

APPENDIX I

LETTER TO SEEK PERMISSION FOR ACCESS TO RESEARCH INFORMATION



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No.FEP/DSA –I/No. **Date:24.6.2017**

To,
The Principal,
Baroda High School
ONGC, Makarpura,
Baroda

Subject: Request for the co-operation of your school to Ms. Chhaya Iyer to carry out her Experiment on Standard VII students

Dear Madam,
With reference to the above subject, I am happy to share that your colleague Ms. Chhaya Iyer has been doing Doctoral studies in Education in our Department since last two years. The topic chosen by her is "Development of an Instructional Programme to Enhance Affective Domain of Upper Primary School Students". Now she needs to try her programme and finalize it. In this regard, she needs your co-operation to put her developed programme into use to ascertain its effectiveness. I assure you that she being a teaching staff in your school will carry out her study with all care and within given school provision. The data collected by her will be used for research purpose only and be treated confidentially. I request you to provide needed facility and co-operation.

Thanking you
With warm regards


Prof. N. Pradhan
Head

*Prof. N. Pradhan
Head - Dept. of Educational Administration
Co-ordinator(UGC-SAP/DSA-I Programme
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APPENDIX II A

SCHEDULE OF OBSERVATION WITH REMARKS

SR No.	Date	Grade or Division	Period	Subject	Remarks
1.	1 Dec 2015 (Tue)	7-A		English	Amidst the chaotic environment, the teacher introduced a brand new topic within the class. It absolutely was terribly tough for the teacher to take care of the discipline in the class. Only a few students were focusing on the teacher's lecture. Others were creating noise. Roll no. 20 was surreptitiously throwing chalk items on alternative children, Roll no. thirteen and eighteen were reading comics by sitting at the rear of the class. Roll no. 15, nineteen were doing science prep in the classroom. Roll no. 13, fourteen and seventeen were making peculiar sounds. Few girls were chatting with each other. They were discussing film songs that appeared to be their favorite. Roll no. twenty nine was sleeping with his head down on the desks. Roll no. thirty was sitting next to him and fidgeting with his hair once the teacher finished her lecture then I stood before the students and introduced myself at identical time, I advised them about the way to sit properly within the class.
2.	2 Dec 2015 (Wed)	7-B		Social Studies	When the bell rang, I went to class and experienced the fast paced atmosphere in the class, some children were in a fight clinging to their necks at the end of the class and other children were screaming around them. I stopped the fighting children. They were Roll No. 15 and 18. Then the teacher came into the class and started her lecture, she asked some questions in the class. Roll No. 2 was too loud and reacted roughly. The teacher scolded him. Meanwhile, Roll No. 13 started screaming and crying because he was missing the cell phone he had secretly brought to class. I noticed that Roll didn't. 14, who was sitting behind roll no. 14. was impulsive, I asked roll no. 14 to open his pocket. Before that, he seemed rude for no reason and refused to open the bag. Then I found the lost cell phone in his bag. Before that, he did not agree that he stole the cell phone. Then he accepted the fact, then I told him very politely that lying and stealing or taking things that are not ours are becoming a dangerous habit, then I calmly told him what behavior is acceptable and what not. I also cleared out its consequences for them. And with that the bell rang.

3.	3 Dec 2015 (Thurs)	7-C		English	<p>When I walked into the class I saw that few boys made fun of a boy with stuttering problems, on the other hand a group of girls screamed and fought with another group of girls. I have personally observed that changes to rules in school and in the classroom can trigger inappropriate behavior in children, especially in an environment with 50 or more students. It is difficult to fully compensate for the negative effects of bad behavior on learning. This affects the classroom environment and makes it difficult for teachers to teach and learn from other students. In general, people with dementia are triggered by three possible categories: medical, physiological, or environmental.</p> <p>I tried to calm the girls' group down by telling them to sit down and close their eyes for five minutes.</p> <p>Then the subject teacher came and began teaching the SS class. All of the students followed the teacher except for a few students who were quite mischievous. The 51 and the 12 prepared a Pen fight. The roll numbers 5 and the 11 chatted together; Roll no. 17 leaned out of the window. 12 slept on the desk with his head bowed. When the lecture ended, I told the students to listen carefully when Teacher came to class.</p>
4.	4 Dec 2015 (Fri)	7-D		Social Studies	<p>When I entered the class the subject teacher was already teaching in the class. I found that few students were writing some notes in chits and passing them among themselves. They were playing chit game at the back of the class. Roll no. 22 was doing her science homework in the class Roll No. 5 was playing mobile game under the desk at the back of the class. Roll No. 42 was coloring various sketches given in the book. Roll No. 15 and 17 were reading comic books. Roll No. 1 began sharing his experience regarding the topic the teacher was discussing, other students also joined in.</p> <p>Then some students who wanted to contribute in the conversation began to speak loudly in order to get their voices heard by the teacher. A few mischievous children acting out in a classroom and disrupting an entire lesson is a common scenario that teachers deal with.</p> <p>They are not only disruptive to teachers and classrooms; they are likely to get lower grades. Especially in large classes, students can sometimes engage in thoughtless behaviors because the atmosphere feels much depersonalized. Children with behavior problems have a harder time developing adaptive learning skills that positively influence their later academic achievements.</p>

5.	5 Dec 2015 (Sat)	7-A		English	<p>When I entered the class, the subject teacher was writing the topic on the blackboard. I found the classroom was disorganized. Few students who were sitting on the front benches were focusing in the class, Roll no. 3, 14, 17 and 50 were continuously making peculiar noises at the same time encouraging other students to do the same. Roll No. 13 and 18 were reading comics by sitting at the back of the class. Roll no. 20 and 6 were sneakily throwing chalk pieces on other students. They were distracting other students and the teacher in class.</p> <p>Some students' incivilities are due to instructor's own lateness or disorganization, rudeness or interruptions. When students are speaking, the teacher should take feedback to double check students' perceptions of the teacher. She can use early course evaluations, or quick in-class anonymous feedback with one-minute papers. She can also designate some students to be class representatives and meet with them periodically during the semester, wherein she can let the teacher know of general student concerns. Meaningful engagement has obvious benefits for student learning and performance.</p> <p>Student's misbehaviors such as chronic avoidance of work, disruptive talking, harassing and bullying the classmates, verbal insults, rudeness to teacher is a thorny issue in everyday classroom that is difficult to deal with the teacher should encourage active learning so that students feel more responsible for their own learning.</p>
6.	7 Dec 2015 (Mon)	7-B		Social Studies	<p>I found the classroom full of unsupervised hyper young students. When the teacher has left to go take another class. Few students started dancing and hooting at the back of the class. Roll No. 12 was jumping from one bench to another bench. Few students were whistling loudly and laughing. Some were throwing paper balls. Roll No. 15, 21, 25 and 42 were playing by kicking a plastic ball in the class. I told them to sit on their benches by closing their eyes for 5 minutes. Except few students all the students followed by instructions. I noted down the roll numbers of those students in my diary as they need special consultation. Then the subject teacher entered the class and started teaching the class. She told the students to read aloud the lesson, roll-number wise. I found that only two to three students read aloud properly. Other students were very poor in reading aloud. Roll no. 12 was stammering while reading. Others were making fun of him, they were laughing at him, and I told them not to do so.</p>
7.	8 Dec 2015 (Tue)	7-C		Hindi	<p>I entered the class amidst the chaotic environment as there was no teacher inside the classroom. Almost twenty students were roaming outside. Two boys were fighting with each other by</p>

					<p>holding each other's collar surrounded by a group of boys who were hooting and encouraging them to fight. Two-three boys were playing with paper airplanes.</p> <p>Then the subject teacher arrived. She scolded the students and ordered them to stand outside of the class. Then she started teaching Hindi Poem in class. I found that Roll no. 15, 18 and 22 were doing their math homework by sitting at the back of the class. Roll no. 12 was sleeping with his head down on the desk. The bell rang and the teacher left the class. Those twenty students who were roaming outside came inside and started making noise. The talked to those students and asked them the reason of skipping the Hindi period. They gave the excuse that they didn't hear the bell ringing. Then the English teacher entered the class and started teaching.</p> <p>I found few students were gossiping with each other especially those students who skipped the previous period. They were not focusing in the class. When the bell rang, some of the students made noise. They were very excited as the sports period started.</p> <p>Few students went out along with the English teacher and stood outside their classroom and waiting eagerly for the sports teacher entered the class they were very happy as he ordered them to make a living and go to the playground.</p> <p>All the students were playing kho-kho with full enthusiasm. But I found five girls were sitting in a group and were gossiping with each other.</p> <p>When the bell rang, the teacher ordered the students to make a line and go to their class. Then the math teacher entered the class. She was explaining the topic and ordered the students to do the exercise given in the textbook. I found Roll No. 12 was not focusing in the classroom activity. He was peeping outside through the window. Few students solved the sums given in the textbook and went to the teacher for the correction. The bell rang and the math teacher left the class. She made a diagram on the blackboard. All the students started making diagram in their notebooks.</p> <p>I found Roll no. 12 was not making the diagram. He was very confused. The teacher scolded him as he was not focusing in the class. Meanwhile, the recess began.</p> <p>After the recess, The SS teacher entered the class and took a class test. She wrote a few questions on the blackboard and told the students to finish the same within an hour. The students were busy in writing the test. Again I found that Roll no. 12 was very confused and put his head on the desk and went to sleep.</p> <p>I found few students were writing the test honestly but others were cheating from the textbook.</p>
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					After an hour, the teacher took all the notebooks and left the class. The craft teacher entered the class as a proxy teacher. She ordered the students to make a line and go to the play ground and sit in a large circle. She discussed about various topics with the students. The bell rang and the school was over.
8.	9 Dec 2015 (Wed)	7-D		Mathematics	<p>The Math teacher entered the class and conducted a class test. Several students were copying from their notebooks secretly. After sometime, the bell rang and the class monitor collected the notebooks and went out of the class. Few students didn't submit their notebooks. The teacher noted down their names in her diary and left the class. Then the English teacher entered the class. She ordered the students to sit in their places. She scolded those boys who were fighting with each other. Then she started teaching in the class. Then the bell rang and the English teacher left the class. Few girls and boys started arguing with each others. They were very loud. Then the science teacher entered the class. She asked few questions related to the topic which was already discussed in her previous class. Few students raised their hands. Others were making noise. They were not focusing in the classroom activity. Then the bell rang.</p> <p>The moment the science teacher left the class, those boys and girls who were roaming outside, entered the class. The P.E teacher came to class and took the students to the playground. The students participated in racing. But few students were sitting under trees watching the race. Meanwhile, the bell rang, all the students entered the class and few boys starting hooting loudly, some were singing. Then the Hindi teacher entered the class and ordered the students to keep on standing for the whole period. The she taught the class and gave homework. After the recess got over, The SS teacher entered, carrying the globe, many students surrounded around it. The teacher was showing some important continents and oceans on the globe. The other students started making noise. Then the bell rang and craft teacher came inside. She trained the students and divided the whole class into four groups. She allotted the craft work to these groups. Students enjoyed doing craft work. The bell rang and the school got over.</p>

APPENDIX II B

CHECK LIST

Sr. No.	Statement	Very Often	Sometimes	Not at all
1.	Students were found cooperating with others.			
2.	Students were found respecting elders.			
3.	Students found losing temper.			
4.	Students found upset when got defeated.			
5.	Students argued with Prefects on petty issues.			
6.	Students took care that no one damage school property.			
7.	Students participated actively in school cleanliness drive.			
8.	Students followed rules and regulations of the school.			
9.	Students using bad words / slant language.			
10.	Students interacted with a number of different peer groups.			
11.	Students imposing their ideas on others.			
12.	Students respecting others' views.			

APPENDIX III A

LETTER TO EXPERT FOR THEIR VALUABLE SUGGESTIONS ON 'AFFECTIVE DOMAIN SCALE'

Dated :

To

Subject: Validation of the Affective Domain Scale

Dear Sir,

I, the undersigned, am a doctoral student of Prof. N. Pradhan in the Department of Education at the M.S. University of Baroda. I have undertaken a study entitled, "Development of an Integrated Instructional Programme on Affective Domain of Upper Primary School Students". I am working in the area of development of an Educational Programme for nurturing Affective Domain among the student of standard VII. To measure the level of the Affective Domain of Std. VII students, I have prepared a scale. You are kindly requested to go through the scale and provide your feedback and specific suggestions to improve the scale further and judge its validity.

The Affective Domain has been defined as a composition of five dimensions; Attitude, Values, Interest, Emotion and Socialization. The dimensions are defined and attached just above the statements listed for the dimensions. Against each statement, four columns are provided so that you can write your comments. First column is for 'Identifier', second and third columns are for 'Relevance', fourth column is for 'Modification' and at the bottom of each scale, space is provided for your overall comments. You may add or remove any of the statements as per your judgment.

I request for your kind cooperation in this academic venture. An early response in this regard is highly appreciated.

Thanking you.

Yours sincerely

Ms. Iyer Chhaya Biswas
Research Scholar,
Faculty of Education & Psychology,
The M.S. University of Baroda,
Vadodara – 390002.

Enclosed:- Affective Domain Scale

APPENDIX III B

LIST OF EXPERTS

LIST OF EXPERTS TO WHOM THE ‘AFFECTIVE DOMAIN SCALE’ WAS SENT FOR THEIR VALUABLE SUGGESTIONS

PROF. R. C. PATEL, DEAN, CASE, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.	PROF. PUSHPANADHAM, HEAD, DEPT. OF EDUCATIONAL ADMINISTRATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.
DR. SATISH PATHAK PROFESSOR IN EDUCATION, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.	DR. SUJATA SRIVASTAVA PROFESSOR IN EDUCATION, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.
DR. MILIND SAHASTRABUDDHE PROFESSOR, DEPARTMENT OF EDUCATIONAL ADMINISTRATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.	DR. DIPTI OZA ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.
DR. ASHUTOSH BISWAL ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.	PROF. S.C. PANIGRAHI PROFESSOR IN EDUCATION, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.
DR. URMI BISWAS ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHOLOGY, THE M.S. UNIVERSITY OF BARODA, VADODARA.	DR. RENU SHARMA ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHOLOGY, THE M.S. UNIVERSITY OF BARODA, VADODARA.

APPENDIX IV A

LETTER TO EXPERT FOR THEIR VALUABLE SUGGESTIONS ON THE INITIAL DRAFT OF THE INTEGRATED INSTRUCTIONAL AFFECTIVE DOMAIN PROGRAMME

Dated : 1st January, 2018

To

Subject: Request for Validation of Unit Plans & Lesson Plans for Development of Affective Domain of Elementary School Students in an Integrated Teaching of English.

Dear Sir,

With reference to the above subject, I the undersigned, a doctoral student of Prof. N. Pradhan in the Department of Education at the M.S. University of Baroda. I am working in the area of development of an Educational Programme for nurturing Affective Domain among the student of standard VII. I have prepared detailed Unit plans and Lesson plans for each unit. You are requested to go through the same and provide your valuable feedback and specific suggestions to improve the same further and judge its validity.

To record your comments and observations, please use the space provided at the bottom margin on each page and if needed on the right hand margin. Your overall comments about the validity and usability of the Unit plans and Lesson plans may be given respectively at the end of each Unit plan and Lesson plan in a five point scale ranging from very poor to very good with the neutral point at the middle.

For your kind perusal, I attach herewith the definitions of the affective domain as conceptualized for the study and also the English book prescribed for the students. I request for your kind cooperation in this academic venture. An early response in this regard is highly appreciated.

Thanking you.

Yours sincerely

Ms. Iyer Chhaya Biswas
Research Scholar,
Faculty of Education & Psychology,
The M.S. University of Baroda,
Vadodara – 390002.

Enclosed:-

1. Definition of Affective Domain
2. English Text Book for Std. VII
3. Unit Plan, Lesson Plans.

APPENDIX IV B

LIST OF EXPERTS TO WHOM THE INITIAL DRAFT OF THE INTEGRATED INSTRUCTIONAL AFFECTIVE DOMAIN PROGRAMME WAS SENT FOR THEIR VALUABLE SUGGESTIONS.

S.NO.	NAME OF THE EXPERTS
1.	DR. K. S. JOSEPH, RETD. ASSOCIATE PROFESSOR, CASE, FACULTY OF EDUCATION AND PSYCHOLOGY, THE M.S. UNIVERSITY OF BARODA, VADODARA.
2.	PROF. SUJATA SRIVASTAVA, PROFESSOR IN EDUCATION, DEPARTMENT OF EDUCATION, THE M.S. UNIVERSITY OF BARODA, VADODARA.
3.	DR. R. L. MADHAVI, ASSIST. PROFESSOR, DEPARTMENT OF EDUCATION AND PSYCHOLOGY, THE M.S. UNIVERSITY OF BARODA, VADODARA.
4.	DR. SACHIN C. KETKAR, PROFESSOR, DEPARTMENT OF ENGLISH, THE M.S. UNIVERSITY OF BARODA, VADODARA.
5.	MS. ABHA GHOSH, SUPERVISOR, PRIMARY SECTION (MORNING SHIFT) BARODA HIGH SCHOOL, ONGC. VADODARA.

APPENDIX V

AFFECTIVE DOMAIN SCALE

Affective Domain Scales for Std. VII Students

Instructions to Students:

A set of statements are written below to find out your attitude, emotion, interest, value and socialization. Read each of the statement carefully and put a tick () at the appropriate place to record your choice in the five point scale ranging from 'Strongly Agree' to 'Strongly Disagree'.

Here in the scale, there is no right or wrong answer. Your fair and frank judgement about yourself is needed. Please feel free to give your responses. I assure you that your response will be used for research purpose only and high confidentiality shall be maintained.

Attitude Scale

Sr. No.	Statements	Responses				
		Strongly Disagree	Moderately Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
1.	I listen to teacher with keen interest.					
2.	I respect my teachers.					
3.	My teachers are impartial					
4.	I get help from all my teachers					
5.	I always try to build good repo with my teachers					
6.	I try to be like my teacher					
7.	My Principal is cooperative					
8.	I like to give up difficult concepts to learn					
9.	The subjects that I learn in school are monotonous					
10.	All my school subjects are interesting					
11.	My school subjects are away from real life					
12.	School assignments help me to learn.					
13.	My school provide all facilities					
14.	I don't take leave from school even if I am not well.					

15.	Learning in school is enjoyable					
16.	For me school is a place of time pass					
17.	I don't like to be in school					
18.	The office staffs of my school are cooperative to me					
19.	My classmates are co-operative					
20.	I feel happy among my classmates					
21.	I always help my classmates					
22.	I am appreciated by all in my class					
23.	I want to lead in academic discussions.					
24.	I want to score good marks by any means.					
25.	I am focused towards realizing my aims of life.					

Emotions Scale

Sr. No.	Statements	Responses				
		Strongly Disagree	Moderately Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
1.	I love to spend time with my near and dear ones					
2.	I am fond of my school.					
3.	I love my country					
4.	I respect my elders					
5.	I like to carry out the work assigned to me by my teachers.					
6.	I follow my parents' instruction sincerely.					
7.	I have high regard for my teachers.					
8.	I lose my temper very easily in any adverse situation.					
9.	I get easily upset in defeat					
10.	I find it difficult to deal with difficult time.					
11.	I find it difficult to accept criticism.					
12.	I need to be selfish to progress in life.					

13.	When the teacher scolds other students, I feel good.					
14.	I recognize that success and failures are two parts of the same coin.					
15.	I take care that no one damage public property.					
16.	I don't accept criticism.					
17.	I control my temper even in a worse situation.					
18.	I find it difficult to understand others' feeling					
19.	It is difficult for me to understand who my real friend is.					
20.	Anybody comes in my way shall be eliminated					
21.	I can understand my friends' mood					
22.	I feel sorry if any of my classmates fail in examination					
23.	I always help others in difficult time					
24.	I contribute in kinds when people are in difficulty					
25.	To be sympathetic is foolishness for me					

Interest Scale

Sr. No.	Statements	Responses				
		Strongly Disagree	Moderately Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
1.	I want to know about others.					
2.	I want to make friendship with people.					
3.	I feel comfortable to work with group.					
4.	I am eager to organize cultural programs.					
5.	I do not miss my class.					
6.	I actively support in effective organisation of my school events.					
7.	I take lead role in class activities.					
8.	I participate in debate and					

	discussion					
9.	I keep a note that nobody damage classroom property.					
10.	I keep on trying unless I understand the concept taught.					
11.	I want to know things happening around me.					
12.	I hate to do home assignments.					
13.	I like to explore new concept.					
14.	Even if something is harmful for society, I want to try.					
15.	I want to be rich by any means.					
16.	I enjoy seeing people in difficulty.					
17.	I want my people to be well off.					
18.	Intoxication is good for young people.					
19.	I do not waste my time.					
20.	I plan my studies.					
21.	I complete my home assignment.					
22.	I focus on the task until I finish it.					
23.	When I do badly in a test, I work harder the next time.					
24.	I just keep trying until I get it right.					
25.	I voluntarily involve myself in school activities.					

Values Scale

Sr. No.	Statements	Responses				
		Strongly Disagree	Moderately Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
1.	I speak only the truth.					
2.	I secretly inform my teacher if I see anyone creating trouble on in my class					
3.	I am afraid to tell the right things.					
4.	Copying in examination is good.					
5.	I follow the rules and regulation					
6.	I do not tolerate injustice.					

7.	I follow what I feel worthy.					
8.	I respect my teachers.					
9.	I don't argue with my elders.					
10.	I laugh loudly if someone gives wrong answer.					
11.	I love talking in classroom.					
12.	I appreciate students bunking class.					
13.	I break class room rules.					
14.	I don't share my belongings with anyone.					
15.	I tell lies to my parents to get favour.					
16.	I think that I am a straight forward person.					
17.	I enjoy when I see my fellow being in problem.					
18.	I love to be honest and impartial.					
19.	Coming to school on time is needed.					
20.	I talk to everyone politely.					
21.	I never pass funny comments about my teachers.					
22.	By seeing anyone sad, I try to console him/her.					
23.	I show gratitude towards those who help me.					
24.	I never use bad words while talking to my friends.					
25.	I help poor people.					

Socialization Scale

Sr. No.	Statements	Responses				
		Strongly Disagree	Moderately Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
1.	I think I am co-operative.					
2.	I appreciate good ideas of peers.					
3.	I am easily accepted by my classmates.					
4.	I interact with a number of different peers.					

5.	I always insist on imposing my own ideas on others.					
6.	I maintain team secrecy.					
7.	I accept suggestions of others in group projects					
8.	I share my example/information to the peer in learning process					
9.	I respect others' view.					
10.	I motivate my friends to learn concepts.					
11.	I help my friends if they are in problems.					
12.	I support my friends whether they are right or not.					
13.	I stand by my friends in any circumstance.					
14.	I maintain good rapport with the peer					
15.	I serve the neighbours even though they fight with me.					
16.	I am least bothered about others' feelings.					
17.	I get familiar with others' culture and accept good things from it.					
18.	I celebrate all the festivals with my friends.					
19.	I like to go on educational tour with my classmates.					
20.	I accept criticism from peers.					
21.	I impose my share of work on others in group activities.					
22.	I cannot work well in a group.					
23.	I believe sharing feelings with others.					
24.	I like to have many friends.					
25.	I compromise with peers when a situation calls for it.					

APPENDIX VI

TEACHER'S RATING SCALE

TEACHER'S RATING ON DEVELOPMENT OF AFFECTIVE DOMAIN IN THE STUDENTS OF STD. VII F

PLEASE FILL UP THE FOLLOWING INFORMATION

Name of the Teacher: _____ Sex: Male / Female
Name of the School: _____ School Type: Govt. / Pvt.
Education Qualification: _____ Age: _____ Teaching Experience: _____

Instructions:

This scale consists of dimensions of Affective Domain (Positive Attitude, Interest, Value, Emotion and Socialization). For past few years, you are acquainted with the students of Std. VII F. You need to rate each student carefully on 5 point scale from 0 (nil) to 5 (fully developed) based on the development of five dimensions of Affective Domain in each and every child of the class. If you don't know some of the students, please don't rate them.

Give your free and frank response without any hesitation. The data generated will be used for research work only. Your statement will be kept strictly confidential and will be used for only for research purpose.

Thank you

Developed by
Ms. Iyer Chhaya Biswas
(Investigator)

Roll No.	Name of the Student	Positive Attitude	Interest	Value	Emotion	Socialization
1	Ma.Agicha Himanshu P.					
2	Ma.Agnejia Smit M.					
3	Ma.Amin Dev K.					
4	Ma.Bhadania Vasu K.					
5	Ma.Bind Uday A.					
6	Ma.Chaudhari Mohitkumar B.					
7	Ma.Chauhan Nisarg K.					
8	Ma.Khorwal Rohit A.					
9	Ma.Parekh Smit D.					
10	Ma.Parmar Dhruvkumar M.					
11	Ma.Parwani Jal Haimesh					
12	Ma.Patel Tushil Kirankumar					
13	Ma.Patil Hitarth Mehul					
14	Ma.Patil Kartik Mahesh					
15	Ma.Raj Krishna S.					
16	Ma.Rajput Shrey B.					
17	Ma.Rathod Krish Gopalbhai					
18	Ma.Salat Kartik Sanjaybhai					
19	Ma.Sawant Dishant Ketan					
20	Ma.Sharma Meet Rajubhai					
21	Ma.Shinde Rutansh Sunil					
22	Ma.Shirsat Akash Dinesh					
23	Ma.Shukla Kartavya Kapil					
24	Ma.Soni Dakshesh Rajesh					
25	Ms.Bhatia Vidhi M.					
26	Ms.Dixit Hinal Bharatkumar					
27	Ms.Dodiya Riya Dineshbhai					
28	Ms.Gaekwad Netra Ashish					
29	Ms.Gaud Neha Gulabsingh					
30	Ms.Gautam Gunjan V.					
31	Ms.Kadam Prathvi P.					
32	Ms.Kharadi Hetanshi G.					
33	Ms.Mahajan Diksha K.					
34	Ms.Malusare Janvi Santosh					
35	Ms.Mistry Dhruvi Bharat					
36	Ms.Padhiyar Devanshi R.					
37	Ms.Prajapati Ashwini M.					
38	Ms.Shah Drashti Nihi					
39	Ms.Shah Krisha N.					
40	Ms.Swami Shruti R.					
41	Ms.Tandalekar Aayushi D.					
42	Ms. Kushwha Shalini S.					
43	Ms. Patel Kinjal A.					
44	Ma. Mishra Ohm J.					
45	Ms. Pandya Hemadri P.					
46	Ma.Mistry Manav Mehul					
47	Ms.Aashima Anil					
48	Ms.Shah Kriya Jigar Kumar					

APPENDIX VII

PARENTS' RESPONSE SCALE

Parent's Name:- _____ Father / Mother of: _____

Instructions to the Parents:

A set of statements are written below to find out development of your child's attitude, emotion, interest, value and socialization while teaching 'English' subject during the academic year 2018-'19. Read each of the statement carefully and put a tick (✓) at the appropriate place to record your choice in the five point scale ranging from 'Very Frequently Occurs' to 'Never Occurs'.

Here in the scale, there is no right or wrong answer. Your fair and frank judgment about development of affective characters in your child is needed. Please feel free to give your responses. I assure you that your response will be used for research purpose only and high confidentiality shall be maintained.


Sr. No.	Observation Statements	Responses				
		1 Very Frequently Occurs	2 Frequently Occurs	3 Sometimes Occurs	4 Rarely Occurs	5 Never Occurs
1	The child developed interest in the lessons.					
2	He / She is actively involved in the learning process.					
3	My child maintains good rapport with the teachers.					
4	My child claims that there is a caring atmosphere in English period.					
5	His / Her teacher appreciates his / her responses.					
6	My child is inculcating values through learning process.					
7	My child is curious in exploring new things.					
8	He / She has started expressing views and opinions.					
9	He / She started listening attentively to the instructions.					
10	He / She started participating in class activity with confidence.					
11	My child started showing interest in English subject.					
12	He / She has started interacting positively with class mates.					

13	My child shows empathy towards other children of his / her age group.					
14	He / She respect elders.					
15	He / She helps the poor and needy.					
16	He / She follows the instruction given by the elders at home.					
17	He / She completes the assignment on his own, on time.					
18	He / She has developed positive attitude towards life.					
19	My child has developed interest in English subject.					
20	He / She completes all his / her notes well in time.					
21	He / She started helping his / her classmates.					
22	My child appreciates the efforts taken by his / her English teacher.					
23	He / She plans his / her studies independently.					
24	He / She wants to score good marks.					
25	He / She is focused towards realizing his / her aims of life.					


Any additional changes in your child which you like to mention:

APPENDIX VIII

LETTER OF APPRECIATION FROM THE SCHOOL PRINCIPAL



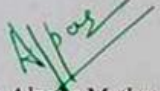
Baroda High School - ONGC
Pre-Primary & Primary
ONGC Campus, Makarpura Road, Vadodara - 390 009, Gujarat, India
Ph.: +91 265 2644478,
Email: office_bhsop@barodahighschool.com www.barodahighschool.com
Managed by Baroda Lions Club Education Trust (BLCET) - Since 1961




Date: 29th March 2019

CERTIFICATE

This is to state that Ms. Chhaya Iyer Biswas, a Ph.D. student of the Dept. of Educational Administration, The M.S. University of Baroda was permitted by our school to carry out an experimental program on the students of Class VII E from 12th June 2018 to 31st March, 2019. Her experiment was to implement an integrated teaching programme to enhance students' Affective Domain development. As per my knowledge, the programme was conducted by Ms. Chhaya very successfully and the students were fully involved with the programme. All needed supports were provided to her for the experiment. I wish her all success in her academic endeavour.



Ms. Alpana Mathur
Principal,
Baroda High School, ONGC
KG & Primary Section.



APPENDIX IX

GRADE SHEET OF THE PH.D. COURSE WORK



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Iyer Chhaya Biswas**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **215** dated **13/05/2015**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Iyer Chhaya Biswas**

Faculty/Institution: Faculty of Education and Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered at University Level]			
I.	Introduction to Research & Research Writing	3	C
II.	Introduction to Basic Computer Functions & Applications for Research Purposes	3	A
III.	Quantitative Research Techniques & Data Analysis	3	D
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review of Related Literature	3	A
V.	Conceptual and Theoretical Framework	3	A
Overall Grade			B

UC : 38 (010116)

DC : 70 (200819)

FOEDU/215

Date of Issue: 23/08/2019

Place: Vadodara


Registrar (I/c.)

