BHILAI MAITRI COLLEGE

Suggested Samples of Unit Plan For B.Ed. Course

Social Science

- Purpose of unit:-

  To enable the student understand the salient features and advantages of Democracy in real life

- Unit Title:-
  - Democracy & Election
  - Constitution
- Key Concepts:-

  Democracy
  Elections
  Rights duties
- Subject area:-

  Democracy and elections
- Desired outcomes:-

  To create awarness about general elections.
  To develop qualities of good citizenship in pupils.
  To create awareness in them about their social rights and duties.

- Objectives:-
  - To reognize the significance of election commision.
  - To develop conceptual skills of defining democracy.
  - To acquiant them with the fundamental rights of Indian citizens.
  - To develop ability to express their thoughts freely and effectively.

- Determining background knowledge :-
  - Pupil are familiar with general knowledge of democracy and elections.
  - Pupils know that they are the citizens of free India and that some rights are given to every Indian citizen by the constitution.
  - Questions can be put up like “What type of government is there in India?”
    Or
    “Name some Rights and duties privided of Indian consitution.”

- Materials needed:-

  Charts relating to the fundatmental rights globe atlas, daily newspaper, news magzines charts of election and democracy, Pictures of constitution of Loksabha & Rajya sabha.

- Division of units into number of lessons:-

Lesson	Period	Duration
9	9	50 Min. each Period

❖ Focus lesson- Democracy & Election

Days	Concept	Activities	Assesment	Assignment
Day 1	Democracy a general idea	group discussions on Importance of Democracy.	Written/Oral Test i.e. Advantages of democracy in real life.	Poster Presentation
Day 2	Examples & illustration, on democray	observation in field & report events & incidents	Objective Type Questions. Q.1) Define democracy?	Project work
Day 3	Salient features and advantages of democracy in real life.	Quize / Field Observation	Q.1) What type of government does India has?	Q.1) Do you think democracy has negative issues? Explain if so.
Day 4	Elections a general idea	Debate on Topic Democracy	Q.1) Why elections are required in a democracy?	Q.1) Explain the meaning of general election process?
Day 5	Role play of election processes.	Role Play on Election process	Q.1) Explain the importance of pupil opinion indemonacy	Q.1) How elections are held?
Day 6	Contd the role play (manifesto tests, speeches, etc,	Role Play on Election process	Q.1) Why right are required in a democracy?	Q.1) Who appoints the presidents? Q.2) How P.M. is elected.
Day 7	Election speches by winning Condidates.	Role Play on speches by winning Candidates.	Observation & reporting of topics in the field	Q.1) Do you think duties in a democracy help a citizen?
Day 8	Importances of Fundamental Rights	Drama	Q.1) What do you mean by right of freedom.	Q.1) What are the fundamental Rights in Indian Constitution.
Day 9	Duties Provided by Indian Consitution	Video Clips	What type of government is there in India?	Name some Rights and duties provided by Indian consitution.

❖ Activities planned for each division:-

Arrange group discussions, quize competition & group activities. Role play of election process observation in field & report events & incidents.

By
Smt.Rajshree Khare
Smt.Nutan Dubey

Geography

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Focus Lesson

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By
Smt. Sini Karunanidhi

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By

Dr.Apoorva Shukla

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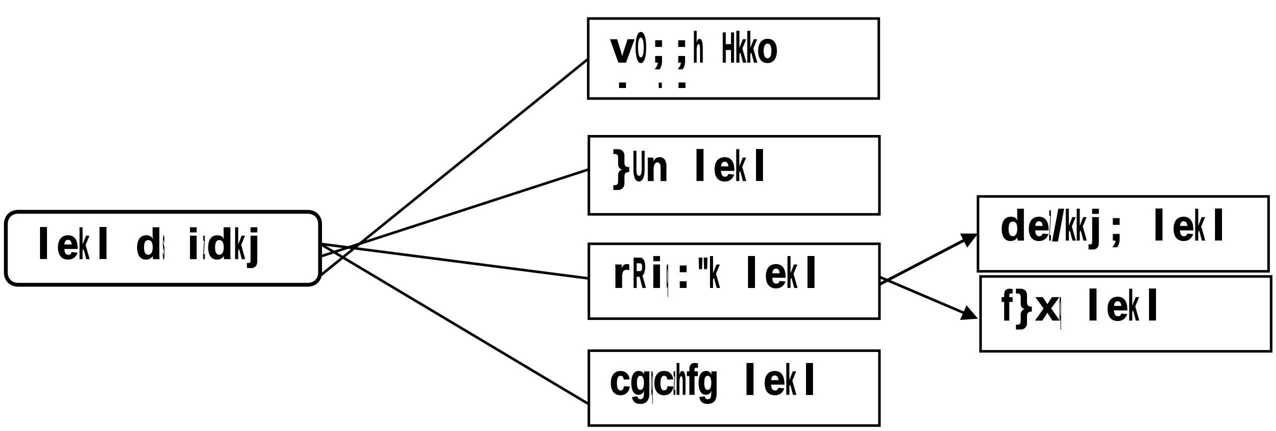

