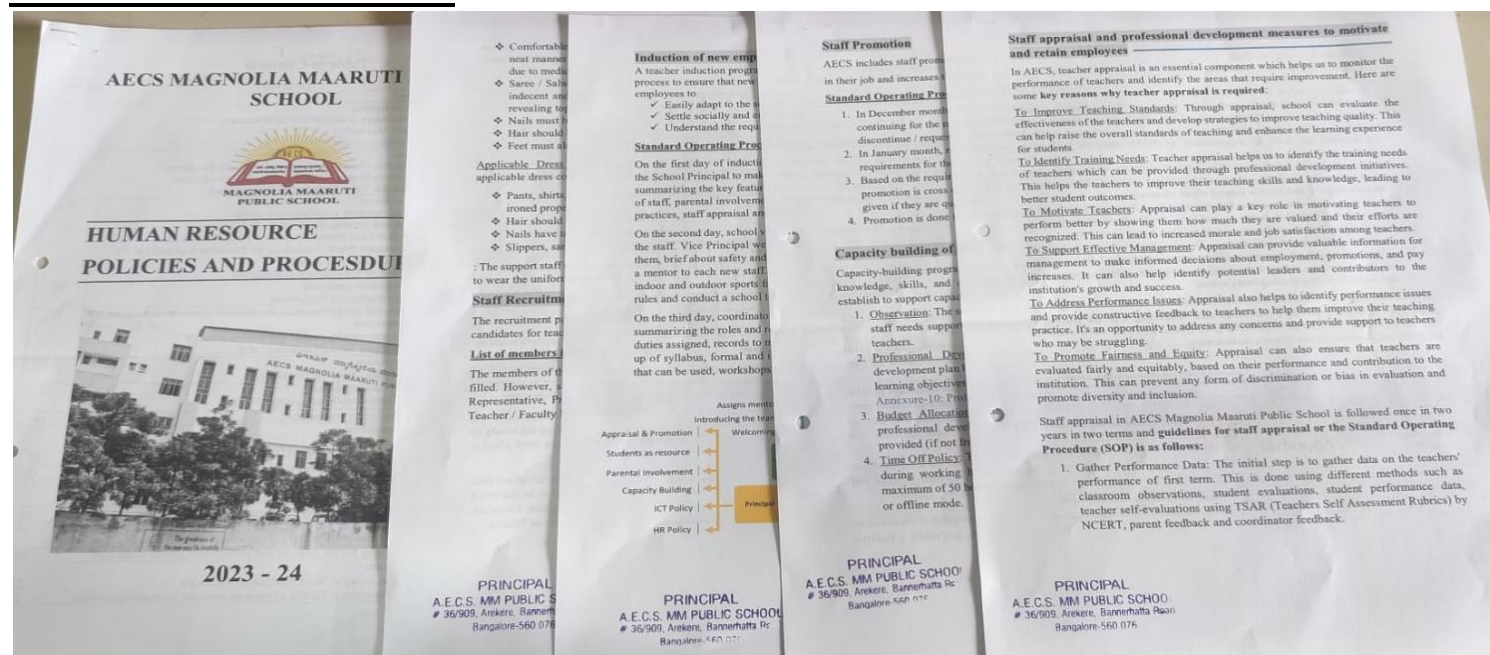
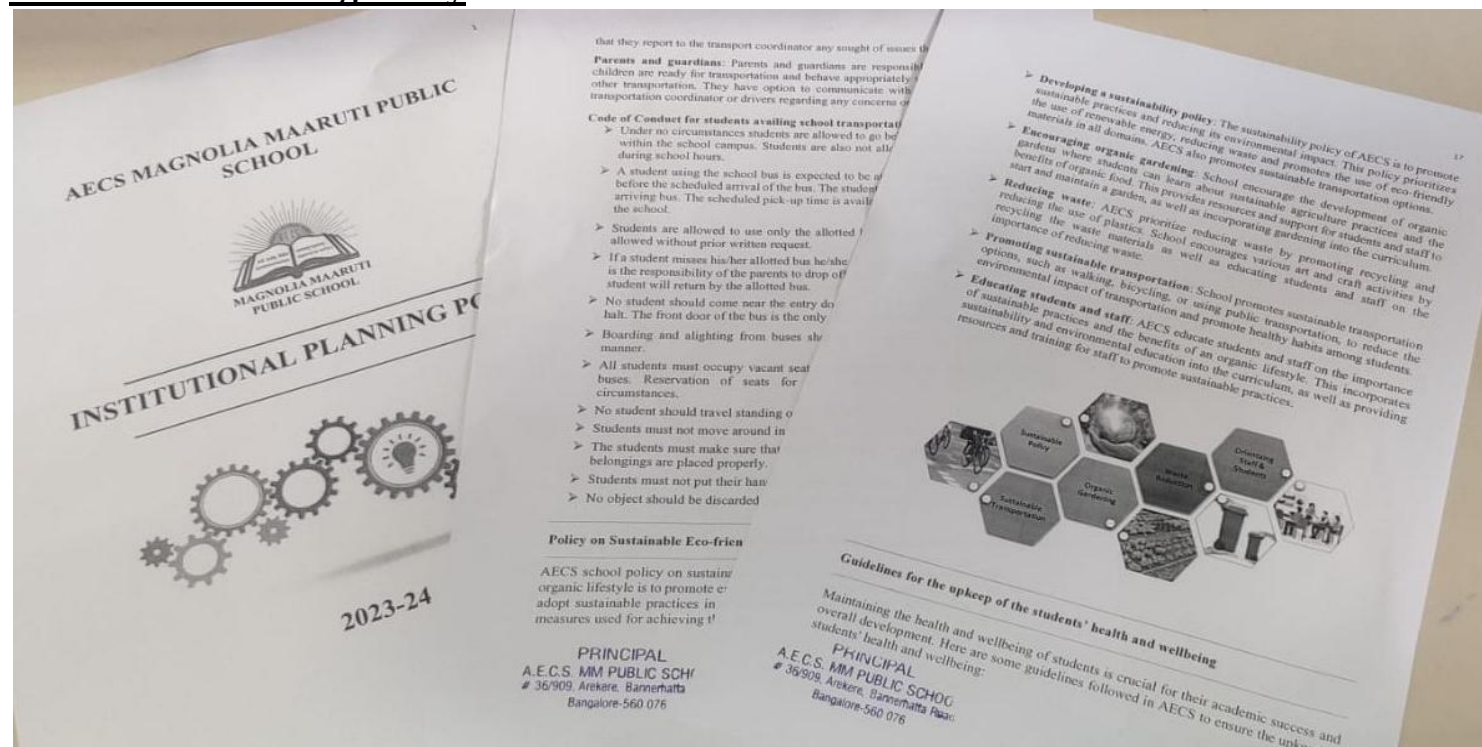