APPENDIX X

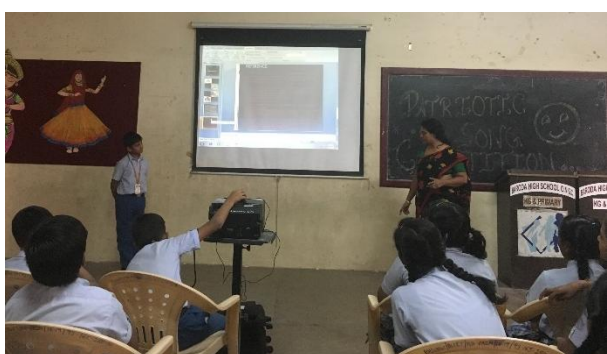
PHOTOGRAPHS & VISUAL OUTCOME OF THE ACTIVITIES



1. discussion with teachers in Phase 1



2a. PowerPoint Presentation by group of students



2b. PowerPoint Presentation by group of students



2c. PowerPoint Presentation by group of students



3a. Motivational video show for students



3b. Motivational video show for students



4. Group Activity



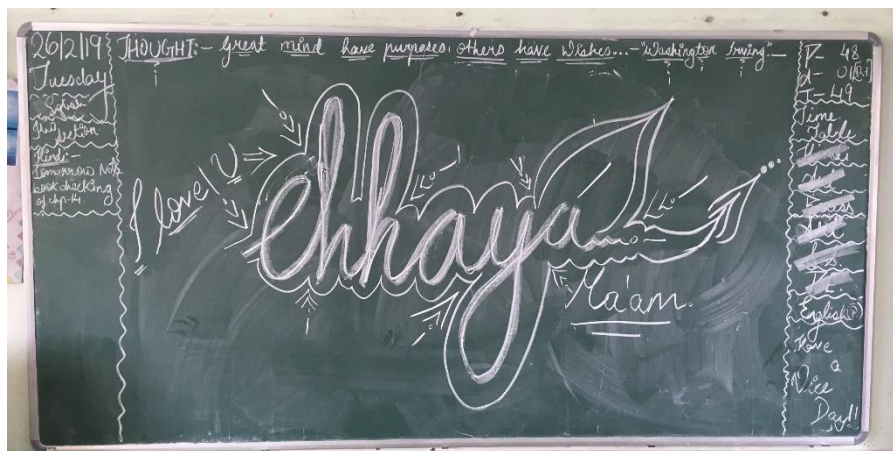
5. Group Discussion before presentation



6. Poster making & Slogan writing



7. Public Awareness Program



8. Students Surprised Researcher



9a. Story Writing



9b. Story Writing



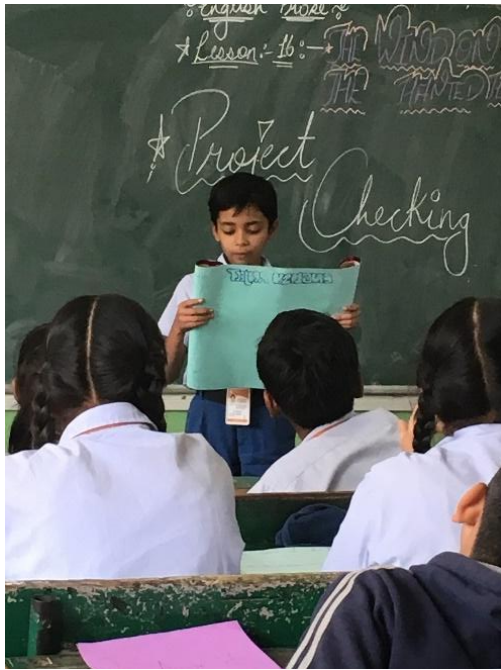
10. Informal Letter Writing



11. Discussion with Teachers Phase 3



12. Discussion with Parents Phase 3



13a. Individual Presentation by students



13b. Individual Presentation by students



14. Students' Activity

APPENDIX XI A

ACHIEVEMENT SCORE OF EXPERIMENTAL GROUP IN THEIR ANNUAL EXAMINATION IN ENGLISH SUBJECT (POST TREATMENT EFFECT)



BARODA HIGH SCHOOL - O.N.G.C.

PRIMARY SECTION (2018-19)

TERM-II MARKSHEET



Std.: VII -E

Sub.Teacher: Ms Chhaya Iyer

Sub: English

Class Teacher: Ms.Prashantini P.

Sub. English			Class Teacher: Ms. Prashantini P.									
ROLL NO.	GR No.	Name	Unit Test I / II	Project		Internals			Total (Proj + Int)	Term II		Total
				Pro	Dict	Read	Rec.	NB		Paper I	Paper II	
			30	5	5	3	3	4	20.0	50	50	150
1	9662	Ms. Parmar Hetvi P.	16.0	4	5	3	2	4	18.0	9.5	13.5	57
2	9743	Ma.Chavda Aditya Hareish	16.5	3	4	2	2	3	14.0	13	9	53
3	11109	Ma. Dhake Jay Kiran	11.5	3	4	2	2	3	14.0	15.5	9	50
4	11110	Ma. Gosai Aarya M	26.0	5	5	2	2	4	18.0	18	27	89
5	11112	Ma. Mistry Bhumit K.	25.5	3	4	3	2	4	16.0	15	34	91
6	11113	Ma. Mistry Karan P.	22.5	4	5	3	2	4	18.0	17.5	29	87
7	11114	Ma. More Hamish Y.	20.5	3	4	3	2	4	16.0	16.5	20.5	74
8	11115	Ma. Parekh Dev B.	20.0	3	4	3	2	4	16.0	13.5	14.5	64
9	11116	Ma. Parmar Dev H.	28.0	5	5	3	2	4	19.0	40.5	44	132
10	11118	Ma. Patel Het P.	27.5	3	4	3	2	4	16.0	22.5	37.5	104
11	11119	Ma. Patel Kush P.	19.5	4	5	3	2	4	18.0	30	34.5	102
12	11120	Ma. Patel Purv A.	18.0	4	5	3	2	4	18.0	14	12.5	63
13	11121	Ma. Patel Vatsal S.	19.5	4	5	3	2	4	18.0	17.5	26	81
14	11123	Ma. Pillai Sharad H.	19.5	3	4	3	2	4	16.0	21	15	72
15	11124	Ma. Pradhan Om G.	21.0	4	4	3	2	4	17.0	13	21.5	73
16	11125	Ma. Rathod Rakshit D.	16.0	4	4	3	2	3	16.0	18.5	16	67
17	11126	Ma. Shah Harshil R.	25.5	4	4	3	2	4	17.0	25	35	103
18	11127	Ma. Sharma Janmejay P.	23.0	4	5	3	2	4	18.0	22.5	32.5	96
19	11128	Ma. Sharma Samarth D.	18.5	4	4	2	2	4	16.0	11.5	28	74
20	11129	Ma. Sondagar Dev K.	25.5	4	4	2	2	4	16.0	27	36.5	105
21	11130	Ma. Surti Dhruvkumar P.	20.0	4	5	2	2	4	17.0	21.5	17.5	76
22	11131	Ma. Surve Sujal Suresh	24.0	3	4	2	2	4	15.0	22.5	35.5	97
23	11132	Ma. Suthar Krishna Chirag	17.0	4	4	3	2	3	16.0	17.5	16.5	67
24	11133	Ma. Vankhade Pragnesh A.	24.0	3	4	3	2	4	16.0	14.5	22.5	77
25	11134	Ma. Upadhyay Laksha C.	21.5	4	4	3	2	4	17.0	21	22.5	82
26	11135	Ms. Bhardvaj Dhruvi D.	25.0	4	5	3	2	4	18.0	33	31	107
27	11136	Ms. Dangli Shagun B.	25.0	4	5	3	2	4	18.0	23	27	93
28	11137	Ms. Makwana Kashish K.	12.0	3	4	3	2	3	15.0	23	24.5	75
29	11138	Ms. Mistry Maitry H.	26.0	4	5	3	3	4	19.0	33	32.5	111
30	11139	Ms. Pandya Nandini P.	19.5	3	4	3	3	4	17.0	17.5	21	75
31	11141	Ms. Patel Bansari R.	28.5	4	4	3	3	4	18.0	34.5	42.5	124
32	11142	Ms. Patel Gopi P.	26.5	4	3	3	3	4	17.0	32.5	38	114
33	11143	Ms. Patel Gunj Chetan	6.0	4	3	3	3	4	17.0	5	4.5	33
34	11144	Ms. Patel Heli Rakesh	18.5	4	5	3	3	4	19.0	25.5	26	89
35	11145	Ms. Patel Hetvi D.	28.0	4	5	3	3	4	19.0	34.5	35.5	117
36	11146	Ms. Patwa Rahi K.	25.5	4	5	3	3	4	19.0	30	27	102
37	11147	Ms. Rajpurohit Nisha P.	21.5	4	5	2	3	4	18.0	17	14.5	71
38	11148	Ms. Shah Arya Nirav	9.0	4	3	3	2	4	16.0	7	5	37
39	11149	Ms. Shah Jiya Nehal	17.5	3	4	3	3	3	16.0	11.5	17	62
40	11150	Ms. Suthar Riddhi K.	25.0	4	4	3	3	4	18.0	32	31.5	107
41	11151	Ms. Swami Dhvani P.	15.0	3	3	3	3	3	15.0	16	21	67
42	11152	Ms.Thakkar Aryaa D.	22.5	5	5	3	3	4	20.0	20.5	25	88
43	11153	Ms.Thakkar Riddhi P.	28.0	4	5	3	3	4	19.0	27	31	105
44	11773	Ms. Shinde Antra P.	16.0	4	5	3	3	3	18.0	20.5	8	63
45	11774	Ma. Deshpande Mayuresh P.	20.5	5	5	3	3	4	20.0	25.5	13	79
46	11775	Ma. Kushwala Sumit N.	22.5	4	5	3	3	4	19.0	26.5	25	93
47	11776	Ms. Patel Yansi Hitesh	22.5	3	5	2	3	4	17.0	27	30.5	97
48	11777	Ma. Parmar Vedant S.	12.0	4	5	2	3	3	17.0	5	5	39
49	12183	Ma Sheth Param Ujjval	24.5	3	4	3	3	4	17.0	35	36.5	113

Subject	No.Appd.	No. Passed	% Pass
English	49		

EXAMINER'S SIGN :- _____

RECHECKED BY :- _____

CLASS TEACHER'S SIGN :- _____

VICE PRINCIPAL'S SIGN :- _____

PRINCIPAL'S SIGN. :- _____

APPENDIX XI B

ACHIEVEMENT SCORE OF CONTROL GROUP IN THEIR ANNUAL EXAMINATION IN ENGLISH SUBJECT (POST TREATMENT EFFECT)



BARODA HIGH SCHOOL - O.N.G.C.

PRIMARY SECTION (2018-19)

TERM-II MARKSHEET



Std.: VII -F

Sub.Teacher: Ms Grishma R.

Sub: English

Class Teacher: Ms.Rupal P.

ROLL NO.	GR No.	Name	Unit Test I / II	Project		Internals			Total (Proj + Int)	Term I/II		Total
				Project	Paragraph Dictation	Recitation	Reading	Notebook		Paper I	Paper II	
			30	5	5	3	3	4	20.0	50	50	150
1	11154	Ma.Agicha Himanshu P.	23	3	3.5	2	3	2	13.5	23	30	90
2	11155	Ma.Agneja Smit M.	25.5	3	3	1	2	3	12.0	17.5	27.5	83
3	11156	Ma.Amin Dev K.	29	4	5	3	3	4	19.0	29	32	109
4	11157	Ma.Bhadania Vasu K.	6	3	2	1	2	2	10.0	12.5	7.5	36
5	11158	Ma.Bind Uday A.	16.5	4	4	2	3	3	16.0	17.5	28.5	79
6	11159	Ma.Chaudhari Mohitkumar B.	24.5	4	4.5	3	3	3	17.5	18.5	31.5	92
7	11160	Ma.Chauhan Nisarg K.	22	4	3.5	2	3	3	15.5	12	24	74
8	11161	Ma.Khorwal Rohit A.	10	3	2.5	1	2	3	11.5	12	13.5	47
9	11162	Ma.Parekh Smit D.	5.5	4	4.5	1	2	3	14.5	10.5	14.5	45
10	11163	Ma.Parmar Dhruvkumar M.	22	4	2.5	2	3	3	14.5	13	35	85
11	11164	Ma.Parwani Jai Hamesh	25.5	5	4.5	2	3	4	18.5	23	40	107
12	11168	Ma.Patel Tushil K.	25.5	4	3	3	2	2	14.0	18	24	82
13	11169	Ma.Patil Hitarth Mehul	13	3	3	1	2	2	11.0	13.5	29	67
14	11170	Ma.Patil Kartik Mahesh	24	3	4.5	3	3	3	16.5	16	28	85
15	11171	Ma.Raj Krishna S.	10	4	3	1	2	1	11.0	14.5	30	66
16	11172	Ma.Rajput Shrey B.	16	4	2.5	1	2	2	11.5	15	24	67
17	11173	Ma.Rathod Krish G.	8	4	3	1	2	2	12.0	19.5	30.5	70
18	11174	Ma.Salat Kartik S.	21.5	4	2.5	1	3	3	13.5	23.5	38	97
19	11175	Ma.Sawant Dishant Ketan	17	4	3	1	2	3	13.0	24	27	81
20	11177	Ma.Sharma Meet Rajubhai	15.5	5	3.5	1	2	3	14.5	12	16	58
21	11178	Ma.Shinde Rutansh Sunil	16	4	3.5	1	2	3	13.5	23.5	36	89
22	11179	Ma.Shirsat Akash Dinesh	20	5	4	2	3	3	17.0	18.5	37	93
23	11180	Ma.Shukla Kartavya Kapil	24.5	5	4.5	3	3	3	18.5	22	37	102
24	11181	Ma.Soni Dakshesh Rajesh	16.5	5	3	3	3	4	18.0	22.5	34.5	92
25	11182	Ms.Bhatia Vidhi M.	21	5	4	2	3	4	18.0	22.5	34	96
26	11183	Ms.Dixit Hinal B.	12	4	2	2	2	3	13.0	8.5	21	55
27	11184	Ms.Dodiya Riya D.	18.5	4	3.5	3	3	4	17.5	32	38.5	107
28	11185	Ms.Gaekwad Netra A.	13.5	5	3	2	2	4	16.0	7	19	56
29	11186	Ms.Gaud Neha G.	21.5	4	4	3	3	3	17.0	21	28	88
30	11187	Ms.Gautam Gunjan V.	23.5	5	5	3	3	4	20.0	23.5	38	105
31	11188	Ms.Kadam Prathvi P.	9	4	4	2	2	4	16.0	15	26	66
32	11189	Ms.Kharadi Hetanshi G.	14	4	3	2	3	3	15.0	12.5	21	63
33	11190	Ms.Mahajan Diksha K.	19.5	5	4.5	3	3	3	18.5	12	24	74
34	11191	Ms.Malusare Janvi S.	13	4	3	2	2	4	15.0	14	26.5	69
35	11192	Ms.Mistry Dhruvi Bharat	29	5	5	3	3	4	20.0	46	49	144
36	11193	Ms.Padhiyar Devanshi R.	20.5	4	3.5	2	3	3	15.5	14	23	73
37	11194	Ms.Prajapati Ashwini M.	19	5	3	1	2	4	15.0	11.5	24	70
38	11195	Ms.Shah Drashti Nihir	27	5	5	3	3	4	20.0	35	44	126
39	11196	Ms.Shah Krishna N.	23	4	4.5	3	3	4	18.5	22.5	25.5	90
40	11197	Ms.Swami Shruti R.	16	4	3	3	3	3	16.0	11	19	62
41	11198	Ms.Tandalekar Aayushi D.	13.5	4	4.5	2	2	3	15.5	13	12	54
42	11178	Ms. Pandya Hemadri P.	22.5	5	4.5	3	3	4	19.5	23	23	88
43	11179	Ms. Kushwaha Shalini S.	29.5	5	4.5	3	3	4	19.5	29	44	122
44	11780	Ms. Patel Kinjal A.	27	4	5	3	3	4	19.0	23	39	108
45	11781	Ma. Mishra Ohm J.	28	4	5	2	3	4	18.0	22.5	28	97
46	12143	Ma.Kulkarni Dev Avadhut	22.5	4	5	1	3	4	17.0	21	31	92
47	12148	Ma.Mistry Manav Mehul	25	5	5	1	3	4	18.0	22.5	36	102
48	12155	Ms.Aashima Anil	22	4	4.5	2	3	2	15.5	24.5	34	96
49	12164	Ms.Shah Kriya J.	26	5	5	3	3	4	20.0	28	42	116

Subject	No.Appd.	No. Passed	% Pass
ENGLISH	49		

EXAMINER'S SIGN :- _____

RECHECKED BY :- _____

CLASS TEACHER'S SIGN :- _____

VICE PRINCIPAL'S SIGN :- _____

PRINCIPAL'S SIGN. :- _____

APPENDIX XII
INTEGRATED INSTRUCTIONAL AFFECTIVE DOMAIN
PROGRAMME

**Development of an Integrated Instrumental
Programme on Affective Domain of Upper
Primary School Students**

**Manual for Integrated
Instructional Affective Domain
Programme**



Iyer Chhaya Biswas
Department of Educational Administration
The Maharaja Sayajirao University of Baroda,
Vadodara

The manual is the outcome of the research conducted to develop the affective domain in experimental setup. Having looked into various aspects connected with development of affective domain while teaching English subject, the researcher understands the significance of different steps and their order of presentation. Classroom teaching learning process, obviously, inherits some effective sequence, which gradually gets unveiled. Various components such as Set-Induction and link-up, Questioning, Explanation, Teaching Learning Material, Black Board work, Content, Methods of integration, Class Management, Induced Affective Domain, Recapitulation, Evaluation, Assignment, Closure forms the part of the Integrated Instructional Affective Domain Programme. The researcher planned all the lessons with all the details, meticulously, thus an efficient affective domain programme came into operation. The researcher specified the instructional objectives that can be achieved in the given span of time, for a given group of learners for the development of selected dimensions of affective domain while teaching English subject in grade VII. Teachers can use the lesson plans as given.

Instructions for the Teachers

To use the Integrated Instructional Affective Domain Programme, we need to pay due attention to certain things which deserve to be retained. Accordingly, a set on instructions are enlisted below, which is likely to help meet the needs of the teacher. Following guidelines suggest ways to realize the benefits of the affective domain programme developed by the researcher and avoid the pitfalls.

1. Be confident, cheerful, sincere, passionate, dedicated and focused.
2. Enter the class with a smile on face.
3. Be a role model that inspire the students and to be followed.
4. Be natural and methodical, with good pacing and pausing.
5. Be kind, firm, humane, logical, and absolutely professional.
6. Prepare 'Golden Rules' involving students, that are to be followed throughout the academic year both by the teacher and the students. Golden rules include duties and responsibilities, maintenance of discipline in the classroom.
7. Love students, acknowledge, praise intelligently.
8. Maintain good voice modulation and stimulus variation.
9. Attempt to retain interest, motivation, curiosity, thought process by involving students and interact all through with each and every students.

10. It is essential for the teacher presenting PowerPoint Presentation or video show, to have a dry run of the show without students for a good acquaintance, including time management.
11. One needs to ensure proper illumination in the room, and also microphone-acoustics checked for clarity in every part of the room. Material required for teaching a particular topic can be lined up in advance.
12. The teachers need to have plan-B for unexpected power failure.
13. Hand held laser pointer, chalk or pen to write on board etc. has to be placed.
14. Proceed gradually when using group activities. Form teams of 3-4 students, instructor-formed teams generally work better than self-selected teams.
15. Suggestions, reflections of the learners after the class deserve critical attention for any improvement in teaching.
16. Critical introspection, together with the suggestions from learners may be taken care and improved in next class.
17. Keep a diary and track your professional problems, challenges, related critical observation and remedial attempts or experiments.
18. Monitor the growth / achievement of each and every student.



BARODA HIGH SCHOOL - O.N.G.C.

PRIMARY SECTION (2018-19)

PROPOSED SYLLABUS



Std.: VII

Sub.: English

MONTH	BOOK	L. No.	NAME OF LESSON
June	Poem	1	Casabianca
	Prose	2	Brave in Life, Brave in Death
July	Poem	3	The Daffodils
	Prose	4	The Luncheon
August	Poem	5	Abou Ben Adhem
	Prose	6	David Begins a New Life-1
Sept.	Prose	7	David Begins a New Life-2
	Poem	8	Ring ou, Wild Bell
Oct. /Nov.	Prose	9	Rats on a Train
	Poem	10	Stopping by Woods on a Snowy Evening
Dec.	Prose	11	Dolls Over the Ages
	Poem	12	Palanquin Bearers
Jan.	Prose	13	Too Dear!
	Poem	14	The First Jasmines
Feb.	Prose	15	Helen Keller
	Poem	17	King Ahmak Shah
March	Prose	16	The Wind on Haunted Hill
		18	Brave Dogs

UNIT PLAN - 1

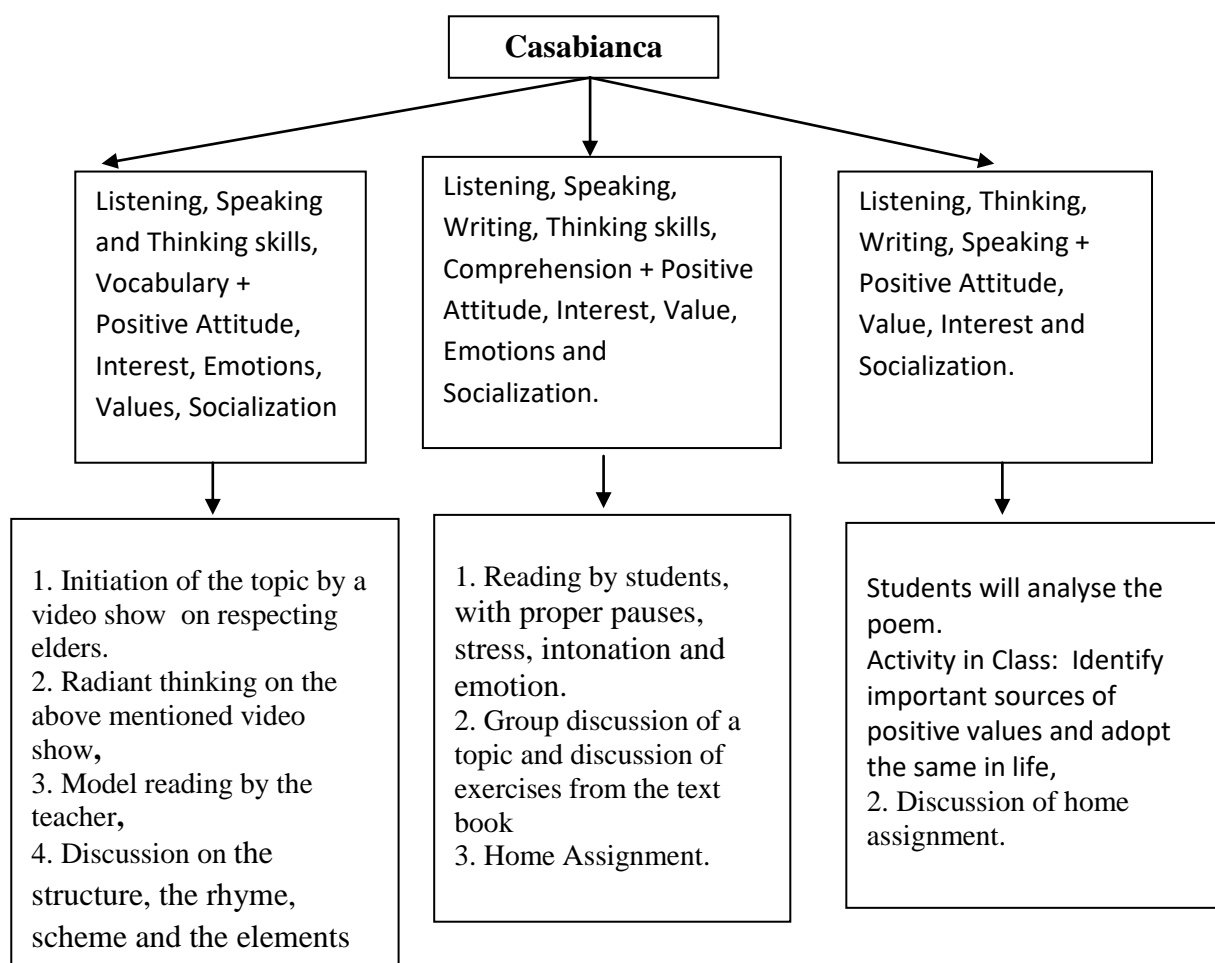
Subject: English (Poem)
Standard: VII

Topic: Casabianca
School : Baroda High School, ONGC

Poem Summary

The poem Casabianca is an ode to the spirit and unflinching moral fortitude of a young boy named Casabianca. Faced with the worst odds and obstacles he fights bravely to his death.

Structure of the Unit



Aim of the Poem: Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.
- Comprehend the unique character of Casabianca and draw valuable life lessons.

Integrated Affective Domain in the Lesson Planning

- Along with the main aim, there will be a sub aim to be developed in the students while teaching this lesson. So along with the main aim i.e. language skill development (reading/writing/speaking/listening), sub aims such as pronunciation (rising /falling intonation), along with induction of Affective Domain will be taken care of. For example, while reciting poem, pronunciation, emotion and value development will be integrated.
- While the learners are speaking, the teacher will introduce a feature of intonation practice e.g. rising/ falling intonation. While discussing the difficult words and its meaning, stress will be given to use those words or phrases in developing positive attitude / value based sentences so that the students practise thinking positively and generate love for mother land.
- Group activity, 'Identify important sources of positive values and adopt the same in life'. Students will understand the importance of the values in life. They will learn the skills of socialization and develop a healthy and pleasant climate in school. The students will be encouraged to relate themselves with the poem, develop love and dedication for their parents and all elders.
- In the group activity, 'Identify the source and Adoption of Values in Life', the students will explore the role of positive values. They will be instructed to think of examples of how these values after discussion with their teammates have been important in their own life and will discuss in the class. The students will develop respect for elders, interest to learnt better and socialization skills.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students lack development of positive attitude, interest, emotion and socialization.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, emotion, interest and socialization.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of love and respect for the elders and fellow feeling and empathy for others.
- Students will develop sense of sacrifice for good cause.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Videos to develop Affective Domain (based on respecting elders)
- Smart class modules, text book, Dictionary.

Group Activities:

- Group discussion on ‘Could there be a different ending to the poet? Could Casabianca have escaped the dreadful situation he was in and saved his father?’
- Think Pair Share activity: Students worked in mixed ability pairs to identify examples personification in the selected poem. The teacher circulated assisting students according to their needs. Open class discussion determining the narrative of the poem guided by the teacher. They were also asked to identify important sources of positive values and group discussion on how to adopt the same in life.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book, video, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a Video show on ‘Respecting Elders’ **5 minutes**
- Radiant thinking – Discussion on the above mentioned video shown **5 minutes,**
- Introduce the poem and the poet, a general background has to be explained and how it’s based on a true story during the battle between the English and the French. **5 minutes.**
- Get the students to take turns and read the poem with proper pauses, stress, intonation and emotion. **15 minutes.**

Period – II –

1. Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes.**
2. All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **10 minutes.**

3. **Think Pair Share Activity:** Students worked in mixed ability pairs to identify examples personification in the selected poem. The teacher circulated assisting students according to their needs. Open class discussion determining the narrative of the poem guided by the teacher. They were also asked to identify important sources of positive values and group discussion on how to adopt the same in life. **15 minutes.**

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes.**
- Group discussion on ‘Could there be a different ending to the poet? Could Casabianca have escaped the dreadful situation he was in and saved his father?’ **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes.**

LESSON PLAN

Poem: Casabianca, Period - One

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students lack development of positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to analyze the poem line by line.

- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of love and respect for the elders and fellow feeling and empathy for others.
- Students will develop sense of sacrifice for good cause.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Teaching Learning Materials Needed

- Videos to develop Affective Domain (based on respecting elders)
- Smart class modules, text book, Dictionary.

Preparations on the part of Teacher

- Arrangement of teaching learning materials like text book, video, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Introduction

Teacher: - Good Afternoon students!

Students: - Good Afternoon ma'am!

Teacher:- Dear students, today I am going to show you a heart touching video. Let's watch the video and I will ask you a few questions at the end of the video. (The teacher plays the video on the theme 'Respecting Elders'. The students watch the same with great interest.)

Teacher:- So what have you observed in the video?

Students:- The students will highlight the video. The teacher will use positive reinforcement and encourage all the students to participate in the conversation.

Teacher:- I am glad to see that you all participated enthusiastically in the discussion on the video show. Today's poem will make you understand how a brave child struggled till his end.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Introduction of the Poem, the Poet and the general Background of the poem.	Students will be able to learn to get familiar with the general background of the poem.	The teacher will introduce the poem and the poet, a general background has to be explained and how it's based on a true story during the battle between the English and the French.	Students will observe the teacher and will listen to the teacher. they will be encouraged to write important points.	While introducing the poem, the teacher will ask a few value based questions: Eg. 1. How much do you value the instruction given by your parents, teachers and all elders?
2. Reading by Students	Students will be able to read the poem with proper pauses, stress, intonation and emotion.	Teacher will get the students to take turns and read the poem with proper pauses, stress, intonation and emotion.	Students will read the poem in turns with proper intonation.	The teacher will guide the students to use proper pauses, stress, intonation and emotion while reading the poem.
3. Home Assignment	Students will be able to pronounce the new words properly and read the lesson with proper diction.	The teacher will instruct the students to read the poem aloud .	The students will practice reading the poem aloud.	

LESSON PLAN

Poem: Casabianca, Period – Two

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
4. Explanation by the Teacher	Students will be able to point out the structure, the rhyme, scheme and the elements used in the poem	Teacher will explain the poem to point out the structure, rhyme, scheme and the elements used in the poem.	Students will write the same in their notebook.	The teacher will encourage students to ask their doubts.
5. Think Pair Share Group Activity	The students will gain knowledge on how to adopt positive values in life.	The teacher will make the students to be in pair to identify examples personification in the poem, circulate assisting students according to their needs. Teacher will also ask to identify important sources of positive values and group discussion on how to adopt the same in life.	Students worked in mixed ability pairs to identify examples personification in the selected poem.	Open class discussion determining the narrative of the poem guided by the teacher.
6. Home Assignment	Students will be able to get familiar with the poetic techniques.	The teacher will instruct the students to Read all the poetic techniques explained in detail by the teacher and highlight them in the books.	Students will read all the poetic techniques explained in detail by the teacher and highlight them in the books.	

Teacher's Explanation of the Poem.

1. The boy stood on the burning deck,him o'er the dead.

Reference to Context:

These lines have been taken from the poem "Casabianca" written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that Casabianca was standing on the board of the ship which was on fire. He was standing alone while all others had left the ship. The flames of fire rising on all sides. These flames were shining over dead bodies of the soldiers killed in the battle.

2. Yet beautiful and bright he stood.....child – like form.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that the boy stood on the board of the ship in spite of burning flames. He looked very handsome in the light of these flames. It seemed that he was born to govern over storms. He had inherited nobility from his fore fathers. Though he was of tender age, he looked brave and proud to carry out the command of father.

3. The flames rolled on – he would longer heard.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess says that flames rushed at Casabianca. But he had resolved not to leave the place unless his father permitted him. His father was laying dead in the lower part of the ship so his voice could be heard no more.

4. He called aloud: “Say father! Say..... his son.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that the boy called his father in a loud voice. He asked whether, the duty assigned to him was complete or not. He did not know that commander of the ship was unaware about the condition of his son.

5. “Speak father!” Once again he cried.....flames rolled on.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that the boy again cried and asked his father if he could go. He wanted to say more but his voice was drowned in the midst of heavy noise of guns and the flames rushed on very fast.

6. Upon his brow he felt their breathyet brave despair.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess says that the flames rushed at the boy. He felt their heat on his fore head and in waving hair. Though he knew, that his death was near but he stood quite and calm. He looked around him from place of death with bold heart though he was disappointed.

7. And shouted but once more aloud.....fires made way.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess says that the boy once again cried out in loud voice. He wanted to know if it was necessary for him to stay there. Just then the flames rushed through sails and ropes.

8. They wrapt the ship in splendour wild.....banness in the sky.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that the flames surrounded the ship and covered it on all sides. They even reached the flag which was flying very high. They also surrounded the brave boy like the flag’s shadows in the sky.

9. There came a burst of thunder soundstrewed the sea.

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that suddenly a loud noise was heard there and no one can imagine that where the body of brave boy was. Only the winds could say which were blowing around the boy that where was he.

10. With mast and helm and pennon fair.....young faithful heart!

Reference to Context:

These lines have been taken from the poem “Casabianca” written by Felicia Dorothea Hemans.

In the poem poetess conveys the message of bravery, sacrifice, responsibility, patriotism and discipline through the story of Casabianca.

Explanation:

In these lines poetess tells that part played by mast, rudder and the flag flying on mast is praise worthy. But the noblest thing which died there was the young obedient and disciplined heart, that was Casabianca.