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* **vf{kr mRikn%&**
  - **chtxf.kr dh dk'kyk dk fodkl A**
  - **ckLdsVcky dk QhYM r;kj djokdj** Area **fudyokukA**
  - **xkMZu dk {k=Qy Kkr djokukA**
  - Room, Window **dk** Area **fudyokukA**
  - **fØdsV dk** Game **djokdj mldh Ldkj dk** Graphical Method **esa** Show **djokukA**
  - Direction, Age **oky** Statement **dk lehdj.kksa dh :Ik esa 0;Dr djdh mlh gy djokuk A**
  - **fofHkUu idkj d** Cutouts **dk** Area **fudyokukA**

* **mnn'';%&**
  - **Nk=k dk chtxf.kr dh lgk;rk ls ‘k"kQy iesa gy djkukA**

- **f}pj jf[kd lehdj.kks dk gy fudyokukA**
- **;qxir lehdj.kks dk Kku nsukA**

* **iwoZ Kku dh tkap¼&**
- **Nk=ks dks chtxf.kr dh ewyHkwr lafØ;kvks dk KkuA**
- **lw=ks dk KkuA**

* **vko';d lkexzh¼&**
- **d{kk lEcaf/kr lkekU; midj.k] pkVZ T;kferh; midj.kA**

ikB	fnu	le;
chtxh.kr dk f'k{k.k	17	17 ?k.Vs

* **nSfud ;kstuk¼&**
- **fpUgks dh lafØ;k,¡ ¼1½**
- **lehdj.k dk f'k{k.k ¼5½**
- **xq.ku[k.M ¼3½**
- **chtxf.kr lw= ¼2½**
- **?kkrkad ¼1½**
- **ys[kkfp= ¼1½**

ikB	dky[k.M	le;
lehdj.kks dh lafØ;k,¡	2	1-30 feuV

ikB	dky[k.M	le;
;qxir lehdj.k	8	6-20 feuV

* **nSfud ;kstuk¼&**
- **jSf[kd lehdj.k ¼2½**
- **f}?kkr lehdj.k ¼3½**
- **xq.ku[k.M ¼3½**

* **dk"Vd esa fn, x, lq[;k,¡ ikBks dh lq[;k gSA**

Focus Lesson

Topic : **chtxf.kr f'k{k.k**

fnu	vo/kkj.kk	fØ;kdyki	dk'kyks dk fodkl	eY;kadu dh ;kstuk
1	(Bodmas) **lw lcaf/kr fØ;k;s**	Puzzle **}kjk** **lewgdk }kjk**	- **Kku** - **vcks/k**	**lk- ¼625½^2 &¼144½^2** **iz-** a= 25, b=15 **rks** (a-b)^2 **dk eku Kkr**