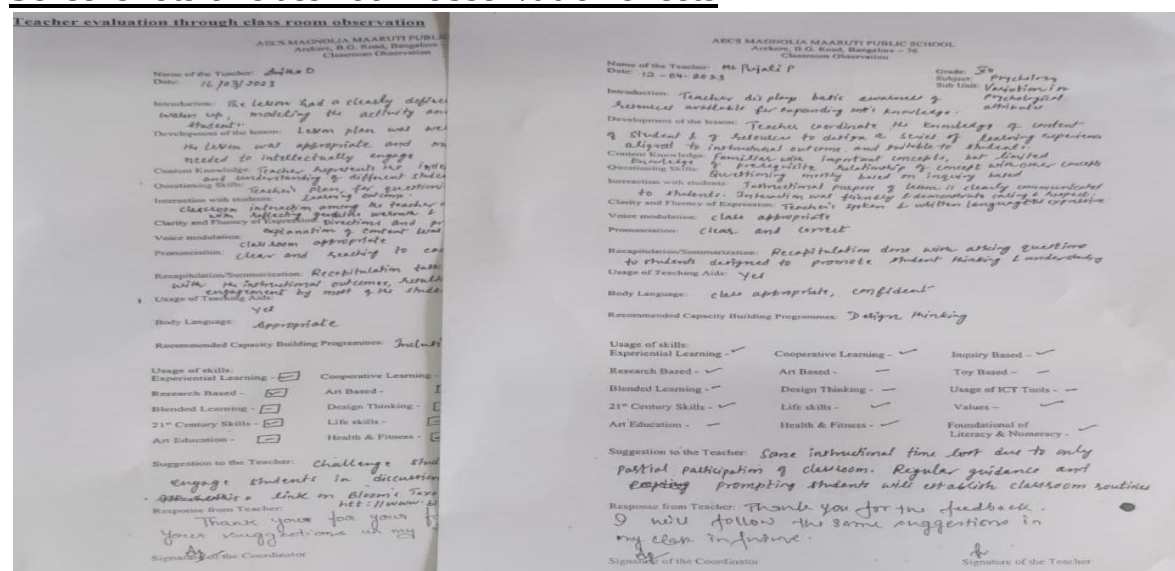
Photo Evidences: HR Policies and Procedures



