It is practice and		making, observatory,			midwife who	behaviour and		
			his field. Discuss Activity (to	1)Birth: Activity (to			was attending	role of the		
		man with theoretical	support learning) Describe the				Susan. iii)	midwife who		
				Bookish knowledge is			Textual	was attending		

No.	P.K Testing	Lear	ning Objectives	Group Activities&	Art	Interdiscip	Pedagogical	Assessment	Feedbac	Inclusive
No.	P.K Testing	his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists, administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role	administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role	theoretical. It is practice and observation which makes a man with theoretical knowledge, a man perfect in his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists, administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role		-	Pedagogical questions/ Extracts/Value based	Assessment Susan. iii) Textual questions/ Extracts/Value based	Feedbac	Inclusive

Duration / No. Of Days	Previous Knowledge Testing-	Learning Outcomes (Subject Specific)	Behavioural (Application Based)	Pedagogical Strategies	Group Activities and Hands on Learning	Art Integration	Interdisciplinary Linkage and Infusion of Life Skills	Resources including ICT	Assessment	Feedback and Remedial Teaching	Inclusive Practices
03	POEM-THE TALE OF MELON CITY- Students will be asked following questions- 1. Which is your favorite fruit? 2. What are the qualities of good leader? 3. Is absolute peace possible in a state or a country?	To enable the students to 1.comprehend the poem and enhance their vocabulary. 2. identify the figures of speech and the rhyming scheme. 3. understand that law is not only blind but can also spell disaster if it is thoughtlessly implemented. 4.understand the process of fair and important judgement.	To enable the students to i) inculcate values like co-operation, confidence, faith,respect and integrity ii) analyse situations and take appropriate decisions. iii) understand the fun and humour used in the poem to point out the loopholes in the system iv) understand the role of aware and responsible citizens SDG's will be included to promote peaceful and inclusive society. Provide access to fair justice for all.	Summary of the poem will be given at the outset. Recitation of the poem using voice modulation will be done laying stress on certain words and phrases to enhance their vocabulary. Explanation of the poem will be done with the usage of poetic devices	Activity: (to support learning) How can peace and liberty be maintained in a state? Activity (to check learning) Comment on the caliber of the king his ministers, the people and the customs of the state.	Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.	Students will be asked to recite the poem with voice modulation and intonation. Students will be able to- realise that peace and liberty are the two strong factors for a state to flourishable to understand that the rulers of the state should be judicious and sensitive to the needs of the people to understand that the ruler of the state must understand the problems and needs of the people.	Diksha Portal link, NCERT Text Book and Related Link PPT, videos created by concerned subject teachers.	Students will be assessed through multiple choice questions. Competency based questions can also be taken for assessment. Oral and written responses and worksheets. Assignments ii) Comprehension questions: iii) Textual questions/Extra	By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners. Students will be asked to identify the stanzas of the poem talking about individuality, rationalism and hypocrisy.	These activities will focus on differently abled students if any in the class.

TERM-II

ENGLISH CORE

CLASS-XI

TOPIC- FORMAL LETTER WRITING and Job Application

Duration of Days	P.K Testing	Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life Skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive Practices
		Subject Specific	Behavioral (Application Bases)							
Duration	1. How	To enable	Guide	Students will	Students	Students	The	All the	By using the	These
of Days	people used	the	students to	be encouraged	will write	will understand	student	formal	assessment-	activities
-4	to	students	write on	to understand	letter on	and recollect	s will be	letters will	based	will focus
	communicate	to focus	their own.	that a	different	the formats.	explained	be given to	criteria	on
	before the	on the	The	handwritten	subject.	Write with	all the	the	different	differently
	invention of	content	students	letter says you	AP.P.T. will	appropriate	formal	students for	levels of	abled
	mobiles?	and	will be able	care and to	be made	expression and	letters and	practice.	achievers	students of
	2. Which birds were	process of writing.	to	give personal	on job	vocabulary.			can be	

used in the	Develop	inculcate	attention to	application,	format will	BBC	select ed	any in the
ancient days	knowledge	values like	the matter or	Letter to	be written	questions	for slow	class.
to deliver the	and	share	the person	the Editor	on the	will be	learners	
message?	purpose of	ideas,	addressed.	and other	green	done.	more	
3. The	writing.	freedom	Official letter	official	board.	Assignments	practice can	
concept of		of	adds a certain	letter. Art	Simple	will be given	be	
pen friend		expression	authority to	in the form	questions	for more	undertaken.	
what does it		and	the	of	will be	practice and		
mean?		acceptance	communication	drawing,	discussed	accuracy.		
		of ideas.	to inculcate the	dramatics,	in the class.			
		Writing,	habit of writing	psychology,				
		reading,	and to focus on	sociology,				
		and	that the	and				
		thinking	students who	languages				
		skill will be	took notes by	will be				
		enhanced.	hand perform	integrated.				
			better in tests.					

TERM-II

ENGLISH CORE CLASS-XI

TOPIC- INVITATION AND REPLY

Duration of Days	P.K Testing	Objectiv	Objectives (Art Integration	Interdisciplinar y Linkage & Infusion of life Skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive Practices
		Subject Specific	Behavioral (Application Bases)							
Duration of Days -4	How you invite your friend on your birthday? What are the different ways of inviting a friend or anybody? What are the formal and Informal way of inviting somebody? Can we make a card on every occasion?	To enable the students to understand the importance of writing an invitation. To improve their writing skills.	To enable the students to develop the ability to plan and organize the events. To learn new words and enhance their vocabulary skills will be improved. analytical, imaginative and observatory y skills will be improved.	Students will be encouraged to present their ideas. Two groups will be made one for formal invitation and other for informal invitation. 1.Students will present their ideas on the blackboard and a healthy group discussion will be done.	Students will draw beautiful cards on every occasion whether it is a school or a personal one	Computers and language s will be used. Students will understand recollect the formats.	The format of invitation will be drawn on the board. Points to remember for writing invitation will be given to students. Oral and virtual presentation of the topic will be done.	Exercises, invitation, and its replies will be given to the students from BBC assignment will be done.	By using the assessment based criteria different levels of achievers can be select ed. For slow learners more practice can be undertaken.	These activities will focus on differently able students if any in class.
Duration of Days -6										
Topic										