				dhft,
2	;xir }kjk lehdj.kksa dk f'k{k.k ❖ ifrLFkkiu fof/k ❖ foykiu fof/k ❖ y[kkfp= fof/k	Nk= lgHkkfxrk }kjk ❖ ,d pj jkf'k dk Kku ndj nlj dk eku fudyokuk	❖ Kku dk fodkl ❖ lEiR;;k dk fodkl ❖ iR;kfeKku dk fodkl	i- vke o uhe ds o{k ij dN i{kh cB g vxj uhe ds o{k l ikp i{kh vke ds o{k ij vk tkr g rk mudh l[;k nkxuh gk tkrh g vkj vxj vke ds o{k l ikp i{kh uhe ij py tku l mudh l[;k cjkcj gk tkrh g nkuk o{k ij cB if{k;k dh l[;k crkb,\
3	f}?kkr lehdj.kksa dk f'k{k.k ❖ x.ku[k.M fof/k ❖ f}?kkr l= ds i;kx dh fof/k	❖ oxkdkj ;k vk;rkdkj cutouts ndj mudk {k=Qy fudyokuk ❖ oxkdkj vkdfr ndj 180*]90*]45*] ------- foHkkftr djds l= dh LFkkiuk djuk	❖ fo'y"k.k ❖ KkukRed	i- ,d gky dh yckbZ 15 eh-] pkMkbZ 12 eh- g bldk pkjks vkj ,d cjkenk cuk g ftldk {k=Qy 90 oxeh- g cjken dh pkMkbZ Kkr dhft, i- oRr dh f=T;k 6 l-eh- g rks {k=Qy Kkr dhft,
4	dj.kh o ?kkrksa dk f'k{k.k	❖ pkVs }kjk	❖ vock/k	i- $3\sqrt{2}$ $3\sqrt{5}$ dk eku Kkr dhft, i- $\frac{\sqrt{2}\$\sqrt{3}}{\sqrt{2}-\sqrt{3}}$ dk eku Kkr dhft,
5	y[kkfp= f'k{k.k ❖ Column ❖ Bar ❖ Circle ❖ Straight ❖ Curved	❖ Class Attendence ❖ Games djokdj ml xkQ e inf'kr djokuk	❖ #fp ❖ lkUn;Z ck/k	i- d{kk ds fo|kfFk;ksa ds fofHkUu fo"k;ksa ds ucjksa dk ljy y[kkfp= e inf'kr dhft, i- ,d eghus dh mifLFkfr dk oRRk y[kkfp= e in'ku djuk

nRr dk;Z&

i- ,d ckx dh yckbZ 8 eh- vkj PkkMkbZ 5 Ekh- g ckx ds pkjks vkj 3 eh- dk jkLrk cuk g jkLrs dk {k=Qy Kkr dhft,A
i- d{kk ds cPpksa ds nks xqi cukdj fØdsV dk [ky djokdj mlds Ldkj dk y[kkfp= cukb,A

By

Dr. Shalini Verma

Subject:-Mathematics

CLASS:-9th **Unit**:- Surface areas and volumes

Purpose of the unit plan:-

- To make content of mathematics more practical and dynamic .
- To provide more opportunities to students to learn.
- To organize content according to students' interest and need.
- To formulate different teaching methods , teaching materials and techniques of evaluation on the on the basis of different units
- To differentiate any content topic related to problem principle formula in different sub-topics.
- To give more importance to drill work and homework .
- To evaluate students' achievement after teaching of each unit
- To present a base to daily lesson plan on the basis of unit plan..
- To formulate appropriate methods and techniques for evaluation.
- To provide systematic knowledge of mathematics rules ,concepts principles etc.

Title of the unit:- Surface areas and volumes.

Necessary periods for unit :- 18 periods
Time of period:-45 min.(each)
Time for drill work

Key concepts:- Curved surface area, total surface area, volume.

Subject area:- Surface area , curved surface area lateral surface area , volum of cube cuboid cylinder, cone and sphere and hemisphere,

Desired outcomes /expected change :-

- Students get clear about the concepts of the different shapes and sizes.
- Students will be able to understand about surface area ,lateral surface area and volume related to above surface areas.
- Students will be able to understand how the formulae for the above has been derived.
- Students will be able to solve the problems related to above concepts.
- Students will be able to make applicable the knowledge acquired in routine life .