Institutional Planning Policy



Screenshots of class room observation sheets



Screenshots of lesson plan

Grade : IX
Subject : Chemistry

Topic : Is Matter Around Us Pure
Unit : 2

Ref Books: NCERT

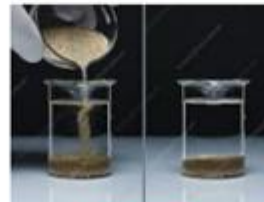
Content	Learning Experiences		Evaluation	Learning Outcome
	Tr's activities & T. Aids	Pupil's activities		
<u>Introduction</u> <u>Pure substances</u> - A pure substance consists of a single type of particles. - In other words, a substance is a pure single form of matter. <u>Content</u> 1. <u>Types of mixtures</u> a. <u>Homogeneous mixture</u> A mixture in which the constituents are uniformly distributed throughout without any clear boundary of separation. b. <u>Heterogeneous mixture</u> A mixture that does not have uniform composition and has visible boundaries of separation.	Teacher introduces lesson through SE model (Engage, Explore, Explain, Elaborate and Evaluate). - Teacher divides the class into four groups A and B. - Teacher assigns Group A, worksheet1 to classify the list of substances into solid, liquid and gas. - Teacher assigns Group B, worksheet2 to classify substances as pure substances and mixtures. Teacher applies "Collaborative learning" method - Teacher divides the class into four groups A, B, C and D - Teacher asks group A students to mix one spatula of Copper Sulphate powder in 50 ml of water in a beaker. - Teacher asks group B students to mix two spatula of Copper Sulphate powder in 50 ml of water in a beaker. - Teacher asks group C & D students to mix different amounts of Copper Sulphate and Sodium Chloride in 50 ml of water in a beaker. - Group A and B will get mixture of uniform composition. - Group C and D will get mixture of distinct parts and non-uniform composition.		- What are the characteristics of solid, liquid and gas? - Explain the composition of particles in pure substances and mixtures. - Differentiate homogeneous and heterogeneous mixtures.	- Students will be able to recall characteristics of solid, liquid and gas. - They will remember the composition of particles in pure substances and mixtures. - Students are able to identify the topic as "Is matter around us pure?" - Students will be able to differentiate homogeneous and heterogeneous mixtures. - Students will be able to develop observation skills, logical thinking, critical thinking and collaborative skills.

Grade IX Chemistry

Grade : IX
Subject : Chemistry

Topic : Is Matter Around Us Pure
Unit : 2

Ref Books: NCERT

Content	Learning Experiences		Evaluation	Learning Outcome
	Tr's activities & T. Aids	Pupil's activities		
2. <u>Solution</u> - Solution is a homogeneous mixture of two or more substances. - Major component of a solution is called the solvent and the minor, the solute.	Teacher applies "Co-operative learning" method - Teacher divides the class into four groups A, B, C and D - Teacher asks group A students to mix few crystals of Copper sulphate in water. - Teacher asks group B students to mix few crystals of Sodium Chloride in water. - Teacher asks group C students to mix chalk powder in water. - Teacher asks group D students to mix wheat flour in water. - Group A and B will get solution without suspended particles. - Group C and D will get a suspension with undissolved particles.  Solute Solid particles Solvent Liquid the solid dissolves in Solution Solute dissolved in solvent  Suspension		- Differentiate solution and suspension. - List down the properties of solution.	- Students will be able to interpret solution and suspension. - Students will be able to list the properties of solution. - Students develop team work, critical thinking and hands-on learning.

Grade IX Chemistry

Grade XII Biology

Content	Learning Experiences		Evaluation/Feedback	Learning outcomes
	Teacher's activities	Pupil's activities		
- Gametogenesis - Menstrual Cycle	Teaching Aids: Black Board Teaching method: Inquiry based learning Teacher asks questions on meiosis and its significance and correlates the process to gametogenesis. With the help of a flowchart explains the process of gametogenesis. Compares the gamete formation in males and females. Applies knowledge of the menstrual cycle for better reproductive health	Students draw the flowchart of male and female gametogenesis and understand the key steps involved in the process. They understand the menstrual cycle, changes that occur in the uterus and ovary, hormones controlling the cycle.	Evaluation: Students are evaluated by asking them to graphically represent the menstrual cycle. Feedback: Students are able to critically think and clear with myths associated with women not being allowed to offer prayers during menstruation. They are able to list the means to maintain hygiene and sanitation during menstruation	Students are able to compare and contrast between steps involved in formation of sperm and ova. Investigates at which stage of follicular development, is ovum released by differentiating between primary secondary and tertiary follicle

