

**CBSE**

**Secondary School  
Education**

**TEACHER'S  
PEDAGOGICAL PLANNER**

The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires.

NAME OF SCHOOL: .....

NAME OF TEACHER: .....

# Pedagogical Planner

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**Kinfer**

THE ULTIMATE SOURCE FOR LEARNING TECHNOLOGIES

VALAVOOR P.O., PALA, KOTTAYAM, KERALA, PIN 686 635

Ph. 04822 258092, 258192, 9400 59130, 9497120192

Email:kinferindia@gmail.com, Web: [www.kinfer.org](http://www.kinfer.org)

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# PREFACE

KINFER provides plenty of selected topics and class room procedures for interactive and experiential learning. Besides solutions and support for teachers and students are provided. We supply scheme of work and provide student teacher support, monitoring techniques and effective school management. Our programmes and materials empower the teachers and students to face the challenges of 21st century.

Effective Planning is the key for successful teaching. 'Teachers Pedagogical Planner' is a guide for teachers to plan the academic and non academic responsibilities. It also helps the teacher to write the lesson plan as per NEP 2020 to achieve the curriculum objectives. We had incorporated the latest updates made by CBSE in the revised edition of teachers diary.

This book contains 200 pages of Lesson plan. Lesson plan can be written either for weekly or fortnight. Sample lesson plan for class I-X are given in this book. Lesson plan formats of 4 pages and 2 pages are given in this diary. 4 page format can be used for Class IX-XIII and 2 page format for class I-VIII.

I take this opportunity to express our immense gratitude to **Dr.V Bindhu, Principal, Hosur Public School, Hosur, Tamilnadu** for the efforts and initiatives taken in bringing out this book

**Registers** published and distributed by KINFER have been received with applause by the teachers in India. I am sure that our books will be found highly useful in the CBSE schools in our country.

**DIRECTOR  
KINFER**

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# TEACHER'S PROFILE

Name of teacher : .....

Designation : .....

Permanent Address : .....

.....

.....

Present Address : .....

.....

.....

Contact No. : .....

E-mail Id : .....

Date of Birth : .....

Aadhar Number : .....

Marital Status : .....

Qualification : .....

.....CTET Passed

Date of Joining : .....

Present School

Teaching Experience in : .....

the Present school

Names of other institutions: .....

Worked with experience

.....

.....

Details of kids/Relatives : .....

Studying in the school

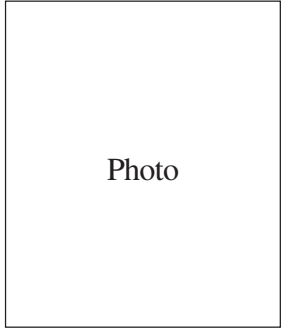
A small description : .....

about family

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## ACADEMIC RESPONSIBILITIES

Sl.No.	Class	Subject	No. of periods

## RECORD OF LEAVE

Month	April/May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Date											
Reason Medical or Casual											

**NON - ACADEMIC RESPONSIBILITIES**

1. ....  
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2. ....  
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4. ....  
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10. ....  
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11. ....  
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12. ....  
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## CLASS TIME TABLE

**CLASS :** .....

**SUBJECT :** .....

**CLASS IN CHARGE**

PERIODS/ TIME								
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
SATURDAY								

## **PERSONAL TIME TABLE**

TOTAL NUMBER OF PERIODS : ..... SUBJECTS : .....

CLASSES: .....

PERIODS/ TIME								
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
SATURDAY								



## EXAMINATION /PERIODIC ASSESSMENT SCHEDULE

### CLASS I-VIII

Class	Periodic Test 1	Periodic Test 2	Half Yearly exam	Periodic Test 3	Periodic Test 4	Yearly exam

### CLASS IX-XII

Class	Periodic Test 1	Periodic Test 2	Half Yearly exam	Periodic Test 3	Yearly exam

## ASSESSMENT STRUCTURE

The Assessment scheme will have an 80 marks component for Board examination (class X) and Annual Examination (class IX) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components. Internal Assessment consists of Periodic test-5 marks, Multiple Assessment -5marks, Portfolio -5marks and Subject Enrichment Activities -5marks.

### MARK DISTRIBUTION: SCHOLASTIC ASSESSMENT

TOPIC	BOARD EXAM / HALF YEARLY/ YEAR END EXAMINATION 80 Marks	INTERNAL ASSESSMENT 20Marks
Components of Assessment	30 % Short Answer/Long Answer +20 % (MCQ ) + 50% Competency Based Questions (Case studies, Source Based Questions)	Periodic Test ( 5marks) + Multiple Assessment ( 5marks) Portfolio (5marks) +Subject Enrichment ( 5marks)

### INTERNAL ASSESSMENT

SUBJECT	Pen Paper Test 5 Marks	Multiple Assessment 5Marks	Portfolio 5Marks	Subject Enrichment Activity 5marks
<b>Languages</b> English, Malayalam, Hindi, Tamil	Class Test/Unit Test	Quizzes Oral Test Concept Map Exit Cards Visual Expression	Class Work + Peer Assessment, Self Assessment, Achievements of Students in the subjects, Reflections, Narrations, Journals	Listening & Speaking Test
Science & Mathematics	Class Test/Unit Test	Quizzes Oral Test Concept Map Exit Cards Visual Expression	Class Work + Peer Assessment, Self Assessment, Achievements of Student in the subjects, Reflections, Narrations, Journals	Practical Work/Lab Work
Social Science	Class Test/Unit Test	Quizzes Oral Test Concept Map Exit Cards Visual Expression	Class Work + Peer Assessment, Self Assessment, Achievements of Student in the subjects, Reflections, Narrations, Journals	Project Work

**Note: Class I-VIII will be having Half yearly and Year End examination. For each Term, 80 marks for Term exam and 20 marks for internal assessment**

**YEAR PLAN**

Class /Sections : ..... Subject : .....