LESSON PLAN

Poem: Casabianca, Period – Three

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
7. Analyzing Poem	Students will be able to analyse the poem with the help of teacher.	Teacher will observe and appreciate the students for their active participation.	Students will read the lesson following the model reading by the teacher.	The teacher will observe carefully the diction of the students.
8. Group Discussion	Students will understand the poem and discuss on 'Could there be a different ending to the Poem?	The teacher will involve students in a discussion on two questions: 1. Could there be a different ending to the poem? Could Casabianca have escaped the dreadful situation and saved his father?'	Students will do brain storming on the situations given and follow the instruction given by the teacher.	Brain storming on the topic will engage the students and help them to think out of the box.
9. Home Assignment	Students will be able to Search for the answers to the questions given by the teacher.	The teacher will instruct the students to complete all the exercises given in the lesson as per the discussion.	Students will complete the exercises as discussed in the class.	

UNIT PLAN - 2

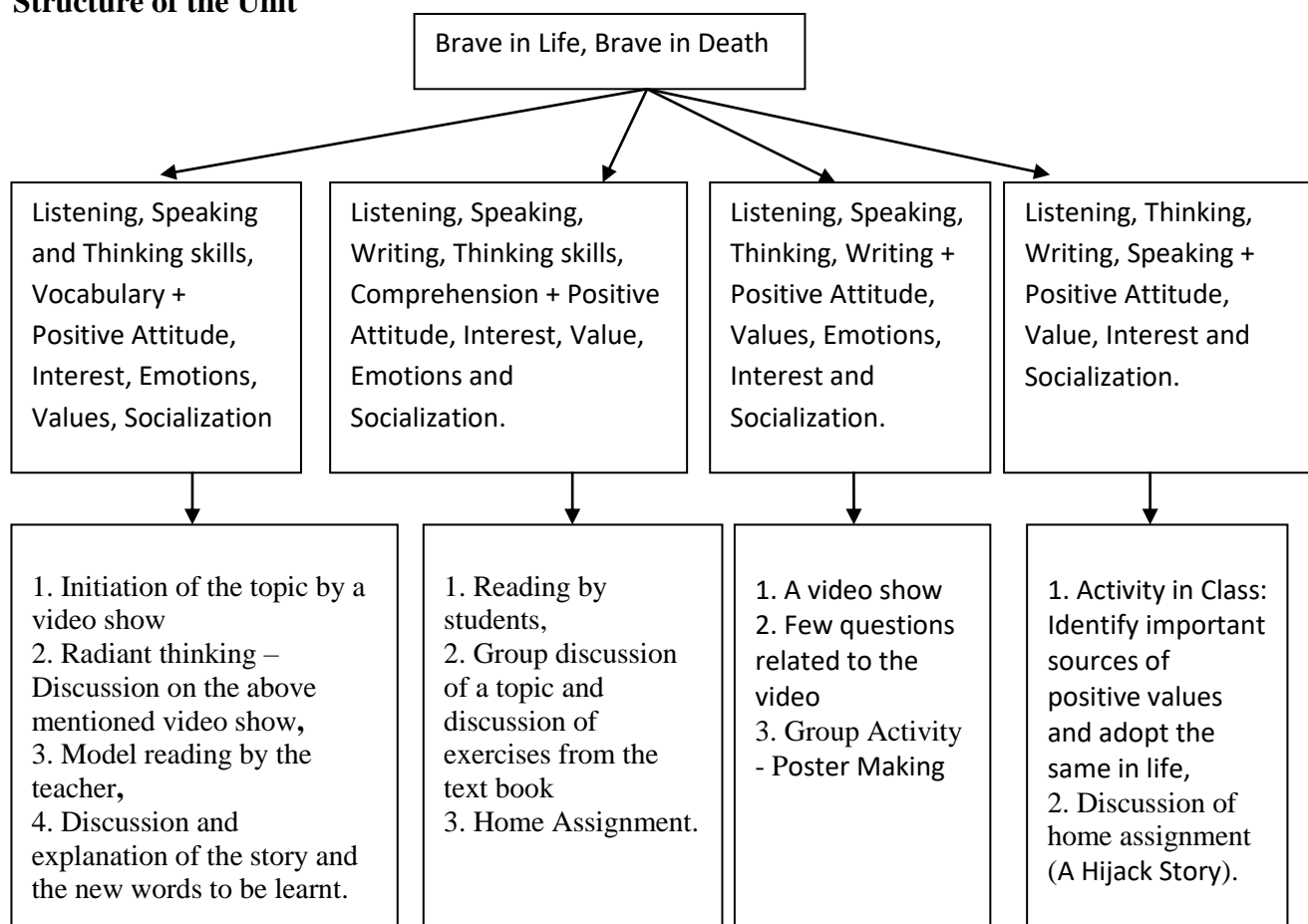
Subject: English (Prose)
Standard: VII

Topic: Brave in Life, Brave in Death
School : Baroda High School, ONGC

Lesson Summary

Neerja Bhanot was born to Harish and Rama Bhanot on 7 September, 1963 in Chandigarh. Later the family moved to Mumbai. Neerja was a sensitive and compassionate young woman. She got married in 1985 and shifted to the Gulf. Under the strain of dowry pressures, she returned home to her parents within two months. Neerja undertook the training for a flight purser with Pan Am and became a committed flight attendant. On 5 September 1986, at Karachi, the plane was hijacked by four heavily armed terrorists. Neerja was the cabin crew leader; she took over the command to calm and ensure the passengers that they were comforted. Very intelligently she helped the passengers to escape but while trying to protect three children, she died. Her heroic actions saved hundreds of passengers. Neerja Bhanot received the Ashok Chakra, she was awarded the Tamgha-e-Insaniyat (Pakistan), Flight Safety Foundation Award and also the Medal of Heroism of the National Society of the Sons of the American Revolution (U.S.A).

Structure of the Unit



Integrated Affective Domain in the Lesson Planning

- **Aim of the Lesson:** Along with the main aim, there will be a sub aim to be developed in the students while teaching this lesson. So along with the main aim i.e. language skill development (reading/writing/speaking/listening), sub aims such as system (question forms) or pronunciation (rising /falling intonation), along with induction of Affective Domain will be taken care of. For example, while speaking lesson, pronunciation, emotion and value development will be integrated.
- While the learners are speaking, the teacher will introduce a feature of intonation practice e.g. rising/ falling intonation. While discussing the difficult words and its meaning, stress will be given to use those words or phrases in developing positive attitude / value based sentences so that the students practise thinking positively and generate love for mother land.
- Group activity, 'Poster Making' is based on Video Show'. Students will understand the importance of the values in life. They will learn the skills of socialization and develop a healthy and pleasant climate in school. The students will be encouraged to relate themselves with the video, develop love and dedication for the mother land. They will write slogans for their posters keeping in mind the positive attitude/values, using the target language i.e English.
- In the group activity, 'Adoption of Values in Life', the students will explore the role of positive values. They will be instructed to take up given positive values from the Resource Sheet and think of an example of how these values have been important in their own life and will discuss in the class. The activity has additionally integrated a system's aim (questions forms), pronunciation (rising /falling intonation), and writing (note-taking skills). The students will develop empathy, interest to learnt better and socialization skills.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication and love towards their work, fellow feeling and empathy for others.
- Students is developing a sense to work as hard as possible and have a positive attitude to build their career.

- Students lack development of positive attitude, interest, emotion and socialization.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of love and respect for the elders and fellow feeling and empathy for others.
- Students will develop sense of sacrifice for good cause.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Videos to develop Affective Domain:
 1. Chak de India Title Song (<https://www.youtube.com/watch?v=bnqLzCsffwY>),
 2. 10 Most Important Landmarks in India since independence, (<https://www.youtube.com/watch?v=dhTjzwXZYz8>)
- Smart class modules, text book, Dictionary.

Group Activities:

- Poster making based on a video showing important events since 1947 till 2017
- Identify important sources of positive values and group discussion on how to adopt the same in life.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like worksheets, videos etc.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a Video show on patriotism **5 minutes**
- Radiant thinking – Discussion on the above mentioned video shown **5 minutes**,
- Model reading by the teacher **10 minutes**,
- Discussion and explanation of the story and the new words to be learnt **10 minutes**,

Period – II –

- Reading by students 10 minutes,
- Group discussion of a topic and discussion of exercises from the text book **15 minutes**.
- Discussion on the materials to be brought by the students for poster making activity. **5 minutes**.

Period - III –

- A video showing important events that made records in Indian history since 1947 till 2017 followed by few questions related to the video **10 minutes**.
- Group Activity - Poster Making **20 minutes**.

Period - IV –

- Activity in Class: Identify important sources of positive values and adopt the same in life **25 minutes**.
- Discussion of home assignment (A Hijack Story) **5 minutes**.

LESSON PLAN

Unit: Brave in Life, Brave in Death - Period I

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have knowledge about love for motherland, but lack in applying the same in real life.
- Students need to develop positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will learn to read the lesson from model reading by the teacher and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.

- Students will develop sense of dedication, love, devotion and respect for the motherland and fellow feeling and empathy for others.
- Students will develop sense of sacrifice for good cause.

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Discussion and lecture method
- Inductive method
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- Videos to develop positive attitude and patriotism,
- Smart class modules,
- Text book 'English Impulse' and 'Oxford' pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of teaching learning materials (video as specified).
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let us watch an interesting video. Watch it carefully as I am going to ask you few questions.

The teacher will show a motivational video based on Patriotism (Chak de India Title Song). Students participate enthusiastically and develop interest in learning something new. After showing the video, the teacher will ask few questions.

Teacher: Q.1. What according to you are the headlines of news aired in radio or national television news channels or news papers?

Students:- Ans.1. Corruption, Inflation, terrorist activities, impact of natural calamities, sports achievements, cleanliness drive by the social workers etc. are the headlines of current news on radio, newspapers and television channels.

Great! This shows that you all watch and read news regularly.

Teacher: Q.2. As a responsible citizen of our nation, in what way you students can serve the society? What do you learn from the video, ‘Chak de India’?

Students: Ans.2. We can serve the society by educating people to keep their surrounding clean, helping people during natural calamities, donating books and clothes to poor children.... The students will express why they like the song – Chak de India.

Teacher: Well said students! Today we are going to read an interesting real story about an Indian woman who surprised the world with her heroic act. Let’s open page no. 67 of their English Prose Text book.

Teaching Points	Specific Objective	Teacher’s Activity	Student’s Activity	Evaluation
1. Model Reading (Neerja Bhanot was.....women of our country.)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Eg. 1. At which airport, the plane was hijacked? 2. How did the pilot get the information about the hijack?
2. Vocabulary and Comprehension	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will write the words which the students are unfamiliar with, on the black board and guide them to look for	Students will write the meaning of the hard words and will try to make sentences.	E.g. 1. Sensitive-able to understand other people’s feelings. Sentence :- Mother Teresa was a sensitive and compassionate

		its meaning from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.		lady. 2. grit: courage and determination. Sentence : With grit any one can fulfill her/his dream.
3. Home Assignment	Students will be able to pronounce the new words properly and read the lesson with proper diction.	The teacher will instruct the students to read the lesson aloud .	The students will practice reading the lesson aloud.	

LESSON PLAN

Unit: Brave in Life, Brave in Death - Period II

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have knowledge about love for motherland, but lack in applying the same in real life.
- Students need to develop positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of dedication, love, devotion and respect for the motherland and fellow feeling and empathy for others.
- Students will develop sense of sacrifice for good cause.

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Discussion and lecture method
- Child Centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- Smart class modules,
- Text book 'English Impulse' and 'Oxford' pocket dictionary by the students.

Preparations on the part of Teacher

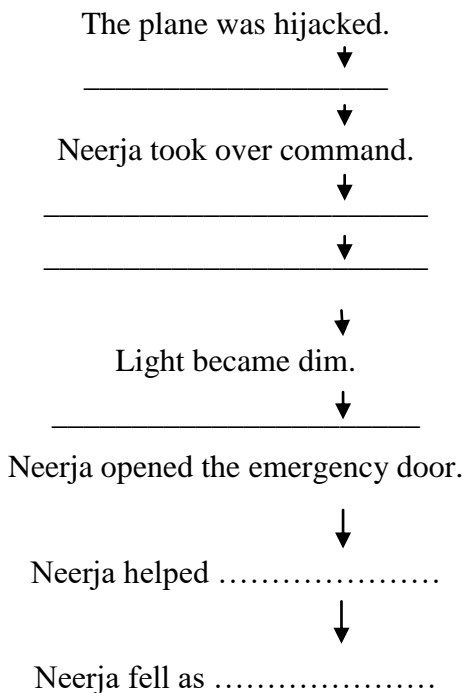
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
4. Reading by Students (Neerja Bhanot was.....women of our country.)	Students will be able to read the lesson with proper pronunciation, diction, speed and voice modulation.	Teacher will observe and appreciate the students for their active participation.	Students will read the lesson following the model reading by the teacher.	The teacher will observe carefully the diction of the students.
5. Explanation and Discussion of text book exercises	Students will understand the importance of the value in one's life. Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.	The teacher will involve students in explanation and discussion of text book exercises	Students will listen carefully, actively participate in the discussion of text book exercises, comprehend and follow the instruction given by the teacher.	Discussion of text book question-answers and other exercises will be done.
6. Home Assignment and Arrangement of Materials for the Poster Making Activity.	Students will be able to complete the exercises given in the lesson independently. They will arrange materials for the poster making	The teacher will instruct the students to complete all the exercises given in the lesson as per the discussion. She will also instruct	Students will complete the exercises as discussed in the class. They will plan and arrange poster making materials.	

	activity.	the students to plan and bring materials for their poster making activity.		
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Recapitulation:

Teacher will draw a flow chart on the black board and ask the students to complete it:



LESSON PLAN

Unit: Brave in Life, Brave in Death - Period III

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have knowledge about love for motherland, but lack in applying the same in real life.
- Students need to develop positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will enrich their vocabulary and be able to use the new words in slogans.
- Students will develop interest in thinking critically through poster making activity.
- Students will develop sense of dedication, love, devotion and respect for the motherland and fellow feeling and empathy for others.

- Students will gain knowledge about various record making events in Indian history after independence.
- Students will develop sense of sacrifice for good cause and socialization skills

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Child Centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- Smart class modules,
- A video showing important events that made record in Indian history since 1947 till 2017,
- Chart papers, colours and other poster making materials. (Students will bring from home)

Preparations on the part of Teacher

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
7. Video Show and Poster Making Activity	Students will develop sense of dedication, love, devotion and respect for the motherland and fellow feeling and empathy among their classmates and will develop sense of sacrifice for good cause.	The teacher will show a video showing important events that made record in Indian history since 1947 till 2017 followed by few questions related to the video. The students will be instructed to discuss in their group, how we can end conflicts and bring peace in this world. They will write their ideas based on the	In a group of four, students will design a poster for a rally to promote peace in our country.	The teacher will make sure that the students stick to the topic given for the poster making activity.

		video shown.		
8. Home Assignment	Students will be able to express their own emotion for the nation through posters and slogans.	Teacher will instruct the students to use glue/ cardboards/ thin sheet to make the poster in a banner form.	The students will follow the instructions and will arrange for the display.	The posters would be displayed in the school premises next day for rest of the students of the school to go through.

LESSON PLAN

Unit: Brave in Life, Brave in Death - Period IV

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have knowledge about love for motherland, but lack in applying the same in real life.
- Students need to develop positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will enrich their vocabulary and be able to use the new words in group presentation.
- Students will develop interest in thinking critically about the topic they choose for presentation.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of sacrifice for good cause and socialization skills
- Students will learn to express their feelings and emotions in the class confidently.

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Child Centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- Smart class modules,

Preparations on the part of Teacher

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
9. Activity in Class: Identify important sources of positive values and adopt the same in life.	Students will understand the importance of the value in one's life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school. To explore the role of positive values in guiding students' lives	The teacher will divide the class into 9 groups and provide a Resource Sheet to the students mentioning the following positive values: 1. Respect for others, 2. Kindness, 3. A healthy lifestyle, 4. Responsibility, 5. Honesty, 6. Courage 7. Self discipline, 8. Service, 9. Commitment to family. Students will be instructed to take up any one positive value given in the Resource Sheet, think of its importance and an example of how these values are important in their own life.	Group leader in each group will choose a topic and discuss in their group with all the members and present in the class.	The teacher will encourage all the students to actively participate in the activity.

Home Assignment (Teacher gives the Assignment): A Hijack Story

If the three-member crew of the hijacked aircraft had not fled, perhaps the story would have been different.

*Neerja's team would have been strengthened. *The passengers would have been strengthened. *Communication with airport authorities would have been faster. *Perhaps the hijackers could have been overpowered. *Neerja would have been alive today.

Now, write a story based on the hijack but in your story the three-member crew does not abandon the aircraft. Give your story a happy ending.

UNIT PLAN - 3

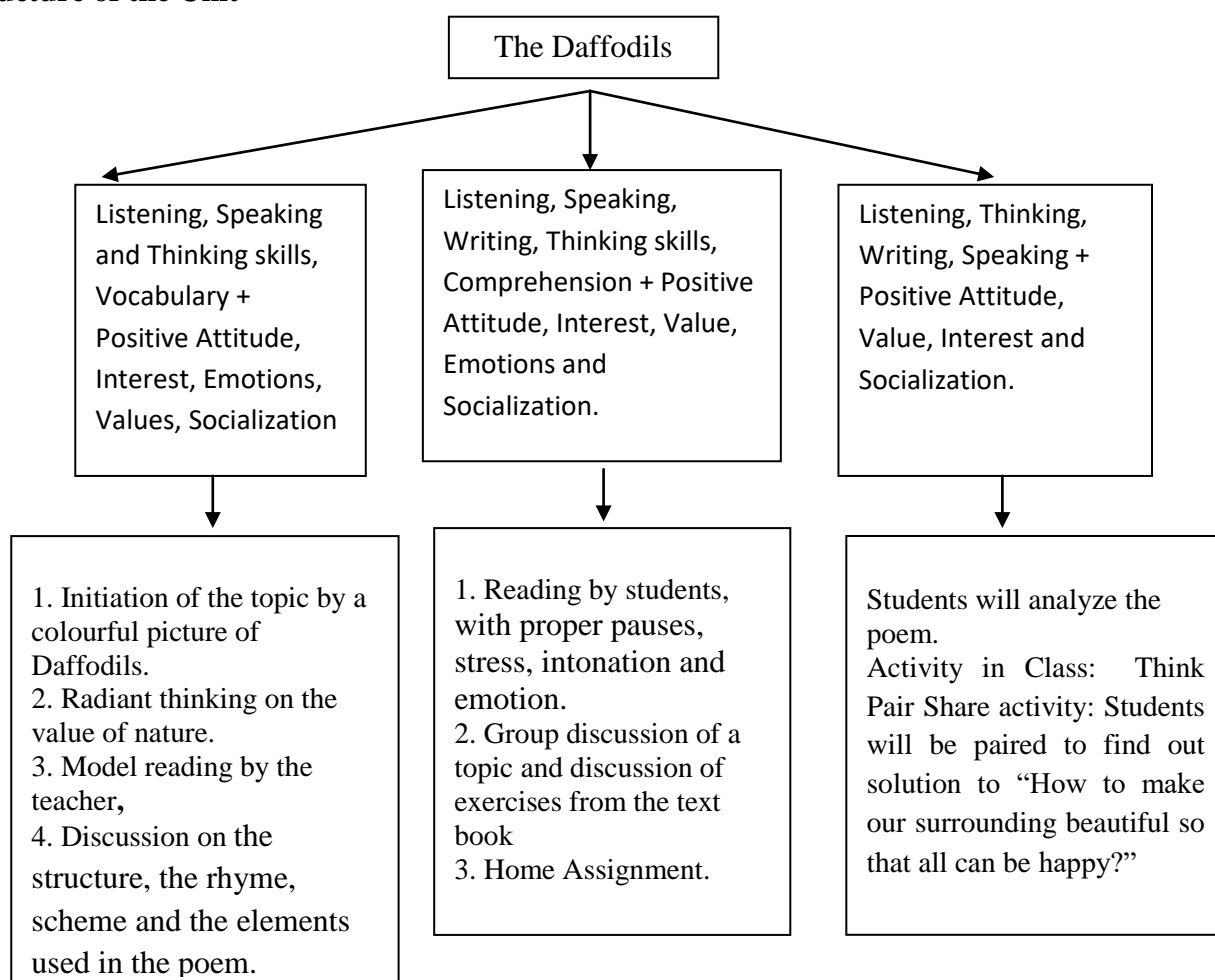
Subject: English (Poem)
Standard: VII

Topic: The Daffodils
School : Baroda High School, ONGC

Poem Summary

The poet or the speaker in this poem, says that, once while “wandering like a cloud floating above hills and valleys”, he came across a field of daffodils beside a lake. The dancing, fluttering flowers stretched endlessly along the shore, and though the shining waves of the lake danced beside the flowers, yet the daffodils outdid the water with their beauty.

Structure of the Unit



Aim of the Poem: Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.
- Love the nature and start taking action to make the surrounding beautiful.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students lack development of positive attitude, interest, emotion and socialization.

General Objective:

- To enable the students to understand to read to write and to express their fault in correct English.
- Proper understanding at the language and spirit of the poem.
- Listening to poetic language in its proper pronunciation stress and intonation.
- To enable the student to get an idea about the writing skill and use in the poetic text.
- To enable the student to get an idea about sentences and rhythmic lines at their own.

Behavioral objectives:

A. *Knowledge* - The students will be able to ---

- a. Identify the meanings at the words in the text.
- b. Reorganize a nature poem.
- c. Reorganize a ballad measured
- d. Recognize some words.

B. *Comprehension* - The students will be able to -----

- a. Comprehend the meanings of the stanza as a whole.
- b. locate specific information .

C. *Application* - The students will be able to ----

- a. Use of words they have learnt in the text in new situation.
- b. Relate them to their personal experience.

D. *Psychomotor* - The students will be able to ---

- a. Read the text poetry with reasonable speed.
- b. Communicate their feelings to their friends and the teacher in English in the class - room.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.

- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of nature.
- Students will develop sense of responsibility to conserve natural resources.

Methods and Approach of Teaching

Functional communicative approach with interactive question answer method will be adopted.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

A. *Usual* - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. *Specific* - A picture of a lake and daffodils in its side will be used to draw the attention of the students. It will also help the students to have an idea of daffodils which are seen in our country.

Group Activities:

- Group discussion on ‘The theme of the poem is Nature's Beauty with a mix of **Happiness** and Loneliness. The Author, Wordsworth is shown to be lonely, but when he thinks back to the Daffodils 'dancing'(Nature's beauty) he is happy and content’.
- Think Pair Share activity: Students will be paired to find out solution to “How to make our surrounding beautiful so that all can be happy?”

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book, video, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a picture of colourful daffodils. **5 minutes**
- Radiant thinking – on Value of Nature. **5 minutes,**
- Introduce the poem and the poet, a general background has to be explained and it's based on the poet, his sad mood and how he turned happy by seeing the field of daffodils. **5 minutes.**
- The teacher will read the poem with proper pauses, stress, intonation and emotion. **10 minutes.**
- Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes.**

Period – II –

4. The students will read the poem aloud turn by turn with proper pauses, stress, intonation and emotion. **10 minutes.**
5. All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **5 minutes.**
6. **Think Pair Share Activity:** Think Pair Share activity: Students will be paired to find out solution to “How to make our surrounding beautiful so that all can be happy?” **15 minutes.**

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes.**
- Group discussion on ‘The theme of the poem is Nature's Beauty with a mix of **Happiness** and Loneliness. The Author, Wordsworth is shown to be lonely, but when he thinks back to the Daffodils 'dancing'(Nature's beauty) he is happy and content’. **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes.**

LESSON PLAN

Poem: Daffodils – Period One

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students lack development of positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of nature.
- Students will develop sense of responsibility to conserve natural resources.

Teaching Learning Materials

A. *Usual* - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. *Specific* - A picture of a lake and daffodils in its side will be used to draw the attention of the students. It will also help the students to have an idea of daffodils which are seen in our country.

Poem: The Daffodils, Period - One

Introduction

Teacher: - Good Afternoon students!

Students: - Good Afternoon ma'am!

Teacher:- Dear students, today I am going to show you a beautiful picture of a flower. Let me see if you recognize the same.

Teacher:- So what have you observed in the picture?

Students:- The students will give various responses. A few will say Daffodils. The teacher will use positive reinforcement and encourage all the students to participate in the conversation.

Teacher:- I am glad to see that you all participated enthusiastically in the description about the flower shown in the flash card. Today's poem will make you understand how a brave child struggled till his end.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1.Introduction of the Poem, the Poet and the general Background of the poem. Loud reading of the poem by the teacher	Students will be able to learn to get familiar with the general background of the poem.	The teacher will introduce the poem and the poet, a general background has to be explained and how it's based on a true story during the battle between the English and the French. The teacher will read the poem with proper pause, Stress, intonation and emotion.	Students will observe the teacher and will listen to the teacher. they will be encouraged to write important points.	While introducing the poem, the teacher will ask a few value based questions: Eg. 1. How much do you value the nature?
2. Reading by Students	Students will be able to read the poem with proper pauses, stress, intonation and emotion.	Teacher will get the students to take turns and read the poem with proper pauses, stress, intonation and emotion.	Students will read the poem in turns with proper intonation.	The teacher will guide the students to use proper pauses, stress, intonation and emotion while reading the poem.
3. Home Assignment	Students will be able to pronounce the new words properly and read the lesson with proper diction.	The teacher will instruct the students to read the poem aloud .	The students will practice reading the poem aloud.	The students will point out the structure, the rhyme, scheme and the element used in the poem.

Poem: The Daffodils

Introduction

By way of introduction the teacher will ask the following questions to make the students interested in the Lesson. To draw their attention and to motive them towards learning the day's lesson. At this stage she may draw a picture to draw attention of the students towards a picture. He may ask questions that help him to come to the topic. The main principle should be something old to something new from known to unknown.

Introduction question:-

- a. What do you see in the picture?
- b. Where are they growing?
- c. How do they look?
- d. What are the flowers you like?
- e. How will you safeguard the flowering plants?

Teacher will encourage each and every student to participate in the discussion.

Today we shall read the poem 'Daffodils' by William Wordsworth. The pupils will be open this text books.

The teacher will share the general background to the poet, Wordsworth and his poetry:

William Wordsworth (1770 -1850) was the son of lawyer. After tacking his degree at Cambridge University he traveled in France. At first he hailed the French Revolution but later he become disillusioned with its excess and violence. On his return to England, he wrote poems about the scenery and people of the English countryside. Wordsworth's genius was recognized and he was made poet Laureate in 1843.

The flowers in the picture are called Daffodils. They are golden yellow in colour . It is the miniature from of the sunflower. They grow wild in spring. Englishmen like the flowers very much

One day while walking about a riverside the poet saw a large member of Daffodils shaking their heads in the wind. They spread out in a long row along the border of a lake. The Daffodils looked very happy. Later in his vacant or pensive mood the poet remember the scene and felt happy.

LESSON PLAN
Poem: Daffodils – Period Two

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
4. Explanation by the Teacher	Students will be able to point out the structure, the rhyme, scheme and the elements used in the poem	Teacher will explain the poem to point out the structure, rhyme, scheme and the elements used in the poem.	Students will write the same in their notebook.	The teacher will encourage students to ask their doubts. The students will read aloud and will seek teacher's help if necessary.
5. Think Pair Share Group Activity	The students will gain knowledge on how to adopt conservation of natural resources.	The teacher will make the students to be in pair to find solution to "How to make our surrounding beautiful so that all can be happy?"	Students worked in mixed ability pairs to discuss and answer the question.	Open class discussion determining the narrative of the poem guided by the teacher.
6. Home Assignment	Students will be able to get familiar with the poetic techniques.	The teacher will instruct the students to Read all the poetic techniques explained in detail by the teacher and highlight them in the books.	Students will read all the poetic techniques explained in detail by the teacher and highlight them in the books.	

Poem: The Daffodils, Period – Three

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
7. Analyzing Poem	Students will be able to analyse the poem with the help of teacher.	Teacher will observe and appreciate the students for their active participation.	Students will read the lesson following the model reading by the teacher.	The teacher will observe carefully the diction of the students.
8. Group Discussion	Students will understand the poem and discuss on 'The theme of the poem is Nature's Beauty with a mix of Happiness and	The teacher will involve students in a discussion on the author, Wordsworth as shown in the poem to be lonely and content.	Students will do brain storming on the situations given and follow the instruction given by the teacher.	Brain storming on the topic will engage the students and help them to think out of the box.

	Loneliness.'			
9. Home Assignment	Students will be able to Search for the answers to the questions given by the teacher.	The teacher will instruct the students to complete all the exercises given in the lesson as per the discussion.	Students will complete the exercises as discussed in the class.	

Evaluation

The following questions will be asked in order to ascertain how far the pupils have understood and appreciate the poem.

- a. Why does the poet compare himself to a cloud?
- b. What did he see beside the lake?
- c. How did they look?
- d. Read out the lines which express that the daffodils were moving gently in the breeze.
- e. Pick out the words which rhythm with each.

Home - work

The pupils will be asked to reproduce in their own words the substance of the stanza.

UNIT PLAN - 4

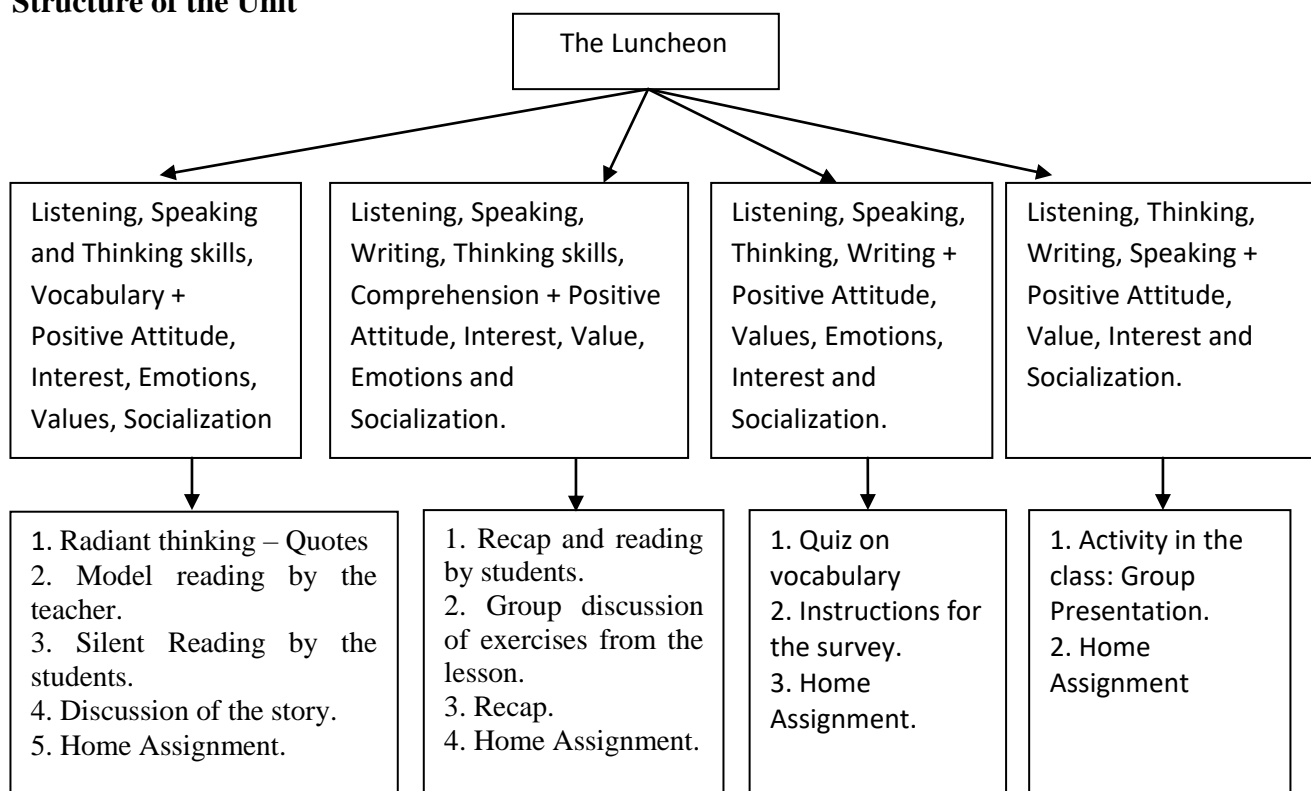
Subject: English (Prose)
Standard: VII D

Topic: The Luncheon
School: Baroda High School, ONGC

Lesson Summary

The story 'The Luncheon' is about one of the writer's personal experiences. Somerset Maugham was a young writer when he received a fan mail from a lady, praising one of his published works. He was flattered, and he wrote back thanking her. The lady replied saying that she would be passing through Paris and was interested to have chat with him. She suggested that as she had a busy schedule the author might consider treating her with a little luncheon at Foyot's on the following Thursday when she would have some time to spare. Foyot's was an expensive restaurant in Paris where the rich class of people ate and a struggling writer like Maugham could barely dream of dining there. He had only eighty francs to see him through the month, and a simple luncheon. The two meet for the luncheon, but it turns out to be a financial disaster for the writer.