Grade : IV		Topic : Subtraction		Ref Books : Junior math, DKSH Portal	
Subject : Mathematics		Units : 5			
Content	Learning Experiences		Evaluation	Learning Outcome	
	Tr's activities & T.Aids	Pupil's activities			
Recapitulation → Find the difference → $69258 - 43234$ → Find missing digits → $2 \bigcirc \bigcirc 43$ $- 137 \bigcirc \bigcirc$ $\hline 15191$					Grade IV Maths
Remedial Teaching → Worksheets given to give practice to students. → Story sums taken to solve to invoke interest.					
Home Assignment → Ex 5B, 1a, 2a, 3(a,b,c) in TB. → Q 4(a,b), 5a, 6(a,b) in NB.					

Evidence of experiential learning in class room on the topic "Air Exerts Pressure"



Experiential learning in class room on the topic "English adjectives learning"



Experiential learning on the topic "Planting a sapling"



Experiential learning on the topic "Learning Hindi letters with name starting on each letter"



Grade I



Grade XII Physics

SECTION - C

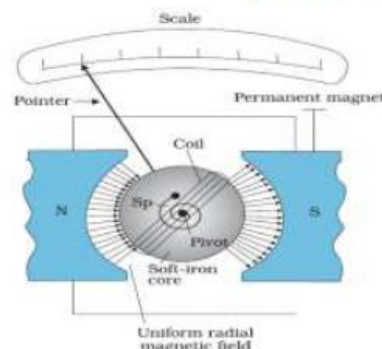
[4 X 6 = 24]

Case-based study question

19. Moving coil galvanometer

Read the paragraph and answer the questions.

The moving coil galvanometer (MCG) is a device which is based on the principle that, torque experienced by the current carrying coil is placed in a uniform magnetic field. The galvanometer consists of a coil with many turns, free to rotate about a fixed axis in a uniform radial magnetic field. There is a cylindrical soft iron core. When a current flows through the coil, a torque act on it. This torque is given by $\tau = NIAB$ where the symbols have their usual meaning.



- How is the magnetic field made radial in a moving coil galvanometer? [1]
- Why the spring is made up of phosphorous bronze? [1]
- What are two methods by which we can increase the voltage sensitivity of a moving coil galvanometer? [1]
- How can we convert galvanometer in to voltmeter? [1]

SECTION E

[6 x 4 = 24]

Case study questions

35. A real estate company is going to build a new residential complex. The land they have purchased can hold at most 4500 apartments. Also, if they make x apartments, then the monthly maintenance cost for the whole complex would be as follows: Fixed cost = ₹50,00,000. Variable cost = ₹(160x - 0.04x²)

**Grade XII Applied Mathematics**

- The maintenance cost as a function of x will be:
a. None of these b. $5000000 + 160x - 0.04x^2$ c. $160x - 0.04x^2$ d. 5000000
- If $C(x)$ denote the maintenance cost function, then the maximum value of $C(x)$ occur at $x =$
a. 2000 b. 4500 c. 5000 d. 0
- Find the number of apartments, that the complex should have in order to minimize the maintenance cost (in Rs.)
a. 1750 b. 4500 c. 5000 d. 3500
- If minimum maintenance cost is attained, then the maintenance cost of each apartment would be (in Rs.)
a. 1091.11 b. 1200 c. 1000 d. 2000

39. Read the passage and answer the following questions .

Grade X Science (4)

The food that we eat gets broken down into simpler compounds for absorption. There are various enzymes and hormones secreted by various glands and cells of the digestive system, which facilitate the digestion of food. The undigested food is expelled out of the body through the anus. The main organs of the digestive system include the mouth, pharynx, oesophagus, stomach, small and large intestine, rectum and anus. There are various types of digestive glands present, e.g. salivary glands, pancreas, liver, etc.

- How would digestion of food be affected if the bile duct is completely blocked?
- If you chew Chapatti for long after some time it taste sweet. Why is it so?
- Name the digestive organ that is associated with the breakdown of proteins in human .What are its three releases ?