Previous Knowledge :-

- Students have previous knowledge about different types of triangles, quadrilaterals .
- Students are acquired with area of circle rectangle, rhombus , square and triangle etc

Methods :- * Inductive- deductive method

*Laboratory method
*Problem solving method etc.
*Activity
*Heuristic
*discussion

Techniques:- Questioning, illustrations, experimenting, explaination, demonstration,discussion

Divisions of unit into number of lessons :-

Sub-units	PERIODS
Concept of surface area and Curved surface area and activities	4
Derivation of formulae for Curved Surface area of cylinder and right circular cylinder and problems on it .	4
Curved surface area of cone and right circular cone.	4
Surface area of sphere and hemisphere	2
Concept Volume, and activities on it. Derivation of formulae of volume of diff shapes.	2
Calculation of Volume of Cube, Cuboid cylinder, cone, sphere, hemisphere and problems on it.	6

Daily plan details:-

SECTIONAL QUESTIONS:

- Questions on concepts and derivation of formulae of surface area and volume
- Solving questions on calculation of surface area of sphere
- Daily Questions:- Objective type questions while solving problems of different types of shapes also for developing forward the derivation of formulae of surface areas , curved surface areas and volume of different shapes and sizes

Activities planned for different division:-

TEACHER ACTIVITIES	MATERIAL REQUIRED
Demonstration	Experimental
Activities, projects,	With guidance and Self studies
BY Questioning	REAL OBJECTS, SUCH AS CUBE CUBOID CYLINDER, CONE ,SPHERE, SEMI-SPHERE

By discussion, demonstration, experimenting	By actual measurement ,USING SCALES FOR MEASUREMENT
By laboratory method	HARDBOARDS, CUTTING KNIFE, MEASURING SCALE,GUM PENCIL ERASER NOTEBOOK ETC
By class exercises	
By home work	After every exercise
By test , to find lackuna	
Arranging remedial activities as well as classes	As per requirement

PLAN OF ASSESSMENT:--A specific place will be given to each type of question such as essay type, objective , short answer oral etc.,

Questions will be such as:

1. What do you understand by area of any place or of any figure?
2. Recognize the following geometrical figures and name them?
3. A small indoor greenhouse (herbarium) is made entirely of glass panes (including base) held together with tape .It is 30 cm long 25 cm wide and 25 cm high.
   1.What is the area of the glass?

   2.How much of tape is needed for all the 12 edges?

4.The inner diameter of a circular wall is3.5 m it is 10 m deep,

(1).find its curved surface area.

(2).The cost of plastering this curved surface at the rate of RS. 40 per mtr square.5 The conical tent is 10 mtrs high and the radius of the base is 24m .Find (1) Slant height of the tent.

(2) Cost of the canvas required to make the tent , if the cost of 1m square canvas is Rs.70.

Evaluation plan:-

Different types of oral ,written short , long, subjective, objective questions type of questions will be arranged /asked accordingly to evaluate students knowledge about particular unit , also after each plan or period there will be class work, home work which will test the success of the teaching and learning.

ASSIGNMENTS:-

DIFFERENT TYPES OF QUESTIONS IN NCERT BOOK OF MATHS OF CLASS 9 SUCH AS

1. A joker's cap is in the form of right circular cone of base radius 7 cm. and height 24 cm. Find the area of the sheet required to make 10 such caps.
2. Q Calculate the expenditure to paint a hall having length 15ft, and breadth 12 ft.at the rate 500rs par sq ft?
3. Calculate area of plots of different shapes.

SN	TYPE OF FIGURE	MEASUREMENTS	AREA
1	Rectangular plot	L=40ft; b=30ft	
2	Triangular plot	Base=30ft height= 44ft	
3	Circular plot	Diameter= 30 meter	

BY

Dr. Surekha Vinod PATIL.

HOD, (education)

Physics

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- **dk;l vkj Åtk**
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  - **xkyh; ni.k**
  - **idk'k dk viorlu**
- **fo/kr Åtk**
- **jklk;fud rFkk ukfHkdh; Åtk**
- **gekj ?kjk e fo/kr**

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- **dk;l**
- **Åtk**

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- **Nk= fofHkUu mnkgj.kk dk ek/;e ls nfud thou e Åtk dk idkjk dk crku e leFk gk ldxA**
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- **Nk= fofHkUu fØ;kfof/k dk ek/;e ls miek dk iHkko dk le>u e leFk gk ldxA**
- **Nk= vory vkj mRry ni.k e vrj dju e leFk gk ldxA**
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- **Nk= idk'k dk ijkorlu ,o viorlu e ryuk dju e leFk gk ldxA**
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- Nk= nfud thou e fofHkUu Åtk d idkjk dk le> ldxA
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b/ku & 1
ukfHkdh; Åtk & 1
gekj ?kjk e fo|r & 1