Structure of the Unit



Integrated Affective Domain in the Lesson Planning

- **Aim of the Lesson:** Along with the main aim, there will be a sub aim to be developed in the students while teaching this lesson. So along with the main aim i.e. skill

development (reading/writing/speaking/listening), sub aims such as system (question forms) or pronunciation (rising /falling intonation), along with induction of Affective Domain will be taken care of. For example, while speaking lesson, pronunciation, emotion and value development will be integrated.

- While the learners are speaking, the teacher will introduce a feature of intonation practice e.g. rising/ falling intonation. While discussing the difficult words and its meaning, stress will be given to use those words or phrases in developing positive attitude / value based sentences so that the students practise thinking positively and generate values of life.
- Group activities like a quiz and a survey is included in this lesson. The students will be encouraged to generate their own questions using the target language i.e English, and then have them ask and answer while recording their partner's answers. Learners will then focus on questions forms, rising and falling intonation, and note taking skills while speaking (throw in some phrases for clarification) and listening to each other (e.g. back channelling signals 'oh' 'huh' or 'really').
- The survey has additionally integrated a system's aim (questions forms), pronunciation (rising /falling intonation), and writing (note-taking skills). The students will develop empathy, interest to learnt better and socialization skills.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students are aware of sense of sacrifice for good cause.

General Objective:

- To develop listening, speaking, reading and writing skills
- To develop communication ability of the students effectively in English.
- To develop positive attitude, values, interest and socialization of the students.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.

- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of positive attitude in life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop a sense of dedication and love towards their work, fellow feeling and empathy for others.
- Students will develop a sense to work as hard as possible and have a positive attitude to build their career.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method
- Project
- Child - centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Placard with two Quotations of famous personalities based on ‘Positive Attitude towards Life and Hard Work’.
- Quiz materials to improve vocabulary, and framing of value based sentences and share with the class,
- Smart class modules,
- Text book ‘English Impulse’ and ‘Oxford’ pocket dictionary by the students.

Before the class room teaching starts, the teacher will ensure the following:

- Arrangement of teaching learning materials like quotations on placard and quiz materials.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.

- Ensure pleasant physical class room environment.

Techniques

- Group activity:
 - i) Writing on a paper, what qualities/values the children wants to adopt individually.
 - ii) Conduct a survey, interview students of their own class (std. 7) to enhance interest, positive attitude towards their own life and socialization.
 - iii) Group presentation of the findings after compiling their results to enhance their speaking abilities.
- Group discussion of the exercises of the text book.

Coverage of Unit in Different Period (Time is approximated):

Period - I – (Model reading will be done by the teacher. The students will learn to read with proper pronunciation, speed and voice modulation.)

- Introduction (Radiant thinking) – Initiation of the topic with few questions related to attitude towards the work and reading out the quotes of famous personalities **5 minutes**
- Model reading by the teacher **10 minutes**,
- Silent Reading by the students **10 minutes**
- Discussion of the story and home assignment **5 minutes**,

Period – II –Reading of the lesson by the students turn- wise and a discussion. **(Students will be encouraged to open up and express their feelings and emotions.)**

- Recap and reading by students **10 minutes**,
- Group discussion of exercises from the lesson and home assignment **20 minutes**.

Period - III – Quiz on vocabulary and instructions for the survey. **(The students will develop interest, values and socialization)**

1. Teacher will conduct a quiz on framing value based sentences based on the lesson **20 minutes**

2. Students will be asked to conduct a survey during their recess time, interview students of their own class to know their food preferences. Each student will interview 10 students. Students will be briefed about the format of the questionnaire, while writing report, what words or phrases to be used etc. **10 minutes**.

Period - IV – Group presentation by students **(The students will develop interest, emotions, positive attitude towards their own life and socialization)**

1. Activity in Class: Students will compile their findings and present their report in a group of ten students in the class. **25 minutes**.

(It will be assured by the teacher that each and every students play their part in this project and the final presentation.)

2.Home Assignment: Write a paragraph in about 150 words on the topic - ‘How would you have tackled or dealt with the situation if you were at author’s place?’ **5 minutes.**

LESSON PLAN

Unit: Luncheon - Period I

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have some knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed sense of dedication, love, devotion and respect for the motherland and empathy for others from the earlier exposure.
- Students are aware of sense of sacrifice for good cause.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will develop interest in reading literature through silent reading.
- Students will understand the importance of positive attitude in life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop a sense to work as hard as possible and have a positive attitude to build their career.

Methods and Approach of Teaching

- Experiential learning
- Discussion and lecture method
- Inductive method
- Activity based
- Active Participation
- Child - centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Materials Needed

- Placard with two Quotations of famous personalities based on ‘Positive Attitude Towards Life and Hard Work’.
- Smart class modules,
- Text book ‘English Impulse’ and ‘Oxford’ pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of teaching learning materials like quotations on placard and quiz materials.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Introduction

Teacher: - Students, what are the works that you do for yourself? Why you do it? Who are the students do work and get pleasure out of it? Do you put your best in doing the work? Why?

Students: - Individual response

Teacher: - Let us understand few quotes of famous personalities.

The teacher will write quotes of few famous personalities on the board and explain the same.

“If you don’t like something, change it. If you can’t change it, change your attitude.”

“Success consists of going from failure to failure without loss of enthusiasm.” Eleanor Roosevelt

Teacher: Students, we must work hard to chase our dreams. We may fail several times but we should not lose our enthusiasm towards our efforts. Our life today is the result of our attitudes and choices. Our life tomorrow will be the result of our attitudes and the choices we make today. Work as hard as possible and have a positive attitude every time!

Teacher: Students, if you don’t work hard now, than in future you may have to compromise on your dreams and wishes. The writer Somerset Maugham once faced an unpleasant situation due to lack of sufficient money. Now open page no. 18 of your English Prose Text book. Let us enjoy one humorous story written by Somerset Maugham who is an adept and skilful writer. He describes situations and people with the choicest of words, the plot is engrossing and there is not a moment of boredom to distract the reader.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading (I caught sight of her at the play.... Today she weighs twenty-one stones.)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Eg. 1. Where did the writer meet the lady for the luncheon? 2. Why was the writer happy that the lady was overweight?
2. Silent Reading by the students (I caught sight of her at the play.... Today she weighs twenty-one stones.)	Students will be familiar with new words and will understand the story better.	The teacher will instruct the students to read the lesson silently and highlight the words or phrases they need teacher's explanation .	Students individually will read the lesson silently and highlight the words or sentence they fail to understand.	
3. Vocabulary and Comprehension	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will discuss the story and write the words which the students are unfamiliar with, on the black board and guide them to look for its meaning from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will participate actively in the discussion about the story and write the meaning of the hard words and will try to make sentences.	E.g. 1. Hospitable – friendly and welcoming. Sentence :- Everyone like my hospitable attitude. 2. vindictive – harmful. Sentence : We should be away from vindictive people.
4. Home Assignment	Students will be able to pronounce the new words properly and read the lesson with proper diction.	The teacher will instruct the students to read the lesson aloud .	The students will practice reading the lesson aloud.	

LESSON PLAN

Unit: Luncheon - Period II

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed interest in reading literature through silent reading.
- Students have understood the importance of positive attitude in life..

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will develop sense to work as hard as possible and have a positive attitude to build their career.

Methods and Approach of Teaching

- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method
- Active Participation

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Materials Needed

- Smart class modules,
- Text book ‘English Impulse’ and ‘Oxford’ pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Recapitulation

The teacher will recapitulate the story and highlight the newly learnt words along with its meaning with active participation of the students.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
5. Reading by Students (I caught sight of her at the play.... Today she weighs twenty-one stones.)	Students will be able to read the lesson with proper pronunciation, diction, speed and voice modulation.	Teacher will observe and appreciate the students for their active participation.	Students will read the lesson following the model reading by the teacher.	The teacher will observe carefully the diction of the students.
6. Explanation and discussion of exercises	Students will understand the importance of hard work and positive attitude towards life.	While explaining the lesson, the teacher will discuss the exercise part of the chapter involving the students to respond.	Students will listen carefully, actively participate in the discussion of the exercise part of the chapter and follow the instruction given by the teacher.	Students will be answering the questions asked by the teacher.
7. Home Assignment	Students will be able to complete the exercises given in the lesson independently.	Teacher will instruct the students to complete the exercises given in the lesson as per the discussion.	Students will complete the exercises as discussed in the class.	

LESSON PLAN

Unit: Luncheon - Period III

Entry Behavior:

- Students are aware of the meanings of all the new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have enriched their vocabulary and are able to use the new words in framing sentences.

- Students have the ability to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students can discuss and write the summary of the lesson in their own words.
- Students have developed interest in reading literature.

Instructional Objectives:

- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in speaking out in the class through the quiz.
- Students will understand the importance of positive attitude in life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense to work as hard as possible and have a positive attitude to build their career.

Methods and Approach of Teaching

- Activity based,
- Experiential learning
- Inductive method
- Active Participation
- Project
- Child - centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Materials Needed

- Quiz materials to improve vocabulary, and framing of value based sentences and share with the class,
- Smart class modules,
- Text book 'English Impulse' and 'Oxford' pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of quiz materials.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
8. Class Activity Quiz based on vocabulary	Students will be able to frame sentences enthusiastically to enhance positive attitude, interest, values, emotion and socialization	The teacher will conduct a quiz in the class. She will divide the whole class into 4 groups and ask meaning of few words from the lesson and students will be framing sentences instantly speak out in the class. Scores will be written on the board.	Students will respond to the questions asked by the teacher. They will frame sentences keeping in mind positive attitude and values of life.	The teacher has to see that each and every child participate actively. Eg. The words and its meanings :hospitable – friendly and welcoming, anticipated - expected, afford – be able to buy, marvel - wonder, mortifying – making somebody feel ashamed, vindictive - harmful, complacency – feeling of satisfaction with yourself.
9. Discussion on the Project:	Students will explore the eating habits of the students of their own class. This will enhance positive attitude, interest and socialization among students.	The teacher will explain in details about the survey the students have to conducted during their recess time	The students will conduct a survey. They will interview students of their own class to know their food preferences. Each student should interview ten students. Eg. 1. I eat junk food regularly. 1. I would prefer an aerated cold drink to a glass of mild. 3. I would rather have a chocolate and cream dessert than a bowl of fresh fruits. etc.	The teacher will keep her close observation on the students' activities and will guide where ever necessary.
10. Home Assignment	Students will be able to complete the survey,	Teacher will instruct the students pattern	Students will complete the survey and	Teacher will facilitate students with ideas.

	assemble the result and prepare for a presentation.	of write ups and its presentation.	prepare for the presentation.	
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Highlights of the Survey:

Activity in Class: Conduct a survey and preparation of report. Group presentations by the students, of the survey conducted in the class.

Activity: Important instruction to the students:

- Write a brief summary of your findings. For example, you could write: “The majority of students that I interviewed eat junk food regularly.
- Use words of comparison like **hardly any, few, very few, most, majority, etc.**
- You may also use phrases like ‘out of hundred students only sixty enjoy eating home-made food.’

After the survey, the students will make groups of ten students. (Groups will be created by the students themselves. In case of any problem, the teacher will help them forming groups). They will be instructed to compile their results together and present their findings in the class.

LESSON PLAN

Unit: Luncheon - Period IV

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have enriched their vocabulary and be able to use the new words in framing sentences.
- Students can discuss and write the summary of the lesson in their own words.
- Students have developed interest in speaking out in the class through the quiz.

Instructional Objectives:

- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will develop interest in speaking confidently in the class through group presentation.
- Students will understand the importance of positive attitude in life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense to working in groups and have a positive attitude and fellow feeling towards their group members.

Methods and Approach of Teaching

- Activity based,
- Experiential learning
- Inductive method
- Active Participation
- Project
- Child - centered

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Materials Needed

- Smart class modules,
- Text book ‘English Impulse’ and ‘Oxford’ pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
11. Class Activity Group presentation of the students	Students will be able to present their findings of their group in the class confidently and show team spirit	The teacher will assure that each and every child get some role to play and participate actively in the presentation.	Students will speak out in the class after compiling the reports.	The teacher has to see that each and every child participate actively.
12. Home Assignment	Students will be able to think critically and find solution of the problem. They will also develop interest to write.	Teacher will instruct the students to write a paragraph in 150 words on the topic - ‘How would you have tackled or dealt with the situation if you were at author’s place?’	Students will think critically and will write a paragraph on the given topic keeping in mind the proper framing of sentences.	Teacher will facilitate students with ideas and collect the notebooks for checking.

UNIT PLAN - 5

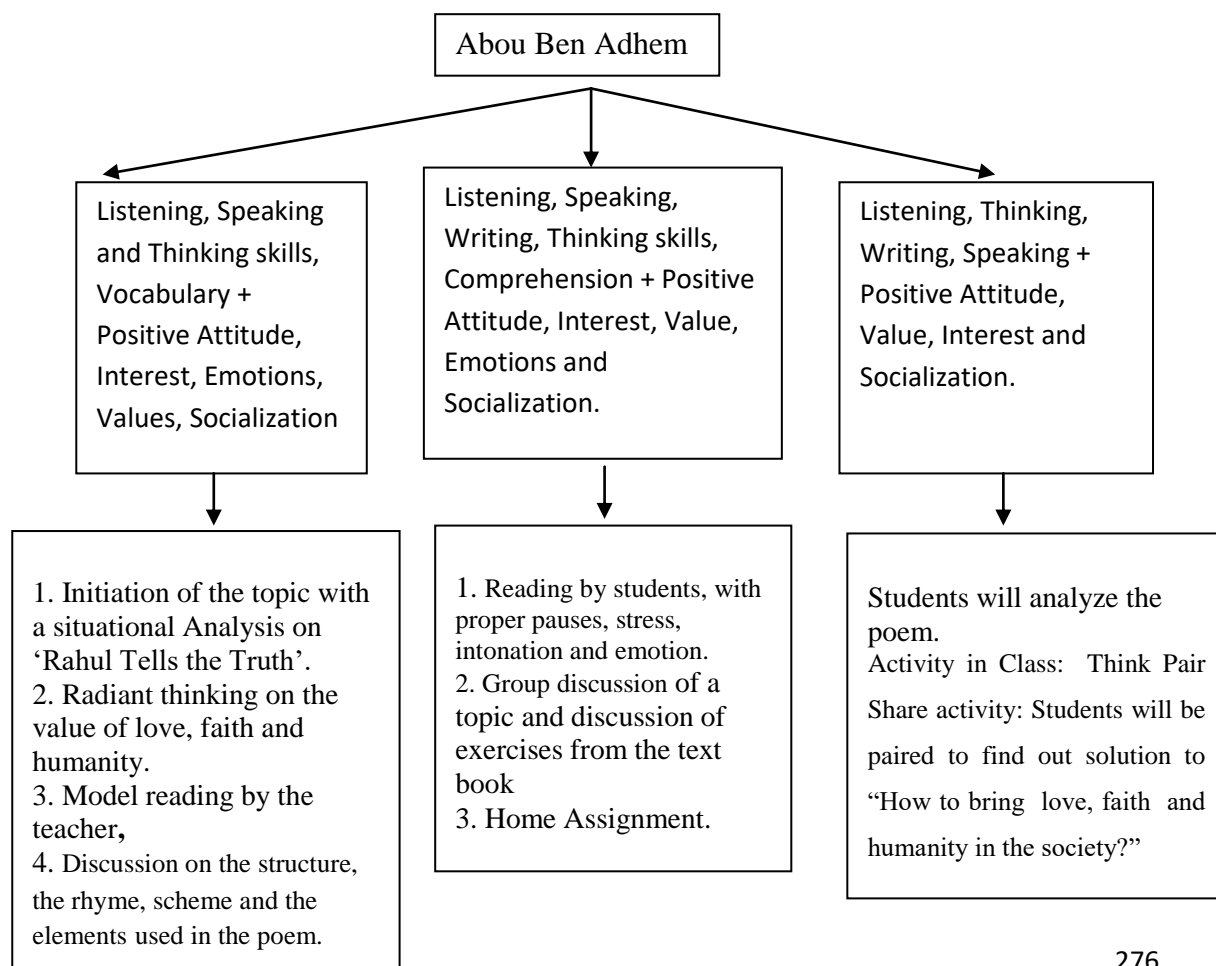
Subject: English (Poem)
Standard: VII

Topic: Abou Ben Adhem
School : Baroda High School, ONGC

Poem Summary

"Abou Ben Adhem" is a poem by Leigh Hunt, a key figure of the Romantic movement in England. The poem focuses on an event in the life of the Sufi saint Ibrahim bin Adham (anglicized to Abou Ben Adhem). Ben Adhem encounters an angel, who is writing a record of those who love God. Learning his name isn't on this list, Ben Adhem instructs the angel to mark him down as one who loves his "fellow men." The next night, the angel returns with a second list: those who are blessed by God. Ben Adhem's name is at the top this time, suggesting that God favors those who love their fellow human beings—indeed, that love for other people is the best way to express love for God. Hunt is not particularly well-known for his poetry, and is better remembered for his role in facilitating the work of other poets at the time (such as Keats and Shelly). "Abou Ben Adhem" is one of a handful of Hunt's poems still commonly read.

Structure of the Unit



Aim of the Poem:

Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.
- Develop love for the humankind, because people are God's creation.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students are developing positive attitude, interest, emotion and socialization.

General Objective:

- Proper understanding at the language and spirit of the poem.
- Listening to poetic language in its proper pronunciation stress and intonation.
- To enable the student to get an idea about the writing skill and use in the poetic text.
- To enable the student to get an idea about sentences and rhythmic lines at their own.
- To develop love for the humankind.

Behavioral objectives:

A. Knowledge - The students will be able to ---

- a. Identify the meanings at the words in the text.
- b. Reorganize a nature poem.
- c. Recognize some words.

B. Comprehension - The students will be able to ----

- a. Comprehend the meanings of the stanza as a whole.
- b. locate specific information .

C. Application - The students will be able to ----

- a. Use of words they have learnt in the text in new situation.
- b. Relate them to their personal experience, develop expected behavior.

D. Psychomotor - The students will be able to ---

- a. Read the text poetry with reasonable speed.
- b. Communicate their feelings to their friends and the teacher in English in the class - room.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing value based sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of humankind.
- Students will develop sense of love, faith and humanity.

Methods and Approach of Teaching

Functional communicative approach with interactive question answer method will be adopted.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

A. *Usual* - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. *Specific* - A story of a fairy tale. It will also help the students to have an idea of the poem About Ben Adham to develop love for Humankind.

Group Activities:

- Group discussion on a given situation ‘Rahul Tells the Truth’.
- **Think Pair Share Activity:** Think Pair Share activity: Students will be paired to find out solution to “How to bring love, faith and humanity in the society?”

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic with a situational case study. **5 minutes**
- Radiant thinking – on love, faith and humanity. **5 minutes,**
- Introduce the poem and the poet, a general background has to be explained and it's based on the poet,. **5 minutes.**
- The teacher will read the poem with proper pauses, stress, intonation and emotion. **10 minutes.**
- Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes.**

Period – II –

- The students will read the poem aloud turn by turn with proper pauses, stress, intonation and emotion. **10 minutes.**
- All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **5 minutes.**
- **Think Pair Share Activity:** Think Pair Share activity: Students will be paired to find out solution to “How to bring love, faith and humanity in the society?” **15 minutes.**

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes.**
- Group discussion on ‘The theme of the poem is love, faith and humanity. The poet stress on serving the mankind is as good as serving the God’. **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes.**

Lesson Plan

Poem: Abou Ben Adham

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students are developing positive attitude, interest, emotion and socialization.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing value based sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of humankind.
- Students will develop sense of love, faith and humanity.

Teaching Learning Materials

A. *Usual* - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. *Specific* - A story of a fairy tale. It will also help the students to have an idea of the poem Abou Ben Adham to develop love for Humankind.

Poem: Abou Ben Adham, Period One

The teacher starts introduction of the poem with a story.

By way of introduction the teacher will give a situation to the students and ask a few questions to make the students interested in the Lesson. To draw their attention and to motive

them towards learning the day's lesson. She may ask questions that help her to come to the topic.

Rahul Tells the Truth

Read the paragraph about Rahul, then decide what he is likely to do in each of the situations below.

Rahul always tells the truth. He believes that honesty is more important than almost anything else. Some kids call him a legit because they know they can't get away with doing bad things when Rahul is around. Rahul feels that telling the truth is more important than the friendship of kids who do bad things. Still, sometimes, he wishes he didn't feel so strongly about honesty because life on the playground might be easier.

- a. A boy takes Rahul's lunch box and then threatens to hurt hi if he tells about what happened.
- b. Rahul's best friend, Ajay stole a book from the school library, but regrets on what is done and returns the book. He asks Rahul not to tell the librarian what he's done.

Discuss Orally:

- a. What should be done when your friends go wrong?
If my friend makes a mistake, I forgive it first and ask for the reason and will correct our differences.
- b. Honesty is always rewarded. Comment.
Yes. I believe it. If we are honest, we will face many problems but also a lot of happiness.
- c. Which is the mistake that you regret?
When no one help, the person inevitably makes a mistakes and get punished. Seeing this mistake that I regret.

Teacher will encourage each and every student to participate in the discussion.

Today we shall read the poem ' Abou Ben Adhem ' by Leigh Hunt. The pupils will be open this text books.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1.Introduction of the Poem, the Poet and the general Background of the poem. Loud reading of	Students will be able to learn to get familiar with the general background of the poem.	The teacher will introduce the poem and the poet, a general background has to be explained. The teacher will read the poem	Students will observe the teacher and will listen to the teacher. they will be encouraged to write important points.	While introducing the poem, the teacher will ask a few questions on love, faith and humanity:

the poem by the teacher		with proper pause, Stress, intonation and emotion.		
2. Reading by Students	Students will be able to read the poem with proper pauses, stress, intonation and emotion.	Teacher will get the students to take turns and read the poem with proper pauses, stress, intonation and emotion.	Students will read the poem in turns with proper intonation.	The teacher will guide the students to use proper pauses, stress, intonation and emotion while reading the poem.
3. Home Assignment	Students will be able to pronounce the new words properly and read the lesson with proper diction.	The teacher will instruct the students to read the poem aloud .	The students will practice reading the poem aloud.	The students will point out the structure, the rhyme, scheme and the element used in the poem.

Poem: Abou Ben Adham, Period Two

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
4. Explanation by the Teacher	Students will be able to point out the structure, the rhyme, scheme and the elements used in the poem	Teacher will explain the poem to point out the structure, rhyme, scheme and the elements used in the poem.	Students will write the same in their notebook.	The teacher will encourage students to ask their doubts. The students will read aloud and will seek teacher's help if necessary.
5. Think Pair Share Group Activity	The students will gain knowledge on how to adopt conservation of natural resources.	The teacher will make the students to be in pair to find solution to "How to bring love, faith and humanity in the society?"	Students worked in mixed ability pairs to discuss and answer the question.	Open class discussion determining the narrative of the poem guided by the teacher.
6. Home Assignment	Students will be able to get familiar with the poetic techniques.	The teacher will instruct the students to Read all the poetic techniques explained in detail by the teacher and highlight them in the books.	Students will read all the poetic techniques explained in detail by the teacher and highlight them in the books.	

Poem: Abou Ben Adham, Period Three

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
7. Analyzing Poem	Students will be able to analyse the poem with the help of teacher.	Teacher will observe and appreciate the students for their active participation.	Students will read the lesson following the model reading by the teacher.	The teacher will observe carefully the diction of the students.
8. Group Discussion	Students will understand the poem and discuss on 'The theme of the poem is love, faith and humanity. The poet stress on serving the mankind is as good as serving the God'	The teacher will involve students in a discussion on the author, Wordsworth as shown in the poem to be lonely and content.	Students will do brain storming on the situations given and follow the instruction given by the teacher.	Brain storming on the topic will engage the students and help them to think out of the box.
9. Home Assignment	Students will be able to Search for the answers to the questions given by the teacher.	The teacher will instruct the students to complete all the exercises given in the lesson as per the discussion.	Students will complete the exercises as discussed in the class.	

UNIT PLAN - 6

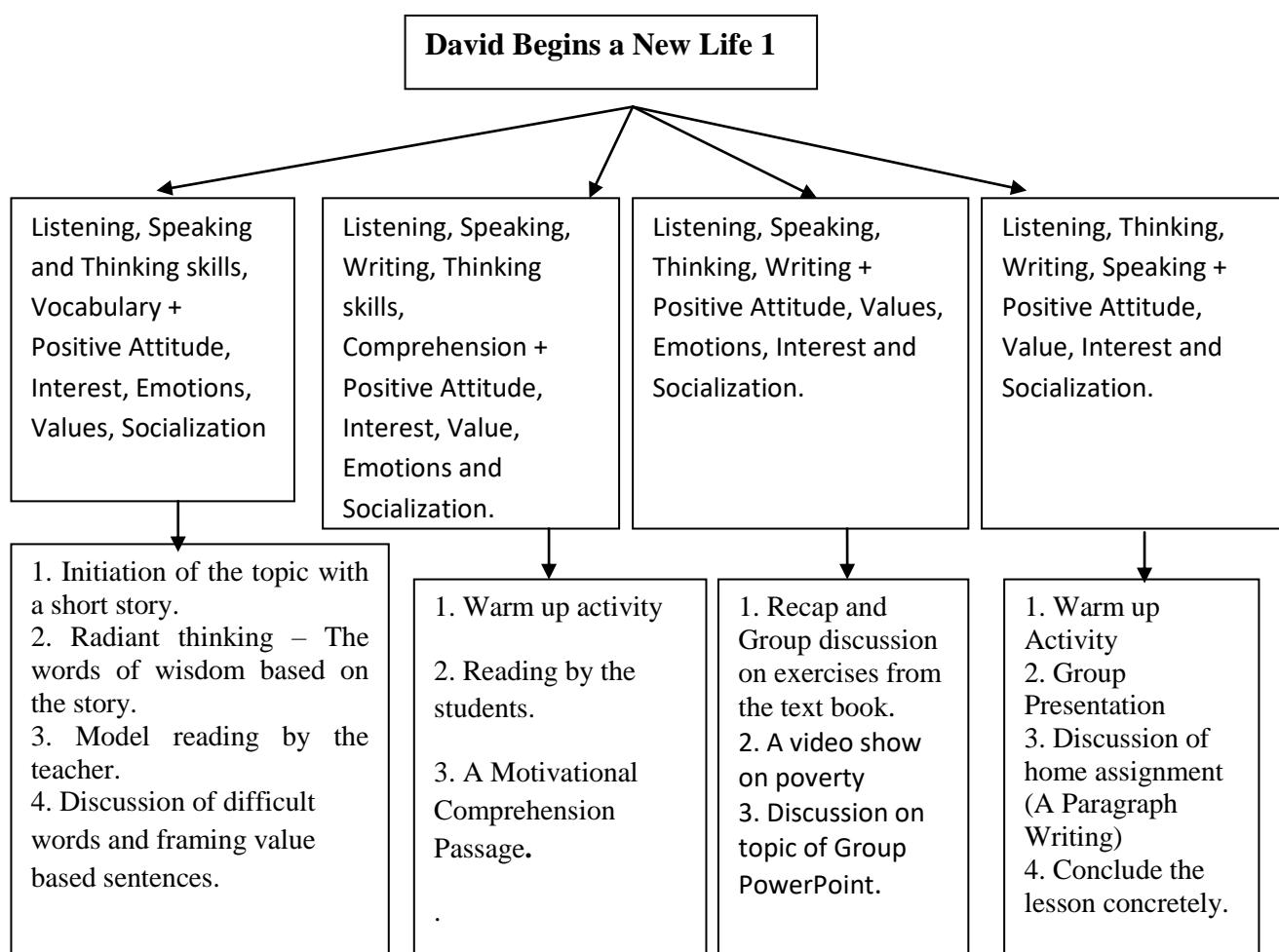
Subject: English (Prose)
Standard: VII

Topic: David Begins a New Life 1
School : Baroda High School, ONGC

Lesson Summary

This is an extract from the novel 'David Copperfield' written by Charles Dickens, tells the story of David from childhood to maturity. David was born in England about 1820. His father had died before he was born. Later his mother married Mr. Edward Murdstone who mistreated David and forced him to work in factory after his mother's death. David's only relative who could help him was his aunt Miss Betsey, who lived in Dover. He walked all the way from London to Dover facing several difficulties. He shared his story of humiliation and struggle after his mother's death. Miss Betsey and his assistant Mr. Dick took care of him became his guardian jointly. When Mr. Murdstone and his sister came to take David back with them, Ms. Betsey refused their claim and sent them back. David was delighted to have the Ms. Betsey and Mr. Dick as his guardians. He began his new life.

Structure of the Unit



Integrated Affective Domain in the Lesson Planning

- **Aim of the Lesson:** Along with the main aim, there will be a sub aim to be developed in the students while teaching this lesson. So along with the main aim i.e. skill development (reading/writing/speaking/listening), sub aims such as system (question forms) or pronunciation (rising /falling intonation), along with growth of Affective Domain will be taken care of. For example, while speaking lesson, pronunciation, emotion and value development will be integrated.
- While the learners are speaking, the teacher will introduce a feature of intonation practice e.g. rising/ falling intonation. While discussing the difficult words and its meaning, stress will be given to use those words or phrases in developing positive attitude / value based sentences so that the students practise thinking positively and generate interest towards hard work and achievement of goals.
- Warm up activities: Every teaching period will begin with a warm up activity to gauge the students' current knowledge or what they remember from last week. It will be questions, a video, or pictures used to start a conversation. This is to get them talking and to get them thinking about the topic
- A Motivational Comprehension Passage worksheet based on the struggling life of the novelist Charles Dickens will be given to the students to enhance their ability to make inferences from a passage and use critical thinking skills to answer questions related to the text. The students will learn to interact with the text and to connect the text to their own lives. They will understand the importance of setting goals and hard work for its achievement.
- Group Activity: Power Point Presentation is included in this lesson to make the students gain knowledge about the life of homeless children, the organizations working for their betterment and to make them realize that even the students can contribute to a great extent to bring happiness in the life of homeless children. The activity has additionally integrated a system's aim (questions forms), pronunciation (rising /falling intonation), speaking skills and writing (note-taking skills). The students will develop empathy, interest to learnt better and socialization skills.
- Home Assignment: A paragraph on 'What it feels like being a child' will develop thinking and writing skills of the students. They will realize that along with their basic rights, many duties and responsibilities they have to take up towards their family and the school.

- Conclude the lesson concretely: The teacher will take five minutes to go over concepts taken up while teaching the lesson. Concept-checking questions will be asked to the students to reiterate what they have done and gained from the lesson.