Chapter No	Chapter Name	No. of Periods	Month/Week		Periodic assessment PT <sub>1</sub> /PT <sub>2</sub> /PT <sub>3</sub> /PT <sub>4</sub>	Term1/ Term 2
			From	To		

Kintor

Signature with date

Approved by

# SAMPLE PEDAGOGICAL PLAN-1

CLASS - X

SUBJECT : ENGLISH

Unit	<b>The Thief's Story</b>
Class Transaction	Total : 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to - <ol style="list-style-type: none"> <li>1. Understand, appreciate and enjoy fiction</li> <li>2. Know the value of hard work and determination</li> <li>3. Infer, analyze and evaluate text</li> </ol> <p style="text-align: center;">(CRITICAL THINKING, COLLABORATIVE LEARNING)</p>
Assessment of qualifying knowledge	<ol style="list-style-type: none"> <li>1. Written test</li> <li>2. Group Discussion</li> <li>3. HW notebook</li> </ol> <p>Students will be asked to read the given paragraph (related to the theme of the lesson) aloud and will be asked few questions based on it.</p>
Objective	To enable students to appreciate the theme of the lesson and language used with 90% accuracy.
Learning Outcomes	<p><b>KNOWLEDGE</b> - Students will know and understand - critique and justify the decision taken by the protagonist, Hari, in the lesson. (critical competency)</p> <p><b>SKILLS and COMPETENCIES</b> - Students will be able to :</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the importance of taking right decisions in life</li> <li>• Understand the importance of values in life working in <b>collaborative manner and communicating</b> ideas with each other.</li> <li>• Write/compose a letter to a friend describing the consequences of the decision he/she had taken creatively. (<b>Creative, critical competencies</b>)</li> </ul> <p><b>ATTITUDE</b> : <b>Critically examining</b> the choices offered, developing <b>strong character traits and citizenship</b> by understanding the importance of taking right decisions in life.</p>
Transaction	DOL - 1, 2, 3
Methodology	WIPRO - <u>Think Pair Share</u> CLOZE passage, Directed Reading - Thinking Activity

[Provide details of each of these, if separate sessions]	Web links : zen pencils arrangement of pictures on the basis of content, <b>The Consequences and Sequel</b> table will be framed stanza wise. <b>(communication and collaboration)</b>																						
Resources	NCERT text book, CLOZE Assessment Worksheet																						
Self Study, Home Work, Assignments	<p><b>Independent Practice :</b></p> <p><b>Define the exact assignment for independent study</b> -Imagine you are Hari. Write a letter to your friend about the decision you had taken of coming back to Anil's house.</p> <p><b>(Competency - critical thinking; skill - writing)</b></p> <p>H.W notebooks to be marked as per the given plan :</p> <p>Evaluation of these assignments-</p> <p>Content (<b>critical thinking and creativity</b>) - 3 Marks Presentation / Neatness (<b>creativity</b>) - 1 mark On time submission - 1 mark</p>																						
ASSESSMENT	<table border="0"> <tr> <td>3 UNIT TESTS (20, 25, 30)</td> <td>80 Marks</td> </tr> <tr> <td>MID TERM EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>HALF YEARLY EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>PRE BOARD-I EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>PRE BOARD-II EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>ANNUAL BOARD EXAMINATION</td> <td>80 Marks</td> </tr> </table> <p><b>PERIODIC TEST</b></p> <p><b>We assess creativity and critical thinking through Pen Paper Test</b></p> <p>Average of best two tests to be taken that will have a weightage of 10 marks</p> <p>Best 2 Tests out of : Units tests, Midterm examination, Half Yearly examination.</p> <table border="0"> <tr> <td><b>INTERNAL ASSESSMENT</b></td> <td>20 Marks</td> </tr> <tr> <td>• Periodical Test</td> <td>05 Marks</td> </tr> <tr> <td>• Note Book Submission</td> <td>05 Marks</td> </tr> <tr> <td>• ASL Activity</td> <td>05 Marks</td> </tr> <tr> <td>• Portfolio</td> <td>05 marks</td> </tr> </table> <p><b>We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.</b></p>	3 UNIT TESTS (20, 25, 30)	80 Marks	MID TERM EXAMINATION	80 Marks	HALF YEARLY EXAMINATION	80 Marks	PRE BOARD-I EXAMINATION	80 Marks	PRE BOARD-II EXAMINATION	80 Marks	ANNUAL BOARD EXAMINATION	80 Marks	<b>INTERNAL ASSESSMENT</b>	20 Marks	• Periodical Test	05 Marks	• Note Book Submission	05 Marks	• ASL Activity	05 Marks	• Portfolio	05 marks
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• Note Book Submission	05 Marks																						
• ASL Activity	05 Marks																						
• Portfolio	05 marks																						
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups :																						

	<p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>• Encouragement for referring other resources</li> </ul> <p><i>For weak students :</i></p> <ul style="list-style-type: none"> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently abled students :</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes and formulae, if not written</