Focus Lesson

Topic : chtxf.kr f'k{k.k

fnu	vo/kkj.kk	fØ;kdyki	dk'kyk dk fodkl	eY;kdu dh ;kstuk

1	ikdk'k dk ijkorZu	• iz;kx d ek/;e l • okLrfod oLrqvk dk izn'kZu l	Kku cks/k iz;ksx	
2	xkyh; niZ.k	• okLrfod niZ.k dk izn'kZu }kjk • iz;kx d ek/;e l • pkVZ d ek/;e l	Kku cks/k iz;ksx	

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i-dykbZe dk fu;e fyf[k,\
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By
Smt. Tomeshwari Banchhor

Chemistry

PURPOSE OF UNIT: To enable the students understand the composition, structure and properties of matter.

UNIT TITLE: Matter – Nature and Behavior

KEY CONCEPTS:

Atoms and Molecules
Law of constant proportions
Atomic and Molecules masses
Relationship of mole to mass of the particles and numbers
Valency
Chemical formula of common compounds
Electrons, Protons and Neutrons
Isotopes and Isobars

SUBJECT AREAS

Particle nature and basic units
Mole concept
Structure of atom

DESIRED OUTCOMES

1. The students will be able to understand the concept of matter, its classification on the basis of laws of chemical combination.
2. The students will be able to calculate the atomicity of a compound, calculate the atomic and molar mass of a substance.
3. The students will be able to recognize the importance of empirical and molecular formula.
4. The students will be able to state the Avogadro's constant.
5. The students will be able to know the empirical and molecular formula by knowing the percentages of elements in compound.
6. The students will be to understand the various experiments and the historical development of discovery of electron, proton and neutron.
7. The students will be able to accept the relevance of each atomic model like Thomson's, Rutherford and Bohr.
8. The students will be able to state the electronic configuration of atoms, calculate the atomic number and mass number of atoms.
9. The students will be able to understand the phenomenon of radioactivity and its uses.

OBJECTIVES:

This unit will help the students develop reasoning and analytical power after each experiment.
This unit will help the students recognize the contribution of each scientist to the field of knowledge.
This unit will help the students understand the basic nature of matter which they come across in daily life.

LESSON	DAYS	DURATION
Particle , nature & behavior	7	7* 40 MINS

DAILY PLAN:
Laws of chemical combination (3)
Dalton's Atomic theory(1)
Classification of matter(1)
Valency &chemical Formulae(1)
Atomic & Molecular mass (1)

LESSON	PERIODS	DURATION
Mole concept	2	2*40 MINS

LESSON	PERIODS	DURATION
STRUCTURE OF ATOM	7	7*40 MINS

DAILY PLAN:
Discovery of Electron (1)
Canals Rays & Neutron (2)
Atomic Models (2)
Atomic number(2)

*The numbers in brackets indicate the number of periods required.

FOCUS LESSON

TOPIC : CLASSICATION OF MATTER

BASIC KNOWLEDGE : ATOMS AS BASIC UNIT

DAYS	CONCEPT	ACTIVITIES	ASSESSMENT LEVEL	ASSIGNMENT
DAY 1	Classification on basis of physical state	• Placing molecule on board(Puzzle form) • Experimenting with different kind of objects • Seeing diffusion in practice	Knowledge, comprehension & application Level	Q.Why can't we compress solids? Q.Why liquids can flow? Why some flow slowly & some repidly? Q.What is diffusion? Q.Does pressure effect the physical state of a substance?
DAY 2	On basis of chemical composition	• Chart showing bonding • Animated video clipping to be shown	Knowledge & Analysis	Q.Hydrogen and oxygen are considered elements but water is a compound, why? Q.Why some molecules are heteroatomic & some homoatomic?
DAY 3	Valency & formulae	• Correcting the wrong formulae	Knowledge &Analysis	Q. What does IUPAC stand for? Q.Write the valencies of

				carbon ,sulphur and cobalt

SECTIONAL QUESTIONS :

Q.1. Gases are compressible but liquids are not .Why?