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students are aware of sense of sacrifice for good cause.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will be able to write a paragraph on a given situation.
- Students will develop interest in reading literature through various activities.
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will develop empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.
- Students will write a paragraph on what it feels like being a child, their duties and responsibilities, to develop feeling of gratitude for the parents and for the teachers.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- **Short Story** to develop positive attitude towards elders.
- **List of Difficult Words** from the lesson to improve vocabulary, and framing of value based sentences,
- **Comprehension Passage** worksheet to develop emotion and attitude towards hard work,
- **Video Show “Children in Persistent Poverty”**
(<https://www.youtube.com/watch?v=gDkpWwkXkHw>) to imagine the struggling life of children who are very poor.
- Smart class modules, text book, Dictionary.

Activities:

- Listening to a short story
- Group activity: Power Point Presentation by the students.
- Group discussion of the exercises of the text book.
- Worksheet on comprehension passage.
- A video show and paragraph writing.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I – (30 minutes)

- Initiation of the topic with a beautiful short story of a girl and her grandparents who took care of each other so worthily. **5 minutes**

- Radiant thinking – The words of wisdom based on few questions based on ‘Positive Attitude towards Elders’. **5 minutes**,
- Model reading by the teacher **10 minutes**,
- Discussion and explanation of difficult words, framing of value based sentences out of it. **10 minutes**,

Period – II – (30minutes)

- Warm up activity **5 minutes**
- Reading by the students **10 minutes**,
- A Motivational Comprehension Passage based on the struggling life of the novelist Charles Dickens **15 minutes**.

Period - III – (30minutes)

- Recap and group discussion of the topic **5 minutes**.
- Discussion of exercises from the text book **15 minutes**.
- A video show on poverty **5 minutes** (This will help the students to understand that poverty is a big hindrance in the way of development of our nation)
- Discussion on topic of Group PowerPoint Presentation **5 minutes**

Period - IV – (30minutes)

- Activity in Class: Groups of students will present PPT on homeless children, and how the students can make them happy. **25 minutes**
- Discussion of home assignment (A Paragraph Writing) on ‘What it feels like being a child’- **5 minutes**.

LESSON PLAN

Unit: David Begins a New Life 1 (Period I)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students are aware of sense of sacrifice for good cause.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.

Instructional Objectives:

- Students will learn to read the lesson from model reading by the teacher and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Discussion and lecture method
- Inductive method
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- A beautiful short story of a girl and her grandparents who took care of each other so worthily
- Text book ‘English Impulse’ and ‘Oxford’ pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of teaching learning materials (video as specified).
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: Today I will begin with a beautiful story followed by few very challenging questions. So listen to it very carefully.

The Best Drink

Neena was 11 years old. She was enjoying the role of being an elder sister. Her mother had given birth to a baby boy and Neena was excited. She wanted her baby brother to grow up fast so she could play with him.

Neena's grandparents had come over from Dehradun to help take care of their grandchildren. Every morning, her grandfather would take her to the bus stop. He was there again in the afternoon to receive her with a smile. On the way back home, he would talk to Neena about the trees on the street and tell her their botanical names. After all, he was a retired Forest Officer.

Neena looked forward to these walks because Dadaji made her feel close to nature, and she learnt new things every day. Dadiji made delicious food every day, and Neena would lick her fingers after every meal.

One day, Dadaji went to get some household items from the market. The sun was scorching hot and when Dadaji came back he was panting. Neena quickly went to the kitchen, opened fridge and took out a lemon. She took a glass of water and put in two heaped spoons of sugar, stirred it well and finally squeezed some lemon juice into it. She took it through to Dadaji on a tray and handed it to him.

Dadaji took a sip, smiled and said, "This is the best drink I had ever had."

Teacher: Now it's your turn to tell me what you do for your own grandparents?

Students will answer as per their experiences.

Teacher: I appreciate your efforts towards elders. Spend time with your grandparents. Make them feel special. You can play ludo, chess and other indoor games with them. Their blessings help us achieve all that our heart desires.

Just like Neena, you all are lucky to have very loving and caring parents and grandparents. But all children are not as special as you.

Today we are going to read a story about a child who faces several challenges of life. This is an interesting extract from the novel 'David Copperfield' by Charles Dickens. The novel tells the story of David from childhood to maturity. David was born in England about 1820. His father had died before he was born. Seven years later his mother married Mr. Edward Murdstone. David dislikes his stepfather, who mistreats him for not doing well in his studies.

Once, while he is being thrashed, David bites him. David is sent to a boarding school called Salem House, which has a ruthless headmaster, Mr. Creakle.

David's mother dies while he is at Salem house, and he returns home. Mr. Murdstone sends David to work in a factory in London. David's landlord in London, Mr Micawber, goes bankrupt and is imprisoned. David decides to run away.

David's only relative who can help him his aunt Miss Betsey, who lives in Dover. He walks all the way from London to Dover.

Now open page no. 35 of their English Prose Text book. We are going to read an interesting story of a young boy facing challenges of life.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading by the Teacher (Part 1 My journey to DoverI began my new life.)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Example – Why did David decided to go to Dover?
2. Discussion of Difficult Words	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will ask the student to work in pair and find the meanings of all the difficult words. They may refer to the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the difficult words and will try to make sentences.	Once it is done, ask the students to read out their sentences randomly.

LESSON PLAN

Unit: David Begins a New Life 1 (Period II)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.

Instructional Objectives:

- Students will be able to read the lesson as done by the teacher.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the given passage and will write the answers of the given questions.
- Students will develop interest in reading literature through comprehension worksheet.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Inductive method
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- A Motivational Comprehension Passage based on the struggling life of the novelist Charles Dickens.
- Text book 'English Impulse' and 'Oxford' pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of teaching learning materials (video as specified).
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
3. Warm - up Activity	To gauge the students' current knowledge or what they remember from last period.	The teacher will ask questions to start a conversation. This is to get them talking and to get them thinking about the topic	The students will answer enthusiastically to the questions asked by the teacher.	It will be a recap of what ever done in the last period.
4. Reading by Students (Part 1 My journey to DoverI began my new life.)	To develop reading skills. Students will be able to read the lesson with diction, proper pronunciation, speed and voice modulation.	The teacher will ask the students to read the story aloud in turn.	Students will read the lesson carefully.	The teacher will make a note of all the pronunciation errors committed by the students and correct them once the story has been read.
5. Comprehension Passage Worksheet	Students will be able to make inferences from a passage and use critical thinking skills to answer. To help them connect the text to their own lives. They will understand the importance of setting goals and hard work for its achievement.	Teacher will give a motivational comprehension passage worksheet based on the struggling life of the novelist Charles Dickens	Students will read the passage and write answers to the questions asked in the given worksheet.	The teacher will be able to gauge the critical thinking capability of the students.

LESSON PLAN

Unit: David Begins a New Life 1 (Period III)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students are aware of sense of sacrifice for good cause.

- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.

Instructional Objectives:

- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will develop empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.
- Students will be able to think critically about the video shown in the class and prepare Power Point Presentation in groups.
- The students will be able to present their PPT with confidence in the class.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- **Video Show** to imagine the struggling life of children who are very poor.
- Smart class modules, text book, Dictionary.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
6. Recap of the topic	To gauge the students' current knowledge or what they remember from last period.	The teacher will ask the students to imagine a life without home. She will tell the students that like David in this story, there are children who don't have a safe shelter to live in. They are alone in this world with nobody to take care of them. This is to get them talking and to get them thinking about the topic.	The students will answer enthusiastically to the questions asked by the teacher.	It will be a recap of what ever done in the last period.
7. Explanation and Discussion of text book exercises	Students will understand the importance of the value in one's life. Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.	The teacher will involve students in the discussion of text book exercises.	Students will listen carefully, actively participate in the discussion of text book exercises, comprehend and follow the instruction given by the teacher.	Discussion of text book question-answers and other exercises will be done.
8. A video show on poverty and discussion on PPT.	To make the students think critically that poverty is a big hindrance in the way of development of our nation	The teacher will show a video in which it is shown that India is developing very fast but the big hindrance in its way to development is the poverty.	Students will note down the instruction given by the teacher for making presentation in the class.	Points to be included in PPT: 1. Collect information on homeless children in Vadodara city. 2. Find out why some children have to lead such miserable lives. 3. List any two organizations for the welfare of street children. 4. What efforts you can take to make the homeless children happy?

LESSON PLAN

Unit: David Begins a New Life 1 (Period IV)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students are aware of sense of sacrifice for good cause.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.

Instructional Objectives:

- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will develop empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.
- Students will be able to understand their duties and responsibilities at home, school and in society.
- The students will be able to write a Paragraph on 'What it feels like being a child'.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Smart class modules.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Activity in class:

The teacher will divide the whole class into two groups, boys group and the girls group. Each group will present a Power Point presentation on the topic. The teacher will note down the various ideas of students in which they want to adopt to help the poor children.

Home Assignment:

Write a paragraph on the topic: ‘What it feels like being a child’.

The students will be expected to write about:

- What your parents do for you
- Fun at school and holidays
- Play and other enjoyable things
- Duties and responsibilities as a child.

Conclude the Lesson Concretely: The teacher will take five minutes to go over concepts taken up while teaching the lesson. Concept-checking questions will be asked to the students to reiterate what they have done and gained from the lesson.

Motivational Comprehension Passage

Charles Dickens

Most novelists and poets born in nineteenth century England often criticized the way of life in that era. Charles Dickens was no different.

Charles Dickens (1812 – 1870) was born a poor clerk’s son. Dickens’s father, along with his wife and all their children, except Charles, was sent to prison because he could not pay off his debts. As a result of this Charles had to start working at a factory. When Charles was twelve, his father was finally released from prison. Charles was psychologically scarred by this experience. He felt sad when his mother insisted that he continue to work at the factory. However, his father rescued him and put him up as a day pupil at a school in London.

That was the beginning of his journey to become the most well-known English novelist of the nineteenth century (Victorian period). He created some of the most well-known characters in English literature like David Copperfield and Oliver Twist. In his novels, he not only portrayed a well-drawn sketch of the age, but also condemned the hypocrisies that plagued the society during the period.

A. Fill in the blanks:

1. Charles Dickens was born in _____.
2. Charles Dickens's mother wanted him to _____.
3. Charles Dickens was the most well-known _____.
4. Charles Dickens condemned the _____.

B. Answer the following questions:

1. Who was Charles Dickens and how do we know that Charles had a troubled childhood?

2. What you feel worth learning and adopting from the life of Charles Dickens?

UNIT PLAN - 7

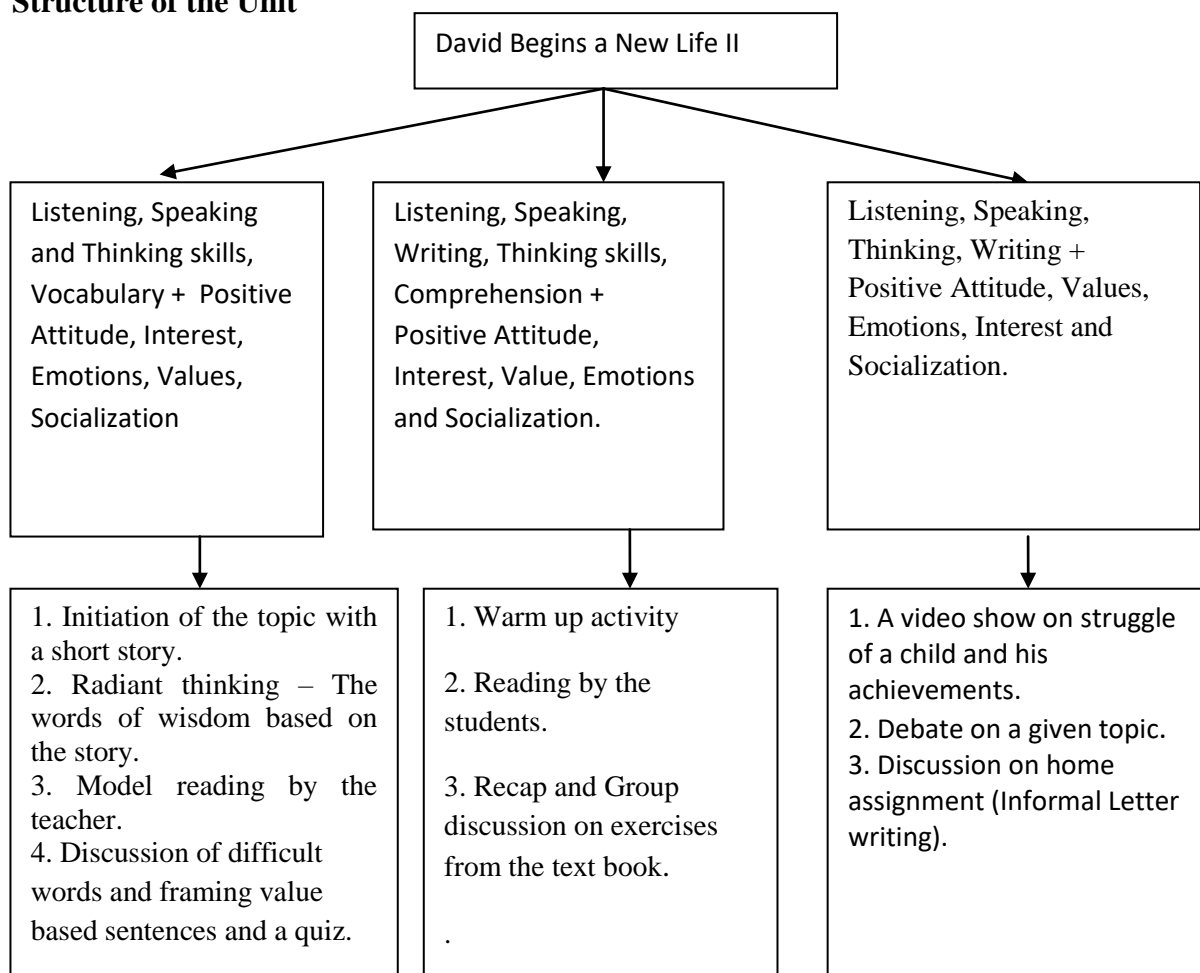
Subject: English (Prose)
Standard: VII

Topic: David Begins a New Life II
School : Baroda High School, ONGC

Lesson Summery

This is the continuation of the last chapter – 6. Aunt Betsey and Mr. Dick jointly adopt David. Soon David and Mr. Dick became good friends, often went out to fly kites. Aunt Betsey wanted David to go for further education and sent him along with Mr. Dick to Canterbury for his admission. On the way they met Mr. Wickfield, an old friend of aunt Betsey who was the lawyer and steward of the estates of a rich and affluent gentleman of the country. Aunt Betsey left David with Mr. Wickfield for further admission process. Before leaving she advised David to avoid three vices – never be mean in anything, never be cruel and never be false. Next morning Mr. Wickfield took David to his new school and introduced him to the head master, Dr. Strong and got him admitted in the boarding school. David was not as skilful as other students in games and studies. Soon he worked hard and proved himself in both. His life at Canterbury was a happy and fruitful one.

Structure of the Unit



Integrated Affective Domain in the Lesson Planning

- **Aim of the Lesson:** Along with the main aim, there will be a sub aim to be developed in the students while teaching this lesson. So along with the main aim i.e. skill development (reading/writing/speaking/listening), sub aims such as system (question forms) or pronunciation (rising /falling intonation), along with growth of Affective Domain will be taken care of. For example, while speaking lesson, pronunciation, emotion and value development will be integrated.
- While the learners are speaking, the teacher will introduce a feature of intonation practice e.g. rising/ falling intonation. While discussing the difficult words and its meaning, stress will be given to use those words or phrases in developing positive attitude / value based sentences so that the students practise thinking positively and generate interest towards hard work and achievement of goals.
- Warm up activities: Every teaching period will begin with a warm up activity to gauge the students' current knowledge or what they remember from last week. It will be questions, a video, or debate on a current topic to start a conversation. This is to get them talking and to get them thinking about the topic
- Group Activity: A debate will be initiated based on an emotional short video. The activity has additionally integrated a system's aim (questions forms), pronunciation (rising /falling intonation), speaking skills and writing (note-taking skills). The students will develop empathy, interest to learnt better and socialization skills. Students will collect, organize and share information on the given debate topic to keep a positive attitude and will understand that poverty or any other negative factor cannot be a hindrance to achieve goals of life if we are committed and target oriented. They will learn the skills of applying the same in their own life.
- Home Assignment: An informal letter on 'What it feels like being a child' will develop thinking and writing skills of the students. Students will write an informal letter to develop and share feeling of gratitude for their parents who always stand by them, help them at the time of need and at every step of life.
- Conclude the lesson concretely: The teacher will take five minutes to go over concepts taken up while teaching the lesson. Concept-checking questions will be asked to the students to reiterate what they have done and gained from the lesson.

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will develop interest in reading literature through various activities.
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will collect, organize and share information on the given debate topic to keep a positive attitude and will understand that poverty or any other negative factor cannot be a hindrance to achieve goals of life if we are committed and target oriented. They will learn the skills of applying the same in their own life.
- Students will write an informal letter to develop and share feeling of gratitude for their parents who always stand by them, help them at the time of need and at every step of life.

Methods and Approach of Teaching

- Communicative approach

- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- **Short Story** to develop values of life so that they can be a good companion to the friend who is not happy.
- **List of Difficult Words** from the lesson for a quick quiz to improve vocabulary, and framing of value based sentences,
- **Video Show, “Motivation Video Funny HD**
(<https://www.youtube.com/watch?v=MxCPxzkwBKo>) to develop positive attitude
- **Informal Letter Topic** related to the lesson to develop emotion and values
- Smart class modules, text book, Dictionary.

Activities:

- Short story to introduce the topic and a quiz to improve vocabulary.
- Group discussion of the exercises of the text book.
- A video show followed by a debate.
- Letter writing to express emotions.
- A visit to nearby Post Office to drop the letter.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Time Management: (Time is approximated)

Period - I – (30 minutes)

- Initiation of the topic with a beautiful short story of a cracked pot and how the pot bearer makes it understand that our differences make us unique and beautiful. **5 minutes**
- Radiant thinking – The words of wisdom based on few questions based on values of life. **5 minutes,**

- Model reading by the teacher **10 minutes**,
- Discussion and explanation of difficult words and a quick quiz on framing of value based sentences **10 minutes**,

Period – II – (30minutes)

- Reading by students **10 minutes**,
- Group discussion of a topic and discussion of exercises from the text book **20 minutes**.

Period - III – (30minutes)

- A video show in which a child commits a crime to get medicine for his mother. He was saved and helped by a restaurant owner. Later the poor child becomes a doctor who saves the restaurant owner's life. **5 minutes**
- Activity in Class: A debate competition on the topic 'Does poverty destroy education?' **15 minutes**
- Discussion of home assignment - An Informal Letter to mother to express gratitude **10 minutes**.

LESSON PLAN

Unit: David Begins a New Life II (Period I)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will develop interest in reading literature.
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- **Short Story** to develop values of life so that they can be a good companion to the friend who is not happy.
- **List of Difficult Words** from the lesson for a quick quiz to improve vocabulary, and framing of value based sentences,
- Smart class modules, text book, Dictionary.

Activities:

- Short story to introduce the topic and a quiz to improve vocabulary.
- Group discussion of difficult words and a quick quiz.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Generally people are not always happy with what they have. There are times when we look at others and wish we had what they have.

Can you think of something which your friends have, which you don't have? How do you feel about it? And what do you do about it?

Students will answer as per their experiences.

Teacher: - Absolutely right students! Today I am going to tell you a very interesting short story.

'The Cracked Pot'

There was once a water bearer named Bhola. Every day he carried two large pots of water from the stream to his master's house. He would hang the pots on the end of a pole which he hoisted on to his shoulders.

One of the pots had a crack in it, but the other was perfect. The perfect pot always delivered a full portion of water at the end of the long walk, while the cracked pot had often lost half its contents by the time Bhola reached the house.

This went on for two whole years, with Bhola travelling back and forth each day, carrying only one and a half pots of water to his master's house. Of course, the perfect pot was always very proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and felt miserable that it was able to accomplish only half of what it was made for.

Looking back at the two years, the cracked pot felt a strong sense of failure. It spoke to the water bearer one day as they were resting by the stream. "I am ashamed of myself, and I want to apologise to you." The bearer asked, "Why? What are you ashamed of?"

"For these past two years, I have been able to deliver only half my load because this crack in my side causes water to leak out all the way back to your master's house. You work so hard, and yet because of my flaws you don't get full value from your efforts."

Bhola felt sorry for the old cracked pot, and said kindly, "This time as we return to the master's house, I want you to notice the beautiful flowers which line the path." Indeed, as they went up the hill, the old cracked pot noticed the sun warming the beautiful flowers at the side of the path. The bearer said to the pot, "Did you notice that there were flowers only on one side of the path, but not on the other side? That's because I planted seeds on your side of the path, and every day as we've been walking back from the stream, you've been watering them. For these two years I've been able to pick these beautiful flowers to decorate my

master's table." The cracked pot smiled for the first time in years, as it gazed at the radiant flowers glistening in the sunlight.

Teacher: So students do not underestimate you by comparing yourself with others. It's our differences that make us unique and beautiful.

If you have a friend who suffers due to any disability or is not happy, offer to help him and be a good companion.

In the current story too, you have noticed that David was helped by Ms. Betsey. She could realise the mental agony of David. Mr. Dick also became a good friend of David.

(Since the story has been introduced earlier, the teacher will recapitulate part I and will begin with part II.)

Now open page no. 44 of their English Prose Text book. We are going to read further about David Copperfield facing challenges of life and along with Ms Betsey, Mr. Dick, who else helps David.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading by the Teacher (Part II Mr. Dick and I A happy and fruitful one.)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Example – What are the tree vices that Aunt Betsey advised David to avoid?
2. Discussion of Difficult Words	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will ask the student to work in pair and find the meanings of all the difficult words. They may refer to the dictionary. She will encourage the students to make value based sentences and appreciate	Students will write the meaning of the difficult words and will try to make sentences.	Once it is done, ask the students to read out their sentences randomly.

		them for the same.		
3 Quiz on Vocabulary	To enrich vocabulary through quiz. Students will be able to understand word meanings and use the same in meaningful value based sentences	Teacher will divide the class into 4 teams and have a few rounds on word meanings and the usage of the words in meaningful value based sentences..	Students will participate enthusiastically in the quiz competition. Students will join the teacher in applauding the winner team at the end.	2 points for the word meaning and 4 points for a sentence construction will be awarded. Word Quiz eg.- adoption, gratefully, obliged fruitful.

The teacher will appreciate the efforts of all the students and the winners will be applauded by the whole class.

LESSON PLAN

Unit: David Begins a New Life II (Period II)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.

Instructional Objectives:

- Students will be able to read the lesson as done by the teacher.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the given passage and will write the answers of the given questions.
- Students will develop interest in reading literature through comprehension worksheet.
- Students will understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.

Methods and Approach of Teaching

- Communicative approach
- Activity based, Experiential learning
- Inductive method

- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials Needed

- Text book ‘English Impulse’ and ‘Oxford’ pocket dictionary by the students.

Preparations on the part of Teacher

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
4. Warm - up Activity	To gauge the students' current knowledge or what they remember from last period.	The teacher will ask questions to start a conversation. This is to get them talking and to get them thinking about the topic	The students will answer enthusiastically to the questions asked by the teacher.	It will be a recap of what ever done in the last period.
5. Reading by Students (Part II Mr. Dick and I A happy and fruitful one.)	To develop reading skills. Students will be able to read the lesson with diction, proper pronunciation, speed and voice modulation.	The teacher will ask the students to read the story aloud.	Students will read the lesson carefully.	The teacher will make a note of all the pronunciation errors committed by the students and correct them once the story has been read.
6. Explanation and Discussion of Text Book Exercises	Students will understand the importance of the value in one's life. Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.	The teacher will involve students in the discussion of text book exercises.	Students will listen carefully, actively participate in the discussion of text book exercises, comprehend and follow the instruction given by the teacher.	Discussion of text book question-answers and other exercises will be done.

LESSON PLAN

Unit: David Begins a New Life II (Period III)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.
- Students have understood the importance of the values of life.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will collect, organize and share information on the given debate topic to keep a positive attitude and will understand that poverty or any other negative factor cannot be a hindrance to achieve goals of life if we are committed and target oriented. They will learn the skills of applying the same in their own life.
- Students will write an informal letter to develop and share feeling of gratitude for their parents who always stand by them, help them at the time of need and at every step of life.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning

- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- **Video Show** to develop positive attitude
- **Informal Letter Topic** related to the lesson to develop emotion and values
- Smart class modules, text book, Dictionary.

Activities:

- A video show followed by a debate.
- Letter writing to express emotions.
- A visit to nearby Post Office to drop the letter.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
7. Recap of the Topic	To gauge the students' current knowledge or what they remember from last period.	The teacher will ask the students to imagine a life without home. She will tell the students that the way David in this story was taken care of, even we should help the poor and needy specially poor children who are alone in this world with nobody to take care of them. This is to get them talking and to get them thinking about the topic.	The students will answer enthusiastically to the questions asked by the teacher.	It will be a recap of the whole lesson read and the values they learnt.
8. A video show and a	To make the students think	The teacher will show a video in which a	Students will enjoy the video	The teacher will keep record of

Debate Competition on the Topic 'Does Poverty Destroy Education?'	critically that poverty is a big hindrance in the way of development of our nation	child commits a crime to get medicine for his mother. He was saved and helped by a restaurant owner. Later the poor child becomes a doctor who saves the restaurant owner's life.	and think critically. They will participate actively in the debate completion.	the issues raised and point defended by the two groups participating in the debate competition.
8. Home Assignment - An Informal Letter to mother to express gratitude	Students will be able to express their own emotion for their mother through informal letter writing.	Teacher will instruct the students to write a informal letter to their mother and express their gratitude towards their selfless love and care. She will also explain the rules of writing letter.	The students will follow the instructions and will write a letter. They will arrange the envelope and postal stamp.	The teacher will take the children to nearest post office for posting their letter.

❖ Activity in class:

Debate topic: 'Does Poverty Destroy Education?'

The teacher will ask the students to think of those children who are not able to go to school due to poverty and no one is there to motivate them to go to school. She will tell the students that like David in this story, there are children who are forced to work in work in tender age instead of going to school. Lots of crimes are committed by children due to poverty. At the same time, she will give few current real examples where though the children were very poor but achieved high set goals of life and proved their calibre.

The teacher will divide the whole class in two groups, one group will speak for the motion and the other one will speak against the motion.

❖ Home Assignment:

Write an informal letter to your mother.

Write about:

- Thank her for her support
- Express your gratitude for the conducive, safe and pleasant environment at home.
- Convey to her your determination to do well and
- Make her and your father proud of you.

(The teacher will revise the format of an informal letter before the students attempt this assignment. They will be instructed to bring envelope and postal stamp to school. On a pre decided day, the teacher along with the students will go to nearby post office to post the letters.)

UNIT PLAN - 8

Subject: English (Poem)

Standard: VII

Topic: Ring Out, Wild Bell

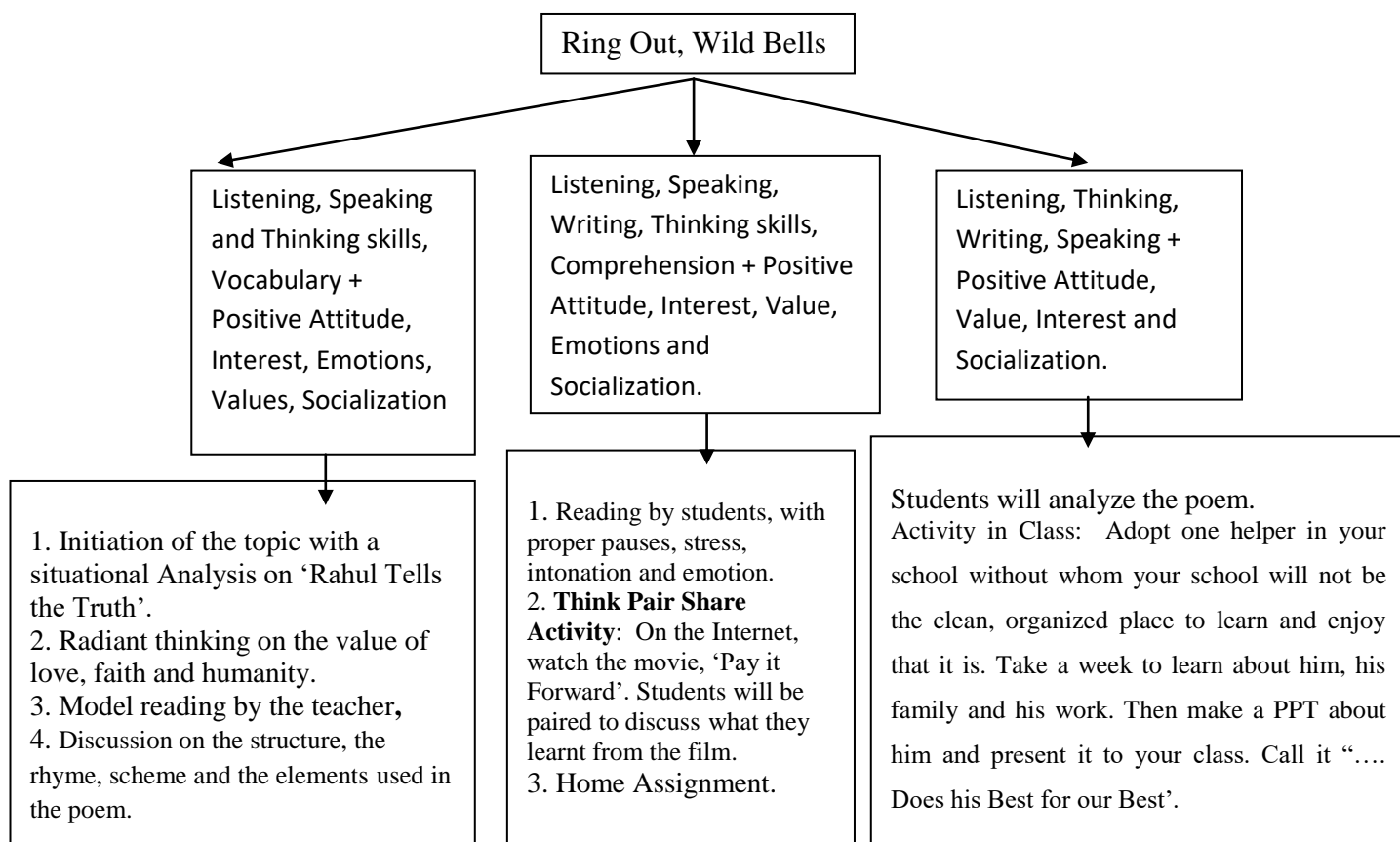
School : Baroda High School, ONGC

Poem Summary

According to a story widely held in Waltham Abbey, and repeated on many websites (see two examples below), the 'wild bells' in question were the bells of the Abbey Church. According to the local story, Tennyson was staying at High Beach in the vicinity and heard the bells being rung on New Year's Eve. It is an accepted English custom to ring English Full circle bells to ring out the old year and ring in the new year over midnight on New Year's Eve. Sometimes the bells are rung half-muffled for the death of the old year, then the muffles are removed to ring without muffling to mark the birth of the new year. In some versions of the story it was a particularly stormy night and the bells were being swung by the wind rather than by ringers, but this is highly unlikely given the method of ringing English full circle bells, which requires a considerable swinging arc before the clappers will strike the bell.

About the Poet: Alfred Tennyson was one of the most popular British poets of all time. He was from royal and noble ancestry but was brought up in a middle-class household. A lot of his work was rooted in mythology. Tennyson tried his hand at stage plays also, but these are not considered to be particularly good.

Structure of the Unit



Aim of the Poem:

The poem is an **energetic cry for human beings to dispense with destructive ideologies and beliefs that lead to destructive actions across the board**, as pertains to the human experience. A spiritual renewal must first take place within the mind of human beings.

Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.
- Give out destructive activities and develop positive attitude towards life and positive human mind.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students are developing positive attitude, interest, emotion and socialization.

General Objective:

- Proper understanding at the language and spirit of the poem.
- Listening to poetic language in its proper pronunciation stress and intonation.
- To enable the student to get an idea about the writing skill and use in the poetic text.
- To enable the student to get an idea about sentences and rhythmic lines at their own.
- To develop constructive ideologies in students.

Behavioral objectives:

A. Knowledge - The students will be able to ---

- a. Identify the meanings at the words in the text.
- b. Reorganize a nature poem.
- c. Recognize some words.

B. Comprehension - The students will be able to ----

- a. Comprehend the meanings of the stanza as a whole.
- b. locate specific information .

C. Application - The students will be able to ----

- a. Use of words they have learnt in the text in new situation.

b. Relate them to their personal experience, develop expected behavior.

D. Psychomotor - The students will be able to ---

a. Read the text poetry with reasonable speed.

b. Communicate their feelings to their friends and the teacher in English in the class - room.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing value based sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the love, faith and humanity.
- Students will develop sense of love, faith, spirituality and humanity.

Methods and Approach of Teaching

Functional communicative approach with interactive question answer method will be adopted.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

A. Usual - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. Specific – Arrangement of projector and laptop for students' presentation on their interaction with school helpers.

Group Activities:

- **Think Pair Share Activity:** On the Internet, watch the movie, ‘Pay it Forward’. Think Pair Share activity: Students will be paired to discuss what they learnt from the film.
- **Group Activity:** Adopt one helper in your school without whom your school will not be the clean, organized place to learn and enjoy that it is. Take a week to learn about him, his family and his work. Then make a PPT about him and present it to your class.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic with a situational analysis of Rahul. **5 minutes**
- Radiant thinking – on constructive activities on human values. **5 minutes,**
- Introduce the poem and the poet, a general background has to be explained and it’s based on the poet,. **5 minutes.**
- The teacher will read the poem with proper pauses, stress, intonation and emotion. **10 minutes.**
- Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes.**

Period – II –

- The students will read the poem aloud turn by turn with proper pauses, stress, intonation and emotion. **10 minutes.**
- All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **5 minutes.**
- **Think Pair Share Activity:** On the Internet, watch the movie, ‘Pay it Forward’. Think Pair Share activity: Students will be paired to discuss what they learnt from the film. **15 minutes.**

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes.**
- Group Activity: Adopt one helper in your school without whom your school will not be the clean, organized place to learn and enjoy that it is. Take a week to learn about him, his family and his work. Then make a PPT about him and present it to your class. **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes.**

Poem: Ring Out, Wild Bell

Introduction

By way of introduction the teacher will divide the students into groups of five or six students each. Tell them to discuss among themselves how they will celebrate their new year and what new resolution will they make for the new year (2019). To draw their attention and to motive them towards learning the day's lesson. She may ask questions that help her to come to the topic.

Teacher will encourage each and every student to participate in the discussion.

Today we shall read the poem 'Ring Out, Wild Bell ' by Alfred Tennyson. The pupils will be open this text books.

Teaching Strategy and Presentation

Day 1

Learning items: Stage -1 Loud reading of the poem by the teacher with proper pause, Stress, intonation and emotion.

Teacher's behaviour: The teacher will not hold text book in hand. She will look at the student and recite the poem. If necessary, teacher will repeat the same lesson instructions.

Learner's behaviour: The students will listen to and follow the teacher attentively Situation analysis on values.

Day 2

Learning items: Stage -2 loud reading of the poem by the students.

Teacher's behaviour: The teacher will listen to the students and if necessary ask them to read again. At to be active enough to note whether any student fails the poem properly. The teacher will make necessary correction.

Learner's behaviour: The students will read aloud and will seek teacher's help if necessary.

On the Internet, watch the movie, 'Pay it Forward'. Think Pair Share activity: Students will be paired to discuss what they learnt from the film.

Day 3

Learning items: Stage -3 silent reading by the students and teaching word meanings as a means of meaning of the text

Teacher's behaviour: The teacher will ask the students to read silently for a few minutes and mark the words and phrases unknown to them. The teacher will also ask them meaning of the words.

Learner's behaviour: The student will read silently and do accordingly. The student will be alert and active enough to take down the meaning and form their own expression and thoughts.

Group Activity: Adopt one helper in your school without whom your school will not be the clean, organized place to learn and enjoy that it is. Take a week to learn about him, his family and his work. Then make a PPT about him and present it to your class.

UNIT PLAN - 9

Subject: English (Prose)
Standard: VII

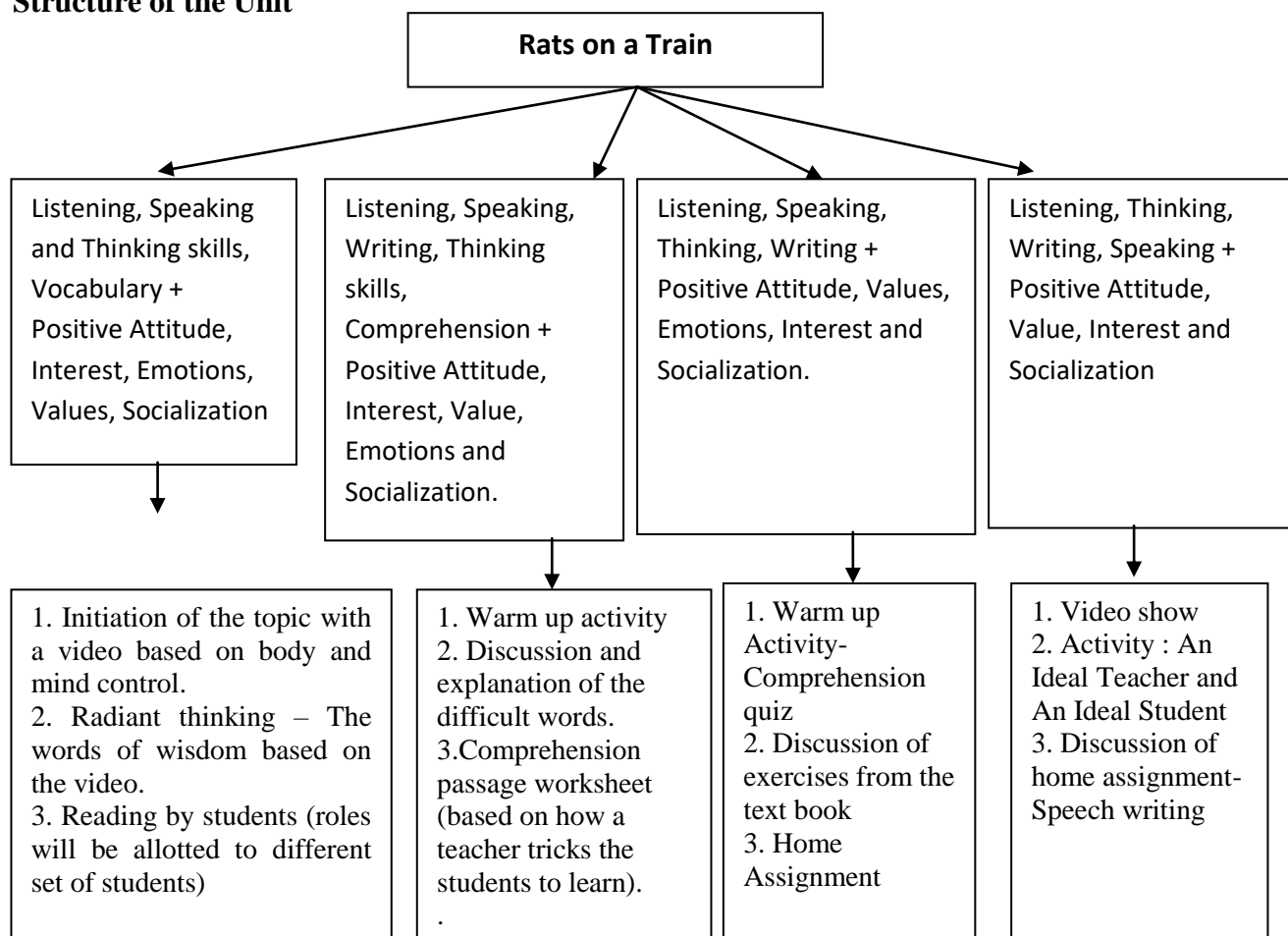
Topic : Rats on a Train
School : Baroda High School, ONGC

Lesson Summary

‘Rats on a Train’ is a play written by Shri Rabindranath Tagore (1861 – 1941) who was a Bengali Poet, novelist, musician, painter and playwright. He won the Nobel Prize in Literature in 1913 for his work ‘Gitanjali’.

Just before the school reopens for a new session, a group of students were going back to their school by a train. In the same compartment, an elderly man was also travelling. The group of boys were discussing about the new Sanskrit teacher, who was about to join the school. The boys were teasing the new teacher by his name not knowing the fact that the elderly man travelling with them was the same teacher on whom they were passing comments. While in the train, the elderly man managed to win the boys’ heart. After getting down from the train the students were in utter amazement after they came to know that the elderly man was their new Sanskrit teacher.

Structure of the Unit



Integrated Affective Domain in the Lesson Planning

- **Aim of the Lesson:** Along with the main aim, there will be a sub aim to be developed in the students while teaching this lesson. So along with the main aim i.e. skill development (reading/writing/speaking/listening), sub aims such as system (question forms) or pronunciation (rising /falling intonation), along with growth of Affective Domain will be taken care of. For example, while speaking lesson, pronunciation, emotion and value development will be integrated.
- While the learners are speaking, the teacher will introduce a feature of intonation practice e.g. rising/ falling intonation. While discussing the difficult words and its meaning, stress will be given to use those words or phrases in developing positive attitude / value based sentences so that the students practise thinking positively and generate interest towards hard work and achievement of goals.
- Warm up activities: Every teaching period will begin with a warm up activity to gauge the students' current knowledge or what they remember from last week. It will be questions, a video, or debate on a current topic to start a conversation. This is to get them talking and to get them thinking about the topic
- A Motivational Comprehension Passage worksheet based on how a teacher tricks to drag attention of her students towards learning, will be given to the students to enhance their ability to make inferences from a passage and use critical thinking skills to answer questions related to the text. The students will learn to interact with the text and to connect the text to their own lives. They will understand the value of a teacher and their role in students' life.
- Group Activity: A video show for group activity, based on important, positive shift that will change the way people think about themselves and the way they communicate with others. The students will develop empathy, interest to learnt better and socialization skills. They will learn the skills of applying the same in their own life.
- Home Assignment: A speech writing on 'Welcoming New Teacher in School' will develop thinking and writing skills of the students. Students will write a welcome speech for a new teacher to develop and share feeling of gratitude for their teachers who always stand by them, help them at the time of need and at every step of life.

- Conclude the lesson concretely: The teacher will take five minutes to go over concepts taken up while teaching the lesson. Concept-checking questions will be asked to the students to reiterate what they have done and gained from the lesson.

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will develop interest in reading literature through various activities.
- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will be able to write a speech, dialogue and the same on a given topic (value based).
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will develop sense of dedication, love, devotion and respect for the teachers and fellow feeling and empathy for others.

Methods and Approach of Teaching

- Communicative approach
- Activity based,

- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Value based video based on body and mind control to introduce the lesson,
- Worksheet of unseen passage ‘Tricked into Learning’, which highlighted a teachers role to drag students’ attention towards learning a new concept in Physics.
- A video show on “Gratitude as a Life Skill” (https://www.youtube.com/watch?v=XIQKaCl0_xY) for group activity, based on important, positive shift that will change the way people think about themselves and the way they communicate with others.
- Smart class modules, animated CD, text book, Dictionary.

Activities:

- A video show to introduce the topic and a discussion.
- Group discussion of the exercises of the text book.
- A video show followed by a class group activity.
- Speech writing to express emotions.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Time Management: (Time is approximated)

Period I : A video show based on body and mind control and an introduction **5 minutes**, Describing the role to be played and other instructions **5 minutes**, Reading by students (roles will be allotted to different set of students) **20 minutes**.

Period II : Warm up activity **5 minutes**, Discussion of difficult words **10 minutes**, Comprehension passage worksheet **15 minutes**.

Period III : Recap of the lesson (Quiz) **5 minutes**, Group discussion of exercises from the text book **20 minutes**, Home assignment discussion **5 minutes**

Period IV : A video show **5 minutes**, Class Activity: an ideal teacher and an ideal student **20 minutes**, Discussion of home assignment (speech writing) **5 minutes**.

LESSON PLAN

Unit: Rats on a Train (Period I)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will develop interest in reading literature through various activities.
- Students will develop sense of dedication, love, devotion and respect for the teachers and fellow feeling and empathy for others.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Value based video based on body and mind control to introduce the lesson,
- Smart class modules, animated CD, text book, Dictionary.

Activities:

- A video show to introduce the topic and a discussion.
- Students will read the lesson as per the role (character wise) with voice modulation and proper intonation.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let us watch an interesting video on body and mind control. Watch it carefully as I am going to ask you few questions.

The teacher will show a motivational video based on body and mind control. Students participate enthusiastically and develop interest in learning something new. After showing the video, the teacher asks few questions.

Teacher: Q.1. What are the four ways to be meditative?

Students:- Ans.1. Karma Yoga, Jnana Yoga, Bhakti Yoga and Kriya Yoga

Great children! Your answer is absolutely correct.

Teacher: Q.2. By seeing the four Yoga together, what did the God say?

Students: Ans.2. The God Said, "I have been waiting.... You four idiots got together"

Teacher: Absolutely correct students! So these four things should be together then only one can be successful. Generally our mind goes in one direction, our body in another direction, our emotions are going somewhere else. If we manage to align them, then there will be different dimension happening within us. We could be a better human beings.

Teacher: Q.3. How you felt on the first day of a new session at school?

Students: Ans.3. We were eagerly waiting for the school to get reopened. New uniform, new books and so many friends, to whom we could not talk, so many exciting things were to be shared.

The teacher will discuss with them their excitement, fears and expectations from a new academic year.

Teacher : Now open page no. 55 of your English Prose Text book. We are going to read an interesting story by Rabindranath Tagore who was a Bengali poet, novelist, musician, painter and playwright. He won the Nobel Prize in Literature in 1913 for his work in Gitanjali. Tagore wrote India's national anthem 'Jana gana mana.....'

- Since this is a play, the teacher will allot roles to one set of students for scene one and a different set of students for scene two. Rest of the students will observe the play in the class and later answer the questions asked by the teacher.
- The teacher will ask the students to read the glossary section and see whether they have understood all the words listed there.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Instructions to the students and description of characters	Students will get an idea how to read the lesson with correct intonation and voice modulation.	The teacher will explain in detail how to read at proper speed and intonation.	Students will listen to the instructions carefully and try to follow the same while reading.	The teacher will closely observe the students and note down.
2. Reading by Students (Scene 1, Scene 2 Inside coach on his shoulder.)	Students will be able to develop listening, speaking and reading skills.	The teacher will instruct the students that while the play is being read, they must not interrupt to ask for meanings or clarifications. However, they could mark the unfamiliar words, while the reading is being done. These would be explained later. She will observe the students reading the	Students will read the lesson character wise. Simultaneously other students will underline the words which are unfamiliar to them with pencil. Students will read at a proper rate of speech and with proper pronunciation and intonation.	The teacher will ask few question orally : 1. Where were the boys? 2. Where were the boys going?

		lesson with voice modulation.		
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LESSON PLAN

Unit: Rats on a Train (Period II)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will enrich their vocabulary through use of adjectives and be able to use the new words in framing sentences.
- Students will develop interest in reading literature through various activities.
- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will develop sense of dedication, love, devotion and respect for the teachers and fellow feeling and empathy for others.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Worksheet of unseen passage ‘Tricked into Learning’, which highlighted a teachers role to drag students’ attention towards learning a new concept in Physics.
- Smart class modules, animated CD, text book, Dictionary.

Activities:

- Unseen comprehension passage individual activity.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher’s Activity	Student’s Activity	Evaluation
3. Warm up activity	Students will develop basic language proficiency like answering orally with conceptual clarity.	Teacher will recap the lesson step by step with the help of students.	Students will enthusiastically participate in recapitulation.	The teacher will make a note of full participation of the whole class.
4. Discussion of Hard Words and the lesson	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will write the words which the students are unfamiliar with, on the black board and guide them to look for its meaning from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the unfamiliar words and will try to make sentences. The students will also read the glossary section and see whether they have understood all the words listed there.	Generosity : willingness to give freely. The world salute at Mother Teresa’s generosity . Plundered : stolen. Geeta helped the police to catch the thief with plundered bag.
5. Activity – Unseen Comprehension Passage.	The students will learn to interact with the text and to connect the	The teacher will give a worksheet on an unseen passage ‘Tricked into Learning’	The students will read the passage and answer the questions given in the worksheet.	The teacher will gauge the students’ level of understanding.

	text to their own lives.	passage will be given to the students.		
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LESSON PLAN

Unit: Rats on a Train (Period III)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will develop interest in reading literature through various activities.
- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will develop sense of dedication, love, devotion and respect for the teachers and fellow feeling and empathy for others.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning
- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- Value based video based on body and mind control to introduce the lesson,
- Worksheet of unseen passage ‘Tricked into Learning’, which highlighted a teachers role to drag students’ attention towards learning a new concept in Physics.
- A video show for group activity, based on important, positive shift that will change the way people think about themselves and the way they communicate with others.
- Smart class modules, animated CD, text book, Dictionary.

Activities:

- Group discussion of the exercises of the text book.
- Comprehension Quiz

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher’s Activity	Student’s Activity	Evaluation
6. Recap Activity – *Comprehension quiz. The students will be given 15 seconds to think and answer. A scorekeeper and a timekeeper will be appointed.	Students will develop basic language proficiency like answering orally with conceptual clarity.	Teacher will divide the students into 4 teams and tell them that they will have a comprehension quiz and see that all are participating equally and appreciate the students for their active participation.	Students will enthusiastically participate in the quiz and compete with other groups to answer the questions and to win.	Question patterns: 1. Where were the boys? 2. What news upset the boys? 3. What plan did the boys made? 4. What surprised the boys when they reached their destination?....
6. Discussion of Text Book Exercises	Students will hone higher order language skills	Teacher will discuss the text book exercises and encourage students to answer.	Students will answer the questions and complete all the exercises discussed in the class.	Teacher will keep a note of students who are answering and encourage the introvert students.
7. Home Assignment	Students will learn to	The teacher will instruct the	The students will note down the	Teacher will collect the

	comprehend and frame their answer	students to write down the answers of the exercises in their notebook.	home assignment.	notebook next day for checking.
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LESSON PLAN

Unit: Rats on a Train (Period IV)

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed a sense of dedication, love, devotion and respect for the motherland and empathy for others.
- Students have developed a sense of love towards their work, fellow feeling and empathy for others.
- Students have developed a sense to work as hard as possible and have a positive attitude to build their career.
- Students have developed empathy through activity for the children who don't have a safe shelter to live in and those who are alone in this world with nobody to take care of them.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to comprehend the text and to locate, analyze and evaluate information.
- Students will be able to write a speech, dialogue and the same on a given topic (value based).
- Students will collect, organize and share information on the given topic to keep a positive attitude and understand the importance of the values of life. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate.
- Students will develop sense of dedication, love, devotion and respect for the teachers and fellow feeling and empathy for others.

Methods and Approach of Teaching

- Communicative approach
- Activity based,
- Experiential learning

- Discussion and lecture method
- Inductive method.
- Child Centered.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading, writing and thinking skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

- A video show for group activity, based on important, positive shift that will change the way people think about themselves and the way they communicate with others.
- Smart class modules, animated CD, text book, Dictionary.

Activities:

- A video show followed by a class group activity.
- Speech writing to express emotions.

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
8. A Video Show	Students will learn that instead of constantly apologizing, how to send gratitude into the world, not negativity.	The teacher will show a video based on important, positive shift that will change the way people think about themselves and the way they communicate with others.	Students will watch the video carefully and note down what according to them is worth adopting.	The teacher will ask few question orally to make a note of the qualities the students want to acquire and practice in their real life situations.
9. Activity: Speak to your Partner	Students will be able to think critically and answer their partners on a particular issue.	The teacher will instruct the students to sit in pairs and one student in each pair to imagine themselves as an ideal students and list down what qualities you would like an ideal teacher to have. Next, their partners	Students will follow the instructions given by the teacher and participate enthusiastically in this game.	Students will be encouraged to participate actively and will be expected to think critically and put forward their views. They will be adviced to inculcate the

		will be instructed to imagine themselves as if they are the teachers. The partners will list down qualities they would like in an ideal student. Students will be asked to exchange their views in the class.		qualities of an ideal student framed by the students themselves.
10. Home Assignment: Speech Writing	Students will develop basic language proficiency like how to show gratitude to a teacher.	Imagine you are Bickhun. You have been asked by the headmaster to write a welcome speech for the new Sanskrit teacher. Write the speech in about 100 words. Include the following: <ul style="list-style-type: none"> • Mention his warm and affectionate nature. • Promise him full cooperation. • Wish him a happy tenure in the school. 	Students will note down the instructions to be followed to write a good speech.	The teacher will take submission of their notebook on time and check for a perfect speech writing skills.

WORKSHEET

Tricked into Learning

The final exams were due in a few weeks. Ms Radha hadn't yet managed to complete her Science syllabus. She therefore came to the class whenever the class had a free period. She took classes during their lunch breaks, physical education periods and sometimes even during their library time. Soon the students got tired of studying Science.

The students devised a plan. They would not take their Science books to school when Science was not on the timetable. Ms. Radha came to the class and asked them to open their books. All the students said that they had forgotten their books at home. But three students had still brought their books to school. Ms Radha divided the class into three groups and then made each group sit in a separate circle. She kept one book in the centre of each circle, and every member of the circle was supposed to read from that book. The students found the entire set-

up so funny that they kept laughing. As one read, the others played 'Passing the message' holding each other's hand. Ms Radha soon heard soft giggles and hushed tones while she taught them. She understood what the students were up to.

The next day Ms. Radha took the students who had brought their books to the laboratory. As she taught, she showed them various chemical reactions. Now everyone wanted to go to the lab. They started bringing their books again. Soon the syllabus was completed and Ms. Radha allowed the students to perform some experiments on their own. The students were overjoyed.

A. Fill in the blanks.

1. Ms. Radha taught _____ to the class.
2. The students said that they had _____ their books at home.
3. Ms. Radha kept one book in the centre of each _____.
4. The students kept laughing and spoke in _____ tones.
5. Ms. Radha took the students to the _____.

B. Answer the following questions.

1. What did Ms. Radha do to finish the syllabus?

2. Why were the students upset?

3. How did Ms. Radha remedy the problem at the end?

4. Why were the students overjoyed?

UNIT PLAN - 10

Name of the Teacher: Chhaya
School's Name: Baroda High School, ONGC.

Subject: English Poem
Topic: Stopping by the Woods
on a Snowy Evening

Standard: VII

No. of Periods : 2 Periods

Entry Behaviour:

- Students are aware of the meanings of some of the new words used in the lesson.
- Students know how to comprehend the text and answer as per their level.
- Students have knowledge about carrying out conversation in English and use correct pronunciation of some familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To ensure that the students are able to appreciate poetry.

Instructional Objectives:

- Students will be able to read the poem and the new unfamiliar words with correct pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend value based text and to locate, analyse and evaluate information.
- Students will get familiar with Robert Frost's art of poetic imagery/metaphors.
- Students will develop deep sense of responsibility towards their own commitments.

Teaching Method

Activity based, Discussion and lecture method

Teaching Learning Materials

Rapid fire quiz to gauge their understanding, smart class modules, animated CD, text book, Dictionary.

Teaching Approach

General to Specific, Child Centred and Participative.

Techniques

Assignments, rapid fire quiz, drawing sketch after listening to the poem and group discussion on a related topic

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.
- Students were asked to bring one A 4 size paper, crayons, sketch pen, etc.

Time Management:

Period I – Listening and Reading of poem **15 minutes**, a rapid fire quiz **5 minutes**, discussion of exercises from the text book **10 minutes**.

Period II – Video show **5 minutes**, group discussion of a topic and poster making in group **25 minutes**.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - You have experienced various seasons throughout the year. Can you describe what those seasons mean to you and which is the best season?

Students: - (Mixed response from the students. they will speak out as per their preferences and reasons behind the same)

The teacher will appreciate their answer and their likings for their preferred seasons. She will also describe the meaning of imagery and tell them about Robert Frost, who excels in the art of poetic imagery.

Teacher :- Now open page no. 63 of their English Prose Text book. We are going to enjoy a beautiful poem by Robert Frost. In the current poem, you will experience the beauty of the mother nature. You will also understand the poet's deep sense of responsibility towards his commitments. The poet wishes to watch the beauty of nature but he has much to do before he can finally rest. Metaphorically it means that however beautiful life in the world might be, we must fulfil our responsibilities before we die.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading Whose woods these..... before I sleep.	To develop listening skills.	The teacher will instruct the students to keep their eyes closed when she reads the poem. The teacher will read the poem	Students will keep their eyes closed and try to listen and understand the poem carefully.	The teacher will ask the students to take out A4 size paper, crayons and sketch pens, etc. and ask them to

		out to them bringing out the essence of the poem through modulation and rhythm.		draw a sketch of the scene described in the poem.
2. Reading by the Students Whose woods these..... before I sleep.	The students will develop reading skills	The teacher will ask the students to read the poem. When the students read, the teacher will talk about symbolism and imagery used in the poem. Eg. 'And miles to go before I sleep'	The students will read the poem and try to clear their doubts if any.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Example – What do you mean by snowy wood?
3. Rapid Fire Quiz	To gauge the students' understanding of the poem	Teacher will divide the class into 4 teams and have a few rounds of questions stanza wise. She will explain what has not been answered by the students after the quiz is over.	Students will participate enthusiastically in the quiz competition. Students will join the teacher in applauding the winner team at the end.	In case the other students feel that a valid point has been missed, it can be added. Eg. One winter evening, while crossing snowy dark wood, why did the poet stop? Ans. The poet stops to watch the beauty of the landscape.

Activity in class:

(The teacher will show an interesting video in which a small child gets money. So he thought of buying ice cream and chocolates for himself but on the way he saw a poor old lady. By seeing her condition, he develops empathy and being a responsible child, helps the lady instead of buying his favourite ice cream.)

We often read how nature is being destroyed by man. Things like toxic exhaust fumes, soil erosion and acid rain harm nature. Being a responsible citizen, it's our duty to save the environment.

In groups of four students make a poster to spread awareness against the degradation of nature.

- Give a catchy title.
- Write an inspiring slogan.
- Give any three instructions which could be as simple as ‘Do not pluck flowers’.
- Give an illustration to highlight your message.
- Display the posters at various spots in the school campus so that others can get your message.

Home Assignment:

The teacher will instruct the students to draw the scenery and fill colour as per their perception of the poem.

UNIT PLAN - 11

School : Baroda High School, ONGC.

Subject: English

Type of Lesson: Prose

Topic: Dolls over the Ages

Standard: VII

No. of Periods : 4 Periods

Entry Behaviour:

- Students are aware of the meanings of some of the new words used in the lesson.
- Students can carry out conversation in English and use correct pronunciation of some familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson with correct pronunciation.
- Students will enrich their vocabulary by learning synonyms and be able to use the new words in framing sentences.
- Students will be able to comprehend value based text and will be able to conclude from evidence or by reasoning.
- Students will develop interest in reading literature through various activities.
- Students will develop positive attitude and will understand the importance of dolls in their life.
- Students will develop and share emotions, empathy for the needy.

Lesson Summary

Dolls are among the oldest creations of man. Archaeologists have found small dolls of clay, wood, bone and ivory from graves and other areas excavated. The writer described several types of dolls prevailing all over the world since olden days as a part of our culture and tradition. The author highlighted pottery dolls which became common with the children of Victorian England. Some of the earliest Russian dolls were made of pine cones. Another Russian doll was highlighted named as babushka doll or Russian nesting doll. Japanese dolls were also highlighted which were given to mothers to ward off evil from their children. Importance of clay dolls in the story of lord Krishna's birth during Janmashtami, and the story of the Shyama Chak festival were also highlighted in the chapter. Tier wise arrangement of dolls during Navaratri days, African magical dolls, Voodoo dolls of wax and or clay were of great interest for the students. The author stress on how the dolls have changed the way we think of it, but probably the first doll was just a bunch of twigs!

Teaching Method

- Activity based, Experiential learning
- Discussion and lecture method.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials (Teaching Aids)

- **Listening** – Discussion to develop positive attitude, values and emotions (1. To learn how to prepare a doll and gift it to someone and share will everyone about the experience, **Speaking** - Quiz to improve vocabulary, and framing of value based sentences, **Writing** - write a paragraph on ‘My experience to prepare / decorate a doll and gift it to someone. **Reading** - Smart class modules, text book, Dictionary.

Teaching Approach

- Specific to General,
- Child Centred and
- Participative.

Techniques

- Worksheet,
- Quiz and group discussion on a related topic,
- Listening to a transcript and speaking on it.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a discussion in pairs **3 minutes** (Role of dolls in their lives when they were younger comparatively).
- Radiant thinking – Discussion on the above mentioned topic. **5 minutes.**
- Model reading by the teacher **12 minutes,**
- Discussion and explanation on the same **10 minutes,**

Period – II –

- Reading by students and locating important information from the lesson **10 minutes**,
- Framing of sentences **10 minutes**,
- Group Activity - Quiz on vocabulary **10 minutes**.

Period - III –

- Recap of the topic and discussion of exercises from the text book **30 minutes**.

Period - IV –

- Teacher will demonstrate how to make a doll. **10 minutes**
- Students will make or decorate doll **10 minutes**,
- Discussion on home assignment, write a paragraph on ‘My experience to prepare / decorate a doll and gift it to someone. **10 minutes**,

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - what are the activities, customs and traditions that make up our culture?

Students:- Festivals, dresses, cuisine, music and dance are a few of them.

Teacher:- The teacher will divide the class into pairs. Ask students to discuss on what was the role of dolls in their life when they were in pre-primary school. After a discussion for 5 minutes, the students will speak out the importance of dolls in their lives when they were younger comparatively.

Now we are going to read about the role of Dolls over the ages.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading by the teacher (Dolls are the oldest creation of man..... bunch of twigs!)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Example:-

		Teacher will do model reading of the given passage.		What is the specialty of various types of dolls?
2. Reading by Students (Dolls are the oldest creation of man..... bunch of twigs!)	Students will be able to read the lesson with proper pronunciation, speed and voice modulation.	The teacher will listen to what the students are reading and will help them if they get stuck or make mistake in reading.	Students will read the lesson carefully.	The teacher will observe the reading skill of the students and will help the students if they go wrong.
3. Discussion of Difficult Words	To enrich vocabulary by referring dictionary and tell the meaning of hard words and will also be able to make sentences. (This would help them in developing their active vocabulary)	Teacher will ask the student to work in pair and find the meanings of all the difficult words referring from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the difficult words and will try to make sentences. (10 minutes will be given) Example :- Archaeologist – Archaeologist can help us to know the values of ancient cultures and traditions.	Once it is done, ask the students to read out their sentences randomly.
4. Quiz on Vocabulary	To enrich vocabulary through quiz. Students will be able to understand word meanings and use the same in meaningful value based sentences	Teacher will divide the class into 4 teams and have a few rounds on word meanings and the usage of the words in meaningful value based sentences..	Students will participate enthusiastically in the quiz competition. Students will join the teacher in applauding the winner team at the end.	2 points for the word meaning and 4 points for a sentence construction will be awarded. Word Quiz eg.- Fragile, papier mache, Shyama Chak festival, etc.