Q2. In which of the following substances ,you expect the strongest inter – molecular force : Water ,alcohol , sugar ,sodiumchloride , carbon dioxide

Q3.Solids have high density. Why ?

Q.4. Identify monoatomic, diatomic, triatomic and tetraatomic molecules from the following- HCl ,He,O_3,H_2S, CH_4,NH_3 , CO,P_4

Q 5.Write the formulae of sodium chloride, aluminium chloride , sodium sulphide, magnesium hydroxide.

NOTE : The activities are only suggestive. More activities can be included.

By

Dr.D.Laxmi

PEDAGOGY OF BIOLOGICAL SCIENCE

Purpose of the Unit

The unit is designed to plan and teach the students about organization in the living world which include structure
and function of different cells and tissues of plants and animals.

Title of the Unit

Organization in the living world

Subject areas of the Unit

- Cell as a basic unit of life
- Tissue
- Structure and function of plant and animal cell

Key Concept

- Organisms
- Plasma membrane
- Nucleus
- Cytoplasm
- Diffusion
- Osmosis
- Cell organelles
- Plant tissue
- Animal tissue

Desired Outcomes

- Understanding on how cell organelles carry out different types of functions.
- Exploring structure of plant and animal cells by making temporary and permanent slides.
- Observing and analyzing the process of diffusion and osmosis.
- Understanding the importance of tissue, organs and organ system in our body.
- Recognizing the concept of nucleus and its vital activities in the cell.
- Using experimental data to make conclusions.

Objectives

- Help the students understand the cell structure of both plants and animals.
- Help the students to identify the cell organelles: nucleus, chloroplast, vacuole, cell membrane, cell wall etc.

- Help the students to recognize the process of multiplication of cells to form tissue.

Determining Background Knowledge

- By showing nearby buildings and asking about materials used in construction. So are cars in the street and bikes they ride.
- Asking the students to analyze the shape and structure of compactly packed cells by showing them Rubik's Cube and the honeycomb pattern consisting of many small compartments.

Division of Units

LESSON	NUMBER OF PERIODS	DURATION
Cell as basic unit of life	07	40 mins. each

Daily Plan **Periods**

- Prokaryotic and Eukaryotic cells 1
- Multicellular organism 2
- Cell organelles 2
- Nucleus 1
- Plant and Animal Cell 1

LESSON	NUMBER OF PERIODS	DURATION
Tissue	02	40 mins. each

Daily Plan **Periods**

- Importance of tissue 2

LESSON	NUMBER OF PERIODS	DURATION
Structure and function of plant and animal tissue.	08	40 mins. each

Daily Plan **Periods**

- Plant and Animal tissue 1
- Types of plant tissue 2
- Types of animal tissue 2
- Study of stem tissue 3

FOCUS LESSON

Topic: Cell as a basic unit of life

Basic Knowledge: Shape, Size and Structure of living and non-living things.

DAY	CONCEPT	ACTIVITIES	MATERIALS REQUIRED	ASSESSMENT	ASSIGNMENT
Day 1	Observation of plant and animal cell	Mount a plant and animal cell and observe under a microscope Make a comparison to write down ways in which plant cells are different from animal cells.	Onion and cheek cell, knife, forceps, watch glass, water, dilute glycerine, safranine, slide, cover slip, microscope	Knowledge, comprehension and application.	Q. Find out the similarities of organelles in plant and animal cell. Q. Differentiate the cell organelles on the basis of membranous covering.
Day 2	Osmosis ↓ Endosmosis & Exosmosis	Put dry raisins in petridish having plain water and observe after 30 minutes. Put swollen raisins in Concentrated sugar or salt solution. Examine after 15-30 minutes.	Dry Raisins with intact stalks, water, sugar/salt solution, petridish.	Analysis	Q. How can the percentage of H_2o absorbed by raisins due to endosmosis can be measured? Q. Why does putting salt on slugs kill them? Q. Differentiate between hypotonic, hypertonic and Isotonic solution.

Day3	Cell Organelles	Complete the flow chart in the blanks left by adding terms/names & functions of cell organelles.	A flow chart with blanks.	Knowledge and application	Q. Which cell organelle is also known as “power house of the cell?” Q. How RER is different from SER?