UNIT PLAN - 12

Subject: English (Poem)

Standard: VII

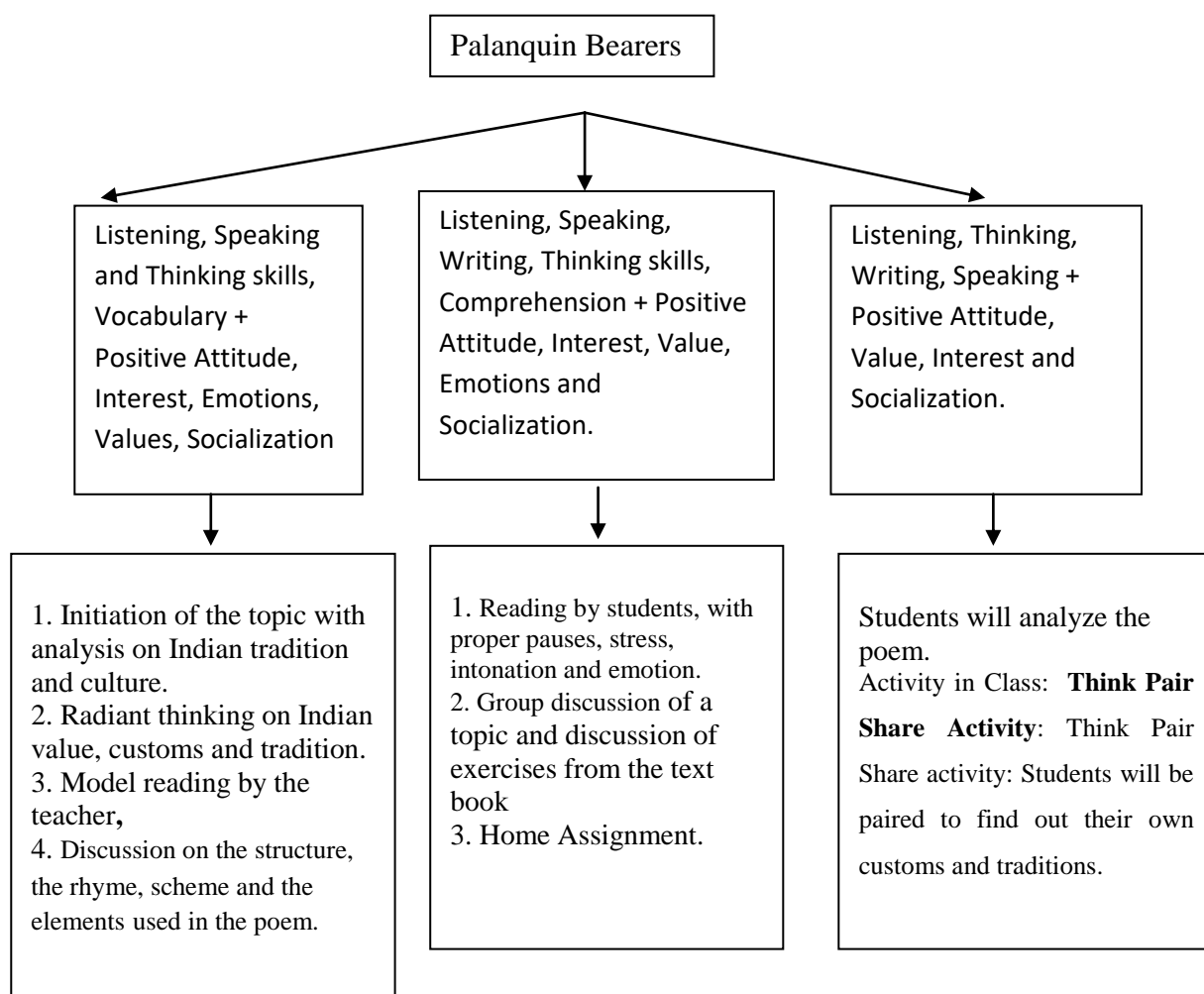
Topic: Palanquin Bearers

School : Baroda High School, ONGC

Poem Summary

The palanquin bearers are carrying a royal bride in a palanquin. They are singing a song while moving. Their song is related to the situation of the bride. They say that they are bearing the bride lightly. The bride is swaying like a flower in the wind. She is gliding like a bird on the froth of a stream. She is floating quietly like a laugh from the lips of dream. They are singing and carrying her happily. They are carrying her like a pearl on a string. They are moving gently and cheerfully. She is hanging like a star in the dew of their song. She rises like a ray of light seen on the top of a tide. She falls like a tear from the eyes of bride.

Structure of the Unit



Aim of the Poem:

The theme of the poem "Palanquin Bearers" by "Sarojini Naidu" is **to reflect about the Indian marriages and their cultures**. The poet has deliberately used the contradictory feeling of laughing and weeping. The bride is sad and is crying as she is separated from her family.

Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.
- Reflect about the Indian culture and tradition.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students are developing positive attitude, interest, emotion and socialization.

General Objective:

- Proper understanding at the language and spirit of the poem.
- Listening to poetic language in its proper pronunciation stress and intonation.
- To enable the student to get an idea about the writing skill and use in the poetic text.
- To enable the student to get an idea about sentences and rhythmic lines at their own.
- To develop interest in Indian culture and tradition.

Behavioral objectives:

A. Knowledge - The students will be able to ---

- a. Identify the meanings at the words in the text.
- b. Reorganize a nature poem.
- c. Recognize some words.

B. Comprehension - The students will be able to ----

- a. Comprehend the meanings of the stanza as a whole.
- b. locate specific information .

C. Application - The students will be able to ----

- a. Use of words they have learnt in the text in new situation.

b. Relate them to their personal experience, develop expected behavior.

D. Psychomotor - The students will be able to ---

a. Read the text poetry with reasonable speed.

b. Communicate their feelings to their friends and the teacher in English in the class - room.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing value based sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of customs and tradition.
- Students will develop interest in the rich Indian culture and tradition.

Methods and Approach of Teaching

Functional communicative approach with interactive question answer method will be adopted.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

A. Usual - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. Specific –A4 size paper to conduct ‘One Minute Test’

Group Activities:

- Group discussion on a given topics:

1. In the Bazaars of Hyderabad by Sarojini Naidu
 2. The Gift of India by Sarojini Naidu
 3. Village Song by Sarojini Naidu
 4. Essay on Sarojini Naidu
 5. The Bangle Sellers by Sarojini Naidu
- **Think Pair Share Activity:** Think Pair Share activity: Students will be paired to find out their own customs and traditions

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book and flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic with analysis on Indian culture. **5 minutes**
- Radiant thinking – on Indian culture and tradition. **5 minutes,**
- Introduce the poem and the poet, a general background has to be explained and it's based on the poet,. **5 minutes.**
- The teacher will read the poem with proper pauses, stress, intonation and emotion. **10 minutes.**
- Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes.**

Period – II –

- The students will read the poem aloud turn by turn with proper pauses, stress, intonation and emotion. **10 minutes.**
- All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **5 minutes.**
- **Think Pair Share Activity:** Think Pair Share activity: Students will be paired to find out their customs and traditions”**15 minutes.**

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes.**

- Group discussion on few of Sarojini Naidu's masterpieces, topics by the teacher. **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes.**

Poem: Palanquin Bearers

Introduction

By way of introduction the teacher will give a situation to the students and ask a few questions to make the students interested in the Lesson. To draw their attention and to motive them towards learning the day's lesson. She may ask questions that help her to come to the topic. There will be a discussion on wedding tradition showing and describing pictures.

Teacher will encourage each and every student to participate in the discussion.

Today we shall read the poem ' Palanquin Bearers ' by Sarojini Naidu. The pupils will be open this text books.

Teaching Strategy and Presentation

Day 1

Learning items: Stage -1 Loud reading of the poem by the teacher with proper pause, stress, intonation and emotion.

Teacher's behaviour: The teacher will not hold text book in hand. She will look at the student and recite the poem. If necessary, teacher will repeat the same lesson instructions.

Learner's behaviour: The students will listen to and follow the teacher attentively

Day 2

Learning items: Stage -2 loud reading of the poem by the students.

Teacher's behaviour: The teacher will listen to the students and if necessary ask them to read again. At to be active enough to note whether any student fails the poem properly .The teacher will make necessary correction.

Learner's behaviour: The students will read aloud and will seek teacher's help if necessary.

Think Pair Share activity: Students will be paired to find out their own customs and traditions

Day 3

Learning items: Stage -3 silent reading by the students and teaching word meanings as a means of meaning of the text

Teacher's behaviour: The teacher will ask the students to read silently for a few minutes and mark the words and phrases unknown to them. The teacher will also ask them meaning of the words.

Learner's behaviour: The student will read silently and do accordingly. The student will be alert and active enough to take down the meaning and form their own expression and thoughts.

Group discussion on some of Sarojini Naidu's masterpieces, topics given by the teacher.

Poem Analysis

In ancient days the royal brides in India were carried in ornate palanquins. The men who carried them were called palanquin bearers. The palanquin bearers considered it a privilege to carry the bride.

Palanquin Bearers is a musical poem. The vivid description of the journey makes us experience the soft and gentle swaying movements of the palanquin.

The palanquin bearers carry the palanquin gently. The swaying movements of the palanquin are compared to a flower moving in the wind. The palanquin bearers carry the bride so softly and delicately as if she were something very delicate, soft, and precious. They carry her like a pearl on a string.

The bearers do not feel the burden and move with quick steps like the birds that skim across the river without touching the water. The palanquin bearers are aware of the presence of the beautiful bride they are carrying in the palanquin.

The poet uses two images deliberately to convey the contradictory feeling of joy and sadness. In the first stanza the poet says that 'she floats like a laugh'. This conveys the joy of anticipation as she is going to her husband's house. Her heart is full of excitement as the palanquin moves towards the house of her soul mate. In the second stanza the poet compares the bride to a tear falling from the eyes of a bride to lend a touch of sadness to the description. This aptly describes the state of bride's mind as she is sad at separation from her parents and family.

The poet has used variety of literary devices. The poem is full of descriptive similes. She is compared to objects known for their beauty, delicacy, worth and brightness. The variety of similes used lend modesty and beauty to the sweet occasion when the brides being carried to her husband's house. The poet used repetition to give musicality and sweetness to the poem. The rhythm of the poem is even but swift. The close rhyme scheme adds to the lyricism. Alliteration, pictorial quality, and imagery are some of the other devices used in the poems to create a mesmerizing effect on the reader.

ONE MINUTE TEST

Fill in the blanks appropriately:

1. The men do not consider bearing the palanquin a _____ task.
2. The palanquin was used as a _____ means of transport in the olden times.
3. The poet has enhanced the musical quality of the poem by using devices such as _____, _____ and _____.

HOMEWORK

- Conduct a research on Sarojini Naidu.
- Write a brief summary of the poem.

UNIT PLAN - 13

School : Baroda High School, ONGC.

Subject: English

Type of Lesson: Prose

Topic: Too Dear!

Standard: VII

No. of Periods : 3 Periods

Summary

“Too Dear!” is a story written by count Leo Tolstoy, a famous Russian writer, master of realistic fiction and is widely considered one of the world’s greatest novelists. The story “Too Dear!” is a parody of one of the modern systems of governance. It ridicules the ways of punishing criminals and dispensing justice in modern states. The story is narrated in a matter-of-fact tone but with an undercurrent of sarcasm. Leo Tolstoy satirizes the thirst for power, exercised by men of upper class, and how it affects society. In addition, it also raises a serious question on capital punishment. This is a satire on one of the modern governance systems. It ridicules the ways in which criminals are punished and justice is dispensed in modern states. The story is narrated in fact-tone but with a sarcasm undercurrent. Leo Tolstoy satirizes the hunger for power that is exerted by upperclassmen, and how it affects society. Moreover, it also raises a major question of capital punishment.

Entry Behaviour:

- Students are aware of the meanings of some of the new words used in the lesson.
- Students can carry out conversation in English and use correct pronunciation of some familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson with correct pronunciation.
- Students will enrich their vocabulary by learning synonyms and be able to use the new words in framing sentences.
- Students will be able to comprehend value based text and will be able to conclude from evidence or by reasoning.
- Students will develop interest in reading literature through various activities/games.
- Students will develop sense of responsibility, governance, justice, morality and power

Teaching Method

- Activity based, Experiential learning
- Discussion and lecture method.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Approach

- Specific to General,
- Child Centred and
- Participative.

Techniques

- Quiz and group discussion on a related topic,
- Listening to a transcript and speaking on it.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a discussion on how the criminals are punished and justice is dispensed justice. **8 minutes**,
- Model reading by the teacher **12 minutes**,
- Discussion and explanation on the same **10 minutes**,

Period – II –

7. Reading by students and locating important information from the lesson **10 minutes**,
8. Framing of sentences **5 minutes**,
9. Group Activity – Discussion on ‘why it is important to be honest in our daily life’. **15 minutes**.

Period - III –

- Recap of the topic and discussion of exercises from the text book **30 minutes**.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let have a group discussion on information sharing on famous jails

Objective: To sensitize the students towards the life in jail.

Teacher :- Is there any way to tackle with the prisoner other than imprisonment?'

The teachers accepts all the responses of the students.

Teacher :- Today we are going to read a funny little satire tale by the great Leo Tolstoy. What happens if you sentence a killer to death but your country won't go to the cost of killing him? This short story explores the greed of the rulers of Monaco's ruler doesn't want to bear the expense of properly guillotining the guy and none of their tiny army of soldiers wants to take on the task of beheading the criminal. It seems that shooting him just isn't an option? Inefficient bureaucracy at its best!

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading by the teacher (Near the border of France..... prison for life.)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Example:- Many countries in the world today have abolished Capital punishment. Why have they done so? Is it the right thing to do?
2. Reading by Students (Near the border of France..... prison for	Students will be able to read the lesson with proper pronunciation, speed and voice modulation.	The teacher will listen to what the students are reading and will help them if they get stuck or	Students will read the lesson carefully. .	The teacher will observe the reading skill of the students and will help the

life.)		make mistake in reading.		students if they go wrong.
3. Discussion of Difficult Words	To enrich vocabulary by referring dictionary and tell the meaning of hard words and will also be able to make sentences. (This would help them in developing their active vocabulary)	Teacher will ask the student to work in pair and find the meanings of all the difficult words referring from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the difficult words and will try to make sentences. (10 minutes will be given) Example :- Committee : imprisonment. Etc.	Once it is done, ask the students to read out their sentences randomly. Example:- Mercy, etc.
4. Discussion on values and life skills	To enrich vocabulary through quiz. Students will be able to understand word meanings and use the same in meaningful value based sentences	Divide the class in group of 4/5 students. Tell them to discuss among themselves 'Why it is important to be honest in our daily lives'. Encourage discussion and elicit answers from the students.	Students will participate enthusiastically in the quiz competition. Students will join the teacher in applauding the winner team at the end.	2 points for the word meaning and 4 points for a sentence construction will be awarded.

POINTS TO REMEMBER:

- Kingdom of Monaco – Near Borders of France and Italy
- Shore of Mediterranean Sea, 7,000 Inhabitants, Toy Kingdom – real Kinglet
- Taxes
- Problem – Youngman commits murder
- Decision 1 – His head cut off as law, Non-availability of Guillotine and executioner unaffordable, French Govt. – 16,000 francs, Italian Govt. 12,000 francs, Military men do not accept the proposal of executing the man.

- Decision 2 – Life imprisonment, Hitch, Jail, food, - expenses above 600 francs.
- Decision 3 – Dismisses guard and offers a safe escape, offered 600 francs pension for a lifetime to leave the king's domain, given 1/3 of annuity in advance.
- Murderer buys lands and starts market gardening.

Home Assignment:

Ask the students to imagine to have done some mischief that angered their father and realizing their mistake they write an apology letter to their father who is in another city.

This assignment will develop writing and thinking skills of the students along with positive attitude and values.

UNIT PLAN - 14

Subject: English (Poem)

Standard: VII

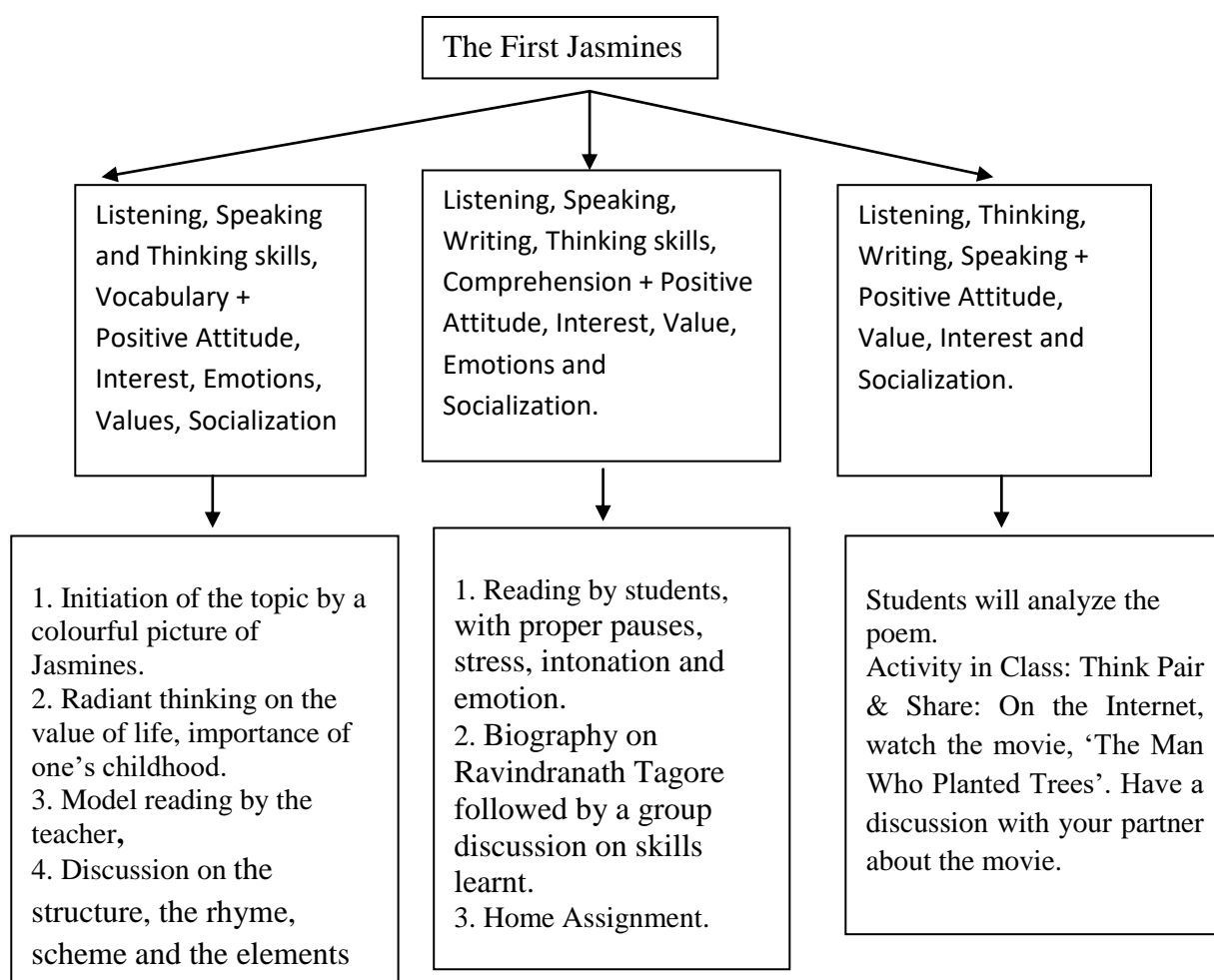
Topic: The First Jasmines

School : Baroda High School, ONGC

Poem Summary

In the poem ‘The First Jasmines’ written by Rabindranath Tagore, the poet reminded about his joyous childhood days. He spent his childhood days in the lap of nature and enjoyed various forms of it. Later the poet compared his old age with the autumn sunset.

Structure of the Unit



Aim of the Poem: Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.

- Live life to the fullest as the childhood is precious, keep positive attitude towards life.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students are developing positive attitude, interest, emotion and socialization.

General Objective:

- To enable the students to understand to read to write and to express their fault in correct English.
- Proper understanding at the language and spirit of the poem.
- Listening to poetic language in its proper pronunciation stress and intonation.
- To enable the student to get an idea about the writing skill and use in the poetic text.
- To enable the student to get an idea about sentences and rhythmic lines at their own.

Behavioral objectives:

A. Knowledge - The students will be able to ---

- a. Identify the meanings at the words in the text.
- b. Reorganize a nature poem.
- c. Reorganize a ballad measured
- d. Recognize some words.

B. Comprehension - The students will be able to ----

- a. Comprehend the meanings of the stanza as a whole.
- b. locate specific information .

C. Application - The students will be able to ----

- a. Use of words they have learnt in the text in new situation.
- b. Relate them to their personal experience.

D. Psychomotor - The students will be able to ---

- a. Read the text poetry with reasonable speed.
- b. Communicate their feelings to their friends and the teacher in English in the class - room.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading poem and will understand the importance of the values of nature.
- Students will develop sense of keeping positive attitude, love for nature and importance of their childhood experiences.

Methods and Approach of Teaching

Functional communicative approach with interactive question answer method will be adopted.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

A. Usual - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. Specific - A picture of jasmines will be used to draw the attention of the students. It will also help the students to have love for nature.

Group Activities:

- Group Discussion: Read the biography on Ravindranath Tagore followed by a group discussion on skills learnt.
- Think Pair & Share: On the Internet, watch the movie, 'The Man Who Planted Trees'. Have a discussion with your partner about the movie.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a picture of Jasmines. **5 minutes**
- Radiant thinking – on Value of Nature and importance of childhood experiences. **5 minutes,**
- Introduce the poem and the poet, a general background has to be explained and it's based on the poet, his sad mood and how he turned happy by seeing the field of daffodils. **5 minutes.**
- The teacher will read the poem with proper pauses, stress, intonation and emotion. **10 minutes.**
- Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes.**

Period – II –

- The students will read the poem aloud turn by turn with proper pauses, stress, intonation and emotion. **10 minutes.**
- All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **5 minutes.**
- Biography on Ravindranath Tagore followed by a group discussion on skills learnt. **15 minutes.**

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes.**
- Think Pair Share activity: On the Internet, watch the movie, 'The Man Who Planted Trees'. Have a discussion with your partner about the movie. **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes.**

Poem: The First Jasmines

Introduction

By way of introduction the teacher will ask the following questions to make the students interested in the Lesson. To draw their attention and to motive them towards learning the day's lesson. At this stage she will show a picture of Jasmines to draw attention of the students towards a picture. She may ask questions to come to the topic. The main principle should be something old to something new from known to unknown.

Introduction question:-

- a. What do you see in the picture?
- b. Where are they growing?
- c. How do they look?
- d. What are the flowers you like?
- e. How will you safeguard the flowering plan?

*She will compare the Jasmine flowers with their childhood experiences.

Teacher will encourage each and every student to participate in the discussion.

Today we shall read the poem 'The First Jasmines' by Rabindranath Tagore. The pupils will be open this text books.

The teacher will share the general background to the poet, and his poetry: she will read the biography of Rabindranath Tagore and take up a discussion with the students on his life and achievements.

Teaching Strategy and Presentation

Day 1

Learning items: Stage -1 Loud reading of the poem by the teacher with proper pause, Stress, intonation and emotion.

Teacher's behaviour: The teacher will not hold text book in hand. She will look at the student and recite the poem. If necessary, teacher will repeat the same lesson instructions.

Learner's behaviour: The students will listen to and follow the teacher attentively

Day 2

Learning items: Stage -2 loud reading of the poem by the students.

Teacher's behaviour: The teacher will listen to the students and if necessary ask them to read again. At to be active enough to note whether any student fails the poem properly .The teacher will make necessary correction.

Learner's behaviour: The students will read aloud and will seek teacher's help if necessary.
Biography on Ravindranath Tagore followed by a group discussion on skills learnt.

Day 3

Learning items: Stage -3 silent reading by the students and teaching word meanings as a means of meaning of the text

Teacher's behaviour: The teacher will ask the students to read silently for a few minutes and mark the words and phrases unknown to them. The teacher will also ask them meaning of the words.

Learner's behaviour: The student will read silently and do accordingly. The student will be alert and active enough to take down the meaning and form their own expression and thoughts.

Think Pair Share activity: On the Internet, watch the movie, 'The Man Who Planted Trees'. Have a discussion with your partner about the movie.

Home - Assignment

The pupils will be asked to watch the movie, 'The Man Who Planted Trees' on internet.

UNIT PLAN - 15

Name of the Teacher: Chhaya
School's Name: Baroda High School, ONGC.
Subject: English
Type of Lesson: Prose

Subject: English
Topic: Helen Keller
Standard: VII
No. of Periods : 2 Periods

Entry Behaviour:

- Students are aware of the meanings of few new words used in the lesson.
- Students know how to comprehend the text and answer as per their level.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with proper pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend value based text and to locate, analyse and evaluate information.
- Students will develop interest in reading literature through various activities/games.
- Students will collect, organize and share information on the given debate topic to keep a positive attitude and will understand that poverty or any other negative factor cannot be a hindrance to achieve goals of life if we are committed and target oriented. They will learn the skills of applying the same in their own life.
- Students will write an informal letter to develop and share feeling of gratitude for their parents who always stand by them, help them at the time of need and at every step of life.

Teaching Method

Discussion and lecture method

Teaching Learning Materials

Value based video – ‘Animated Hero Classic’
(<https://www.youtube.com/watch?v=1xvy6m2t9Bc>) ,

Quiz to improve vocabulary,

Value based comprehension passage, smart class modules, Text book, Dictionary.

Teaching Approach

General to Specific, Child Centered and Participative.

Techniques

Tests, assignments, worksheet, quiz and group discussion on a related topic

Before the class room teaching starts, the Researcher will ensure the following:

- The readiness of the students with their text books open, with pencil and dictionary on their desks.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Ensure pleasant physical class room environment.

Time Management :

Day I (2 Periods) – Video show **5 minutes**, Reading in pair and locating important information from the lesson **15 minutes**, Discussion and explanation on the same **10 minutes**, Framing of sentences **10 minutes**, Quiz on vocabulary **10 minutes**. Worksheet (Comprehension Passage) **10 minutes**

Day II – Video show **5 minutes**, Group discussion of a topic and discussion of exercises from the text book **20 minutes**, Discussion of home assignment (Letter Writing) **5 minutes**.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let us watch an interesting video. Observe it properly as I am going to ask you questions based on it. (The teacher will show a video on Helen Keller that how she took first step to learning, in which it is said that the real wonders are not the places we visit but the sensitivity we have to feel, to touch, to see, to hear, to taste, to laugh and to love what the god has given us.)

So students, what have you learnt from this video?

Students: - We must thank god for the unique qualities we have got such as to feel, to touch, to see, to hear, to taste, to laugh, to love etc.

The teacher will sensitize them to the challenges faced by differently abled people.

Teacher :- Absolutely right students! In your life, your choices and sacrifices determine your success. If you don't try, you will never know.

In the current lesson, you will know about Helen Keller who faced several challenges and hurdles to create her own identity. We must appreciate the incredible gifts we have been given.

Now open page no. 93 of their English Prose Text book. We are going to read about Helen Keller facing challenges of life and her efforts to remove darkness from the lives of other blind people.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Reading by Students (Captain Arthur..... what she had gained from Anne.)	To locate, infer and sequence information from the story.	This lesson is factual in nature. The teacher will ask the students to read and pick 1 – 2 points from each paragraph. They will work in pairs. The teacher will tell the students the correct sequence of events is very essential while reading out the points.	Students in pair will read the lesson carefully. Simultaneously they will underline the words/phrases which they feel important to be noted. The students will read out the important events taking care of correct sequence from each paragraph.	The teacher will ask the students to read out the points for one paragraph at a time. In case the other students feel that a valid point has been missed, it can be added.
2. Discussion of Difficult Words	To enrich vocabulary by referring dictionary and tell the meaning of hard words and will also be able to make sentences. (this would help them in developing their active vocabulary)	Teacher will ask the student to work in pair and find the meanings of all the difficult words. They may refer to the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the difficult words and will try to make sentences. (10 – 15 minutes will be given)	Once it is done, ask the students to read out their sentences randomly.
3 Quiz on Vocabulary	To enrich vocabulary through quiz. Students will be able to understand word meanings and use the same in	Teacher will divide the class into 4 teams and have a few rounds on word meanings and the usage of the words in	Students will participate enthusiastically in the quiz competition. Students will join the teacher in applauding the	2 points for the word meaning and 4 points for a sentence construction will be awarded. Word Quiz eg.- Impolite,

	meaningful value based sentences	meaningful value based sentences..	winner team at the end.	insisted, motivated, innate, etc.
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Activity in class:

Day 1 :- Worksheet based on value based comprehension passage will be given to the students,

Day II :- The teacher will show a video of the third richest man on the earth, Jeff Bezos. He said, “I knew that if I failed, I wouldn’t regret that, but i knew the one thing I might regretis not trying.”

Students will be asked to think of any one occasion in the past when they failed to achieve their goal. They will think of the reasons why they did not do well. There will be a group discussion, where together they will discuss what each one of them could have done to overcome the hurdle.

Home Assignment:

1. If you have a goal in life, you need some qualities to be successful. Use the following clues to discover these qualities.

- I. not giving up easily p e _ _ _ _ _ c e
 - II. showing keenness e n _ _ _ _ _ m
 - III. sincerity d e _ _ _ _ _ o n
 - IV. not being restless p a _ _ _ _ _ c e
 - V. having strong desire for something p _ _ _ _ _ a t e
2. Write a thank – you note to someone (a friend / parent / relative) who has recently helped you with some difficult task. Include the above mentioned qualities, given in question number 1, as suggestion given to you as a key to success.

Mention :

- what the task was and why it was difficult
- how valuable the help was
- your feelings of gratitude

(The teacher will revise the format of an informal letter before the students attempt this assignment.)

COMPREHENSION

Grandma

From my earliest memories of her, I remember her as a not-so-old woman with dark cropped hair. She spent most of her time sitting on a bed mumbling to herself.

Once when I went and sat beside her, she stared into space asking me who I was. With her crooked fingers she touched my tiny hands and suddenly started laughing. She moved forward towards me and tried to wrap me in her arms but she could not. She had no eyesight. Mother took me away and explained that she was my grandmother. She was mentally ill and was also blind. 'Is she mad?' I questioned her with a tingle of fear in my voice, 'Not for you,' mother smiled and told me.

I apparently lived with a mad woman all my life. Madness was not scary, but nice, I taught her my school lessons, made her play with my dolls, dressed her up in the weirdest of clothes, jewellery and make-up. She was a model for all my experiments; an embodiment of my every childhood dream and fantasy. Grandma never complained. The only thing she loved a lot was good food, especially fish. We teased her often by delaying her share of fish. Those were the only times we saw her turn red in anger. She calmed down the moment the fish was dropped on her plate. After grandfather fell ill, I began sleeping with her at night. She ran her fingers through my hair and put me to sleep every night. One day I planned to take her picture with my new camera but before I could do that she had a stroke.

The only photo that my camera could click was of a picture of her on the wall.

A. Complete the following sentences:

1. The narrator's grandmother had _____ hair.
2. The narrator's grandmother had no _____.
3. Madness for the narrator was not _____ but _____.
4. The narrator slept with her grandmother after her _____ fell ill.
5. Grandmother died of a _____.

B. Answer the following questions:

1. What was the narrator's first memory of her grandmother?

2. What made grandmother angry according to the narrator?

3. Do you take care of elderly people at your home? How?

UNIT PLAN - 15

School's Name: Baroda High School, ONGC.
Subject: English

Topic: The Wind on Haunted Hill
Standard: VII

Type of Lesson: Prose

Entry Behavior:

- Students are aware of the meanings of some of the new words used in the lesson.
- Students can carry out conversation in English and use correct pronunciation of some familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with proper pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of true friendship. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of love for the forest and the wild life, and will show concern about the endangered species and how to save them.
- Students will develop skills of listening by expressing how they feel about the various enchanting sounds that can be heard in nature.

Lesson Summary

This is one of Ruskin Bond's short stories. He is an Indian English writer. Most of his stories are set in the hill stations in the foothills of the Himalayas, where he spent his childhood. He received the Sahitya Akademi Award for his short stories in 1992 and the Padma Shri in 1999.

Three children, eleven year old Usha, her younger brother Suresh and Usha's friend Binya, a slightly older girl lived in a village on the slopes of a hill next to a Haunted Hill. The bonding

among the three children strengthened after an incident that took place on the Haunted Hills. One evening, Usha planned to go to the bazaar which was three miles away on the other side of the Haunted Hills. They believed that there were lots of ghosts in the ruins of the Haunted Hills as their Grandfather said so. As she had to cross the ruins, she planned to come back before the sun set. Usha set out for the bazaar at two in the afternoon. After shopping, she went to visit her Aunt Lakshmi at her flat above the shops. While returning, she got late. The sky had darkened and a deep rumble echoed over the hills. It started raining. She took shelter in the ruins of the Haunted Hills. She got scared. She felt the presence of ghosts in the ruins. As it got dark and started raining, her friend and her brother there in the village were worried about her. Though they were scared, they went to the ruins of the Haunted Hills in search of Usha. Dramatically they found each other so surprised and relieved that all they could do was laugh and giggle. While returning back from the ruins, they heard voices “Goodbye”. The other children guessed it must be the sound of wind. But Usha heard them calling again “Goodbye”. The story ends with a statement from the author ‘Was it just the wind?’ encourages the readers to think beyond.

Teaching Method

- Activity based,
- Discussion and lecture method,
- Experiential learning.

(Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.)

Teaching Learning Materials

- **Listening, thinking and speaking skills** - Value based videos to develop interest, positive attitude and socialization. (1. Save nature, 2. True friendship).
- **Speaking skills** - Quiz to improve vocabulary and framing of value based sentences,
- **Writing skills** – Poster making and writing of slogan based on harmony and world peace,
- **Reading skills** - Smart class modules, text book, Dictionary.

Teaching Approach

- General to Specific,
- Child centered and
- Participative.

Techniques

- Quiz, framing of sentences with the given words,
- Poster making and framing of slogans,
- Discussion and examples.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like worksheets, videos etc.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Time Management: (Time is approximated)

Period - I –

1. Initiation of the topic by a Video show, ‘Save Nature’
(<https://www.youtube.com/watch?v=bf4Oi90RwLs>) **3 minutes**,
2. Radiant thinking – Activity based discussion on the video shown **7 minutes**,
3. Model reading by the teacher **10 minutes**,
4. Reading by students **10 minutes**

Period - II –

1. Framing of value based sentences after writing the meanings of difficult words **10 minutes**,
2. Discussion of exercises from the text book **20 minutes**.

Period III & IV –

1. Video show **5 minutes**,
2. Group discussion of a topic, poster making in group and display of posters **55 minutes**.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let us watch an interesting video. Watch it carefully as I am going to ask you few questions.

(The teacher will show a video based on sounds made by various birds. Students participate enthusiastically and develop interest in learning something new. Objective : To sensitize the students towards exploitation of the mother nature and to encourage

them to think about how to save the nature. After showing the video, the teacher will ask few questions.)

Teacher: Q.1. How you feel about the various sounds that can be heard in nature? You may use words and phrases to express your view.

Students:- Ans.1. Fascinating, captivating, echo, rustle of leaves, mesmerized, delightful songs of the nightingale etc.

Great! We are completely enchanted by the different sounds in nature. People who are living woods, on the lap of Mother Nature, away from polluted cities are so lucky. Isn't it?

Activity based on the video to develop listening and speaking skills:- The teacher will write few words depicting the sounds heard in the video and will encourage students to frame sentences and speak out one by one. The words are: **fascinating, captivating, mesmerized, delightful songs of the nightingale, echo, rustle of leaves, bewitching, swashing of the seas, resounding rumbling of thunder.**

Today we are going to read an interesting story 'The Wind on Haunted Hill'.

Teacher: Q.2. What do you expect to read in this story? Do you think it is a story of a wind that plays tricks on people or could it be a story about a hill where ghosts lurk?

Students: Ans.2. Mixed response expected

Teacher: Now read the story to see if your prediction is correct or almost correct. Open page no. 102 of your English Prose Text book.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading (Whoo, whoo, whoo, cried the wind.....Was it just the wind?)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not.
2. Reading by the Students	Students will be able to learn to	Teacher will instruct the	Students will read the lesson	The teacher will observe

(Whoo, whoo, whoo, cried the wind.....Was it just the wind?)	read the lesson with proper diction, pronunciation, speed and voice modulation.	students to read the lesson following the model reading one by one.	carefully. Simultaneously they will underline the words/phrases which they feel important to be noted.	the reading skill of the students and will help the students if they go wrong.
2. Discussion of difficult words and framing of value based sentences	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will write the words which the students are unfamiliar with, on the black board and guide them to look for its meaning from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the hard words and will try to make sentences.	E.g. 1. 2. Sentence :
3. Explanation and Activities	Students will understand the importance of true friendship and will show concern for others.	While explaining the lesson, the teacher will involve students in various activities based on value to be taught. Example :- Video will be shown. Students will be encouraged to discuss enthusiastically and will make posters in group.	Students will listen carefully, actively participate in the activities and follow the instruction given by the teacher.	In a group of four, students will be instructed to design a poster for a rally to promote peace in our country. What slogans they write in group will be worth noting.
4. Text Book Exercises	Students will hone higher order language skills	Teacher will discuss the text book exercises and encourage students to answer.	Students will answer the questions and at home they will complete all the exercises discussed in the class.	The teacher will check the students' notebook after completion.

Home Assignment (Teacher gives the Assignment):

- Students will be asked to write down the answers of the questions given in the text book exercise in their notebooks.
- Students will be asked to bring chart papers, colours and other materials to make poster the next day.

Day II (Two Periods)

Teacher : Good Morning students!

Students: Good Morning Ma'am!

Teacher : I hope you all have completed the Text Book exercise as discussed yesterday. Today I am going to show you a video in which a boy helps his poor friend out of the way for his passion. The video teaches us to help the needy, encourage friendship that has no discrimination for economic status, race, and caste; and to live in harmony and peace.

(The teacher will show a video on a small child who helps his poor friend by giving his own new pair of sports shoes secretly and helped him to realize his dreams. Students will be encouraged to have a group discussion on the same. **Objective** – to encourage socialization, to sensitize the students towards world peace and harmony. They will be asked to make posters with slogans based on the same.)

The teacher will divide the class into groups of 5 students. Each group will appoint their leader and time keeper. Within the given limited time, each group has to make poster and write slogan. Next day the posters will be displayed in the school premises for other students of the school.

UNIT PLAN - 16

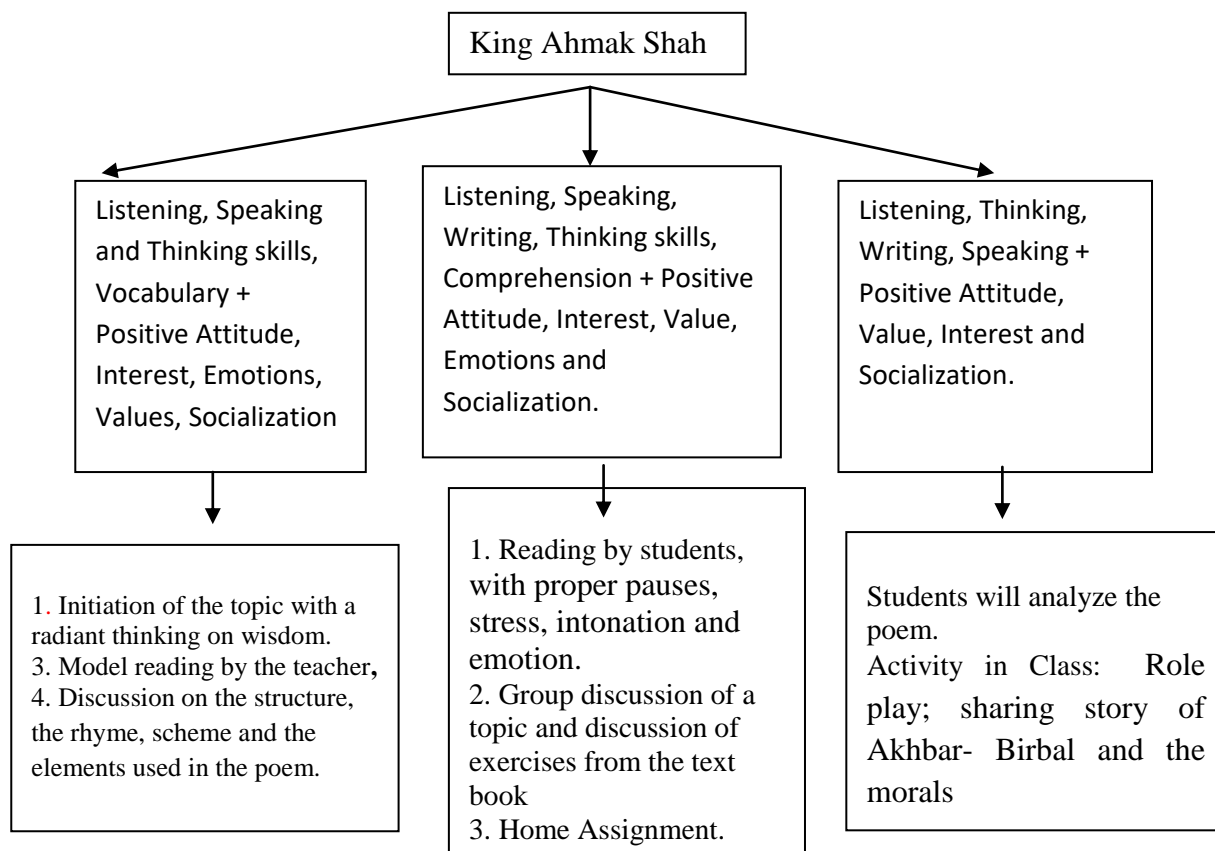
Subject: English (Poem)
Standard: VII

Topic: King Ahmak Shah
School : Baroda High School, ONGC

Poem Summary

Once an Arab merchant came to the court of king Ahmak shah and offered sale of the finest horse at one lakh rupees. The king agrees to give him one lakh rupees as the king believed that the most important in this world is a pure bred Arab steed. The same night the king was in a merry mood and calls for his minister and asked him to list of greatest fools he new. The minister writes the names and keeps the king's name at the top. When king Ahmak shah saw the list, he got annoyed and asked him the reason for putting his name at the top. The minister justifies that he gave one lakh rupees to a stranger. Then the king asks for if the merchant returns. The minister replied that if that happens, he will remove the king's name and write the merchant's name in his place.

Structure of the Unit



Aim of the Poem: Upon successful completion of this lesson, students will be able to

- Listen, understand and appreciate the poetic devices in the poem.
- Identify the different elements in the poem.
- Use their wisdom in every situation.

Entry Behavior:

- Students are aware of the meanings of few new words used in the lesson.
- Students have knowledge about carrying out conversation in English and correct pronunciation of familiar words.
- Students have developed positive attitude, interest, emotion and socialization.

General Objective:

- To enable the students to understand to read to write and to express their fault in correct English.
- Proper understanding at the language and spirit of the poem.
- Listening to poetic language in its proper pronunciation stress and intonation.
- To enable the student to get an idea about the writing skill and use in the poetic text.
- To enable the student to get an idea about sentences and rhythmic lines at their own.

Behavioral objectives:

A. Knowledge - The students will be able to ---

- a. Identify the meanings at the words in the text.
- b. Reorganize a nature poem.
- c. Reorganize a ballad measured
- d. Recognize some words.

B. Comprehension - The students will be able to ----

- a. Comprehend the meanings of the stanza as a whole.
- b. locate specific information .

C. Application - The students will be able to ----

- a. Use of words they have learnt in the text in new situation.
- b. Relate them to their personal experience.

D. Psychomotor - The students will be able to ---

- a. Read the text poetry with reasonable speed.

- b. Communicate their feelings to their friends and the teacher in English in the class - room.

Instructional Objectives:

- Students will be able to read the poem with proper pauses, stress, intonation and emotion.
- They will be able to point out the structure, the rhyme, scheme and the elements used in the poem.
- They will be able to discuss the general background of the poem.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to analyze the poem line by line.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading humorous poem and will understand the importance of the wisdom.
- Students will develop sense of responsibility and apply wisdom in their practical life.

Methods and Approach of Teaching

Functional communicative approach with interactive question answer method will be adopted.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials

A. Usual - Usual classroom aids like chalk duster black board pointer stick, text book, Dictionary.

B. Specific - Stories of Akbar Birbal.

Group Activities:

- Role play; sharing story of Akhbar- Birbal and the morals
- Think Pair Share activity: Students will be paired to analyze the poem.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like text book, flash cards.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Division of Topic and Time Management (Time is approximated):

Period - I –

- Initiation of the topic with a radiant thinking – on wisdom **10 minutes**,
- Introduce the poem and the poet, a general background has to be explained and it's based on the poet. **5 minutes**.
- The teacher will read the poem with proper pauses, stress, intonation and emotion. **10 minutes**.
- Point out the structure, the rhyme, scheme and the elements used in the poem. **5 minutes**.

Period – II –

- The students will read the poem aloud turn by turn with proper pauses, stress, intonation and emotion. **10 minutes**.
- All the poetic techniques should be explained in detail and students can highlight them in their books. Teacher should write the poetic techniques on board and use flashcards. **5 minutes**.
- **Think Pair Share Activity:** Think Pair Share activity: Students will be paired to analyze the poem. **15 minutes**.

Period - III –

- Students will analyze the poem encouraged by the teacher. **5 minutes**.
- Role play; sharing story of Akhbar- Birbal and the morals. **10 minutes**
- Evaluation: Oral questions have to be asked in class. Written exercises, questions - answers should be discussed. **15 minutes**.

Poem: King Ahmak Shah

Teaching Strategy and Presentation

Day 1

Learning items: Stage -1 Loud reading of the poem by the teacher with proper pause, Stress, intonation and emotion.

Teacher's behaviour: The teacher will not hold text book in hand. She will look at the student and recite the poem. If necessary, teacher will repeat the same lesson instructions.

Learner's behaviour: The students will listen to and follow the teacher attentively

Day 2

Learning items: Stage -2 loud reading of the poem by the students.

Teacher's behaviour: The teacher will listen to the students and if necessary ask them to read again. At to be active enough to note whether any student fails the poem properly .The teacher will make necessary correction.

Learner's behaviour: The students will read aloud and will seek teacher's help if necessary.

Day 3

Learning items: Stage -3 silent reading by the students and teaching word meanings as a means of meaning of the text

Teacher's behaviour: The teacher will ask the students to read silently for a few minutes and mark the words and phrases unknown to them. The teacher will also ask them meaning of the words.

Learner's behaviour: The student will read silently and do accordingly. The student will be alert and active enough to take down the meaning and form their own expression and thoughts.

Home - work

The pupils will be asked to prepare for the role play of any story of Akbar Birbal.

UNIT PLAN - 17

School's Name: Baroda High School, ONGC.

Topic: The Wind on Haunted Hill

Subject: English

Standard: VII

Type of Lesson: Prose

Entry Behavior:

- Students are aware of the meanings of some of the new words used in the lesson.
- Students can carry out conversation in English and use correct pronunciation of some familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson and the new unfamiliar words with proper pronunciation.
- Students will enrich their vocabulary and be able to use the new words in framing sentences.
- Students will be able to comprehend the text and answer factual, evaluative and inferential questions based on it.
- Students will be able to discuss and write the summary of the lesson in their own words.
- Students will develop interest in reading literature through various activities/games.
- Students will understand the importance of true friendship. They will learn the skills of applying the same in their own life and develop a healthy and pleasant climate in school.
- Students will develop sense of love for the forest and the wild life, and will show concern about the endangered species and how to save them.
- Students will develop skills of listening by expressing how they feel about the various enchanting sounds that can be heard in nature.

Lesson Summary

This is one of Ruskin Bond's short stories. He is an Indian English writer. Most of his stories are set in the hill stations in the foothills of the Himalayas, where he spent his childhood. He received the Sahitya Akademi Award for his short stories in 1992 and the Padma Shri in 1999.

Three children, eleven year old Usha, her younger brother Suresh and Usha's friend Binya, a slightly older girl lived in a village on the slopes of a hill next to a Haunted Hill. The bonding among the three children strengthened after an incident that took place on the Haunted Hills. One evening, Usha planned to go to the bazaar which was three miles away on the other side of the Haunted Hills. They believed that there were lots of ghosts in the ruins of the Haunted Hills as their Grandfather said so. As she had to cross the ruins, she planned to come back before the sun set. Usha set out for the bazaar at two in the afternoon. After shopping, she went to visit her Aunt Lakshmi at her flat above the shops. While returning, she got late. The sky had darkened and a deep rumble echoed over the hills. It started raining. She took shelter in the ruins of the Haunted Hills. She got scared. She felt the presence of ghosts in the ruins. As it got dark and started raining, her friend and her brother there in the village were worried about her. Though they were scared, they went to the ruins of the Haunted Hills in search of Usha. Dramatically they found each other so surprised and relieved that all they could do was laugh and giggle. While returning back from the ruins, they heard voices "Goodbye". The other children guessed it must be the sound of wind. But Usha heard them calling again "Goodbye". The story ends with a statement from the author 'Was it just the wind?' encourages the readers to think beyond.

Teaching Method

- Activity based,
- Discussion and lecture method,
- Experiential learning.

(Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.)

Teaching Learning Materials

- **Listening, thinking and speaking skills** - Value based videos to develop interest, positive attitude and socialization. (1. Save nature, 2. True friendship).
- **Speaking skills** - Quiz to improve vocabulary and framing of value based sentences,
- **Writing skills** – Poster making and writing of slogan based on harmony and world peace,
- **Reading skills** - Smart class modules, text book, Dictionary.

Teaching Approach

- General to Specific,
- Child centered and
- Participative.

Techniques

- Quiz, framing of sentences with the given words,
- Poster making and framing of slogans,
- Discussion and examples.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like worksheets, videos etc.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Time Management: (Time is approximated)

Period - I –

5. Initiation of the topic by a Video show **3 minutes**,
6. Radiant thinking – Activity based discussion on the video shown **7 minutes**,
7. Model reading by the teacher **10 minutes**,
8. Reading by students **10 minutes**

Period - II –

3. Framing of value based sentences after writing the meanings of difficult words **10 minutes**,
4. Discussion of exercises from the text book **20 minutes**.

Period III -

3. Group discussion of a topic, poster making in group and display of posters **55 minutes**.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let us watch an interesting video. Watch it carefully as I am going to ask you few questions.

(The teacher will show a video based on sounds made by various birds. Students participate enthusiastically and develop interest in learning something new. Objective : To sensitize the students towards exploitation of the mother nature and to encourage them to think about how to save the nature. After showing the video, the teacher will ask few questions.)

Teacher: Q.1. How you feel about the various sounds that can be heard in nature? You may use words and phrases to express your view.

Students:- Ans.1. Fascinating, captivating, echo, rustle of leaves, mesmerized, delightful songs of the nightingale etc.

Great! We are completely enchanted by the different sounds in nature. People who are living woods, on the lap of Mother Nature, away from polluted cities are so lucky. Isn't it?

Activity based on the video to develop listening and speaking skills:- The teacher will write few words depicting the sounds heard in the video and will encourage students to frame sentences and speak out one by one. The words are: **fascinating, captivating, mesmerized, delightful songs of the nightingale, echo, rustle of leaves, bewitching, swashing of the seas, resounding rumbling of thunder.**

Today we are going to read an interesting story 'The Wind on Haunted Hill'.

Teacher: Q.2. What do you expect to read in this story? Do you think it is a story of a wind that plays tricks on people or could it be a story about a hill where ghosts lurk?

Students: Ans.2. Mixed response expected

Teacher: Now read the story to see if your prediction is correct or almost correct. Open page no. 102 of your English Prose Text book.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading (Who, who, who, cried the wind.....Was it just the wind?)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not.
2. Reading by the Students (Who, who, who, cried the wind.....Was it just the wind?)	Students will be able to learn to read the lesson with proper diction,	Teacher will instruct the students to read the lesson following the model reading	Students will read the lesson carefully. Simultaneously they will	The teacher will observe the reading skill of the students and

it just the wind?)	pronunciation, speed and voice modulation.	one by one.	underline the words/phrases which they feel important to be noted.	will help the students if they go wrong.
2. Discussion of difficult words and framing of value based sentences	Students will be able to refer dictionary and tell the meaning of hard words and will also be able to make sentences	Teacher will write the words which the students are unfamiliar with, on the black board and guide them to look for its meaning from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the hard words and will try to make sentences.	E.g. 1. 2. Sentence :
3. Explanation and Activities	Students will understand the importance of true friendship and will show concern for others.	While explaining the lesson, the teacher will involve students in various activities based on value to be taught. Example :- Video will be shown. Students will be encouraged to discuss enthusiastically and will make posters in group.	Students will listen carefully, actively participate in the activities and follow the instruction given by the teacher.	In a group of four, students will be instructed to design a poster for a rally to promote peace in our country. What slogans they write in group will be worth noting.
4. Text Book Exercises	Students will hone higher order language skills	Teacher will discuss the text book exercises and encourage students to answer.	Students will answer the questions and at home they will complete all the exercises discussed in the class.	The teacher will check the students' notebook after completion.

Home Assignment (Teacher gives the Assignment):

- Students will be asked to write down the answers of the questions given in the text book exercise in their notebooks.
- Students will be asked to bring chart papers, colours and other materials to make poster the next day.

Day II (Two Periods)

Teacher : Good Morning students!

Students: Good Morning Ma'am!

Teacher : I hope you all have completed the Text Book exercise as discussed yesterday. Today I am going to make posters in group on interesting topic. The task will us to help the needy, encourage friendship that has no discrimination for economic status, race, and caste; and to live in harmony and peace.

Objective – to encourage socialization, to sensitize the students towards world peace and harmony. They will be asked to make posters with slogans based on the same.

The teacher will divide the class into groups of 5 students. Each group will appoint their leader and time keeper. Within the given limited time, each group has to make poster and write slogan. Next day the posters will be displayed in the school premises for other students of the school.

UNIT PLAN - 18

School : Baroda High School, ONGC.

Subject: English

Type of Lesson: Prose

Topic: Brave Dogs

Standard: VII

No. of Periods : 4 Periods

Entry Behaviour:

- Students are aware of the meanings of some of the new words used in the lesson.
- Students can carry out conversation in English and use correct pronunciation of some familiar words.

General Objective:

- To develop listening, speaking, reading and writing skills
- To learn to communicate effectively in English.
- To develop positive attitude, values, interest and socialization.

Instructional Objectives:

- Students will be able to read the lesson with correct pronunciation.
- Students will enrich their vocabulary by learning synonyms and be able to use the new words in framing sentences.
- Students will be able to comprehend value based text and will be able to conclude from evidence or by reasoning.
- Students will develop interest in reading literature through various activities/games.
- Students will develop positive attitude and will understand the importance of dogs in their life.
- Students will develop and share emotions, empathy for the domestic animals especially for dogs who can be a true friend forever.

Lesson Summary

The chapter 'Brave Dogs' states that the dogs are known to be loyal and courageous creatures. History, mythology and real-life instances have proven this fact. True real life stories of two dogs are given in this chapter who rescued people trapped in snow, water and even fire. The first story was about Barry, who was a Saint Bernard dog that lived from 1800 to 1814 and risked his life to save the lives of numerous people who travelled in the Alps. The second story is about a scruffy dog named Selvakumar who lived with Sangeeta and her family along the coast in Puducherry, a former French colony. On the morning of December 26th, 2004, when water began to rise sharply and quickly due to tsunami, Sangeeta rushed up the hill with her two younger kids thinking that Dinakaran, her elder kid would manage to run on his own, but Dinakaran was completely stupefied. Selvakumar caught him by the collar of his shirt and then dragged him up the hill. The family would have certainly lost their son to

the dreadful waves of the tsunami but it was their dog, Selvakumar who save the life of the child.

Teaching Method

- Activity based, Experiential learning
- Discussion and lecture method.

Activity based, experiential learning will be encouraged to develop interest in students to learn listening, speaking, reading and writing skills, to participate actively and to develop positive attitude, emotions, values and socialization.

Teaching Learning Materials (Teaching Aids)

- **Listening** – Videos to develop positive attitude and emotions (1. The dogs' expectation from us, 2. Video based on a dog rescuing cubs from being hunt).
- **Speaking** - Quiz to improve vocabulary, and framing of value based sentences, Group activity on 'Rescue Strayed Animals'.
- **Writing** - Comprehension passage worksheet to develop emotion, Story writing
- **Reading** - Smart class modules, text book, Dictionary.

Teaching Approach

- Specific to General,
- Child Centred and
- Participative.

Techniques

- Worksheet,
- Quiz and group discussion on a related topic,
- Listening to a transcript and speaking on it.

Before the class room teaching starts, the Researcher will ensure the following:

- Arrangement of teaching learning materials like worksheets, videos etc.
- Arrangement of necessary gadgets needed to support the teaching learning process of this lesson.
- Arrangement of Inverters to operate the necessary gadgets in case of power cut.
- Ensure pleasant physical class room environment.

Time Management (Time is approximated):

Period - I –

- Initiation of the topic by a Video show, 'Do your Dog Loves You' (<https://www.youtube.com/watch?v=ZipzqCphi8s&t=98s>) **3 minutes**
- Radiant thinking – Discussion on the above mentioned video shown **5 minutes**,

- Model reading by the teacher **12 minutes**,
- Discussion and explanation on the same **10 minutes**,

Period – II –

- Reading by students and locating important information from the lesson **10 minutes**,
- Framing of sentences **10 minutes**,
- Group Activity - Quiz on vocabulary **10 minutes**.

Period - III –

- Recap of the topic and discussion of exercises from the text book **30 minutes**.

Period - IV –

- Video show, “Take me Home” (https://www.youtube.com/watch?v=D_Rx4qZ8QRc), **5 minutes**
- Radiant thinking – Discussion on the video shown **5 minutes**,
- Worksheet (Comprehension Passage) **10 minutes**,
- Discussion of home assignment (Writing a story from the given outline) **10 minutes**.

Introduction

Teacher: - Good Morning students!

Students: - Good morning ma'am!

Teacher: - Let us watch an interesting video. Observe it properly as I am going to ask you questions based on it.

(**Video details :** The teacher will show a video on things a dog lover should not forget. The video talks about the emotions of the dogs, what they like and dislike, their expectations and what they need most from us. **Objective:** To sensitize the students towards strayed or pet dogs. Students' reaction on the video will be recorded.)

So students, what have you learnt from this video?

Students: - We must take care of the dogs and should not harass or tease them.

The teacher will sensitize them towards strayed animals specially cows and street dogs.

Teacher :- Absolutely right students! If you don't try, you will never know how the dogs are faithful to us. If you feed the street dogs near your house, they will guard your home and make you alert from the strangers.

In the current lesson, you will know about the dogs' loyal, sensitive, loving, selfless and brave nature through the real stories of Barry and Selvakumar.

Now open page no. 117 of your English Prose Text book. We are going to read about very touching stories of Brave Dogs.

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Model Reading by the teacher (Dogs are known to be loyal..... resided in the dog.)	Students will be able to learn to read the lesson with proper diction, pronunciation, speed and voice modulation.	The teacher will instruct the students to observe the model reading carefully and to underline the unfamiliar words with pencil on their textbook. Teacher will do model reading of the given passage.	Students will observe the model reading carefully. Simultaneously they will underline the words which are unfamiliar to them with pencil.	While reading the text, the teacher will ask few simple questions from within the lesson to see if they are attentive or not. Example:- 1.What is the specialty of Saint Bernard dogs? 2.Where did Sangeeta and her family lived?
2. Reading by Students (Dogs are known to be loyal..... resided in the dog.)	Students will be able to read the lesson with proper pronunciation, speed and voice modulation.	The teacher will listen to what the students are reading and will help them if they get stuck or make mistake in reading.	Students will read the lesson carefully. .	The teacher will observe the reading skill of the students and will help the students if they go wrong.
3. Discussion of Difficult Words	To enrich vocabulary by referring dictionary and tell the meaning of hard words and will also be able to make sentences. (This would help them in developing their active vocabulary)	Teacher will ask the student to work in pair and find the meanings of all the difficult words referring from the dictionary. She will encourage the students to make value based sentences and appreciate them for the same.	Students will write the meaning of the difficult words and will try to make sentences. (10 minutes will be given) Example :- cautiously : carefully. We should not throw tantrums and scream at everybody.	Once it is done, ask the students to read out their sentences randomly. Example:- Dedication: devotion for particular task or subject. With great patience and dedication we can fulfill our dreams.
4. Quiz on Vocabulary	To enrich vocabulary through quiz.	Teacher will divide the class into 4 teams and	Students will participate enthusiastically in	2 points for the word meaning and 4 points

Teacher :- What have you learnt from the script I read?

Students:- Helen realized the importance of her teacher in her life so she wished and struggled to fulfil her wish to make her teacher immortal through her writings. Similarly we must acknowledge the help and support we receive from others and show our gratitude to them.

Teacher :- Now it's your turn to show your gratitude to those who helped you at the time of need. Write a thank – you note to someone (a friend / parent / relative) who has recently helped you with some difficult task. Include the above mentioned qualities, given in question number 1, as suggestion given to you as a key to success.

Mention :

- what the task was and why it was difficult
- how valuable the help was
- your feelings of gratitude

This assignment will develop the listening, speaking, writing skills of the students and also sensitise them to show gratitude towards others.

Day II

Teacher : Good Morning students!

Students: Good Morning Ma'am!

Teacher : I hope you all could make out what were those five magical words and how you will inculcate those qualities.

Students: Yes teacher.

Teacher : Today I am going to show you another interesting video.

The teacher will show a video based on a true story of Dr. Howard Kelly (1858 – 1943) who was very poor in his early life. Once he was very hungry and he was offered a glass of milk by a lady. Later when the doctor got a chance, he paid for the lady's act of kindness.

The teacher will highlight that we should achieve our dreams of life through perseverance, enthusiasm, dedication, patience and passion but we should not forget those who put forward their helping hand in our achievements and in our life. We should show our gratitude towards them. Similarly, if we get a chance, we must help others and put forward our helping hand. There will be a group discussion based on the video. All the students will be encouraged to speak out on the topic.

This will be followed by recap of the chapter and discussion on the exercises at the back of the lesson.

The students will be given one worksheet (Comprehension Passage) based on a bonding between a child with her grandmother. **The worksheet will develop thinking and writing skill along with emotions and values of life.**

At the end the teacher will ask few questions to know to what extent the students inculcated moral and ethical values.

QUESTIONS

1. Do you realize how valuable your eyes are?
2. What you think you would miss most if you had no eyesight?
3. If you had to explain how the world looks like to someone who was born with no eyesight, how would you do that?

Teaching Points	Specific Objective	Teacher's Activity	Student's Activity	Evaluation
1. Recapitalization	To locate, infer and sequence information from the story.	The teacher will tell the students the correct sequence of events is very essential while reading out the points.	The students will read out the important events taking care of correct sequence from each paragraph	The teacher will ask the students to read out the points for one paragraph at a time. In case the other students feel that a valid point has been missed, it can be added.
2. Text Book Exercises	Students will hone higher order language skills	Teacher will discuss the text book exercises and encourage students to answer.	Students will answer the questions and at home they will complete all the exercises discussed in the class.	The teacher will check the students' notebook after completion.

Activity :

Domestic animals like cow and dog helps us in every core of life. But when they are not in use, people abandon them. The strayed dogs and cow eat polythene packets and garbage. They suffer very badly. Discuss in a groups of four and speak on the topic with remedial measure to be taken by the students group on the give issue.

Home Assignment:

1. Read the outline of a story given below. The ending has not been given. Write the story in about 200 words and give it a suitable title. Use a few connectors like *because, as a result, consequently*, etc. to make your story cohesive.

Much after midnight – family was asleep – dog asleep in his kennel – woke up with a start – could smell smoke – barked loudly – woke up master – other members too woke up – saw.....

2. Students will be asked to write down the answers of the questions given in the text book exercise in their notebooks.