Sectional Questions:

Q1. Why cell is called ‘The Basic Unit of Life’? Name the functional regions of the cell.

Q2. With the help of well labeled diagram explain the structure of chloroplast.

Q3. Enumerate the function of plastids.

Q4. Explain why mitochondria are also called ‘Kitchen of the cell’ and lysosomes as ‘suicide bags’.

Q5. Give reasons why does the skin of your fingers shrink when you wash clothes for a long time?

By

T. Vani & Dr. Shampa Goswami

ENGLISH

Purpose of the unit

To enhance conceptual understanding , interpretation and diction power of students .

Unit Title

- How I taught my grandmother to read .
- A dog name Duke

Key concept

Importance of education .

Anybody can achieve their goal by hard work and strong determination .

A dog can be more caring companion than human .

- Willpower makes a man cure .

Subject Area

- Importance of Adult Education .
- Strong determination as one of the strongest point to overcome any obstacle .
- Honesty and intelligence of a pet towards his master .

Outcomes

- Students will be able to understand the importance of education .
- Students will develop a feeling of love and care for animal .

Objectives

- To enrich their vocabulary and sentence framing power .
- To develop moral values like respect , caring for old age persons .
- To develop feeling of love and care for animal .

- To enhance speaking skill of students and to encourage them to share their idea in the given

  topic .

Determining the background knowledge

- What are the things you admire most about your grand mother.
- What will be your reaction (care/neglect) it you come across with a helpless puppy on the road side?

Material needed

- Video clippings of adult night classes and activities of some pets .

Division of units

Unit -1 Popular novel Kashi Yatre

Unit -2 Grandmother's strong decision .

Unit -3 A successful Youngman .

Unit -4 Re entry of Duke .

Material needed

- Video clippings of adult night classes and activies of some pets .

Division of units

Unit -1 Popular novel Kashi Yatre

Unit -2 Grandmother's strong decision .

Unit -3 A successful youngman .

Unit -4 Re entry of Duke .

No of days required to complete the whole unit – 2 days

Time allotement - 20 min for each unit and 5 min for revision .

Daily plan details

Day -1

Sectional Questions

1. Write a paragraph on memorable holiday spent with your grand mother
2. Grand mother was so much influenced by Kashi Yatre . Describe it in English

Daily Questions

1. Grammar portion
2. Objective questions from lesson .

Day -2

Sectional Questions

"I am touching the feet of a teacher not my grand daughter ". How far do you support this statement given by grandmother ?

Daily question

1. Grammar portion .
2. Objective questions from the lesson .

Day -3

Whom you consider more reliable a humanbeing or a pet?

Daily Questions

Grammar and objective questions from the lesson .

Day-4

Sectional Questions

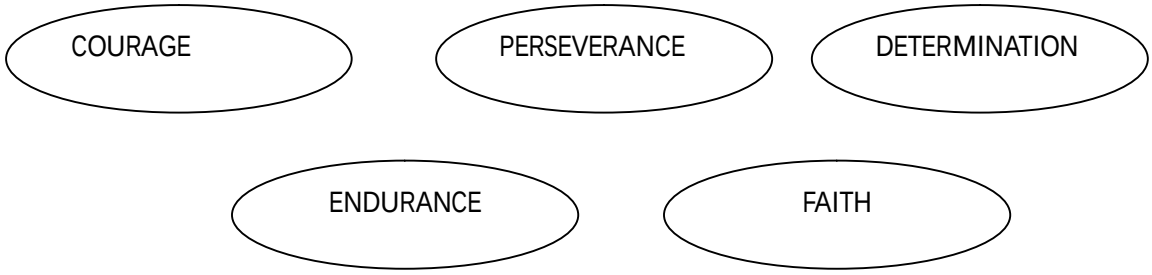
How will you react if you get your favourite pet as surprise gift ?

Daily Questions

Grammar and objective questions frome the lesson .

Activities planned for each division

- ***Game - Just a minute .***



- ***Vocabulary test***

Plan of assessment

- Describe your grandmother .
-

Assignments

- Give a character sketch of grandmother highlighting her dedication and determination to achieve her target .
- “ For learning age is no bar “ Does this message highlight the importance of adult education in India ?

By
Smt.Swapna Anil
Smt.Nisha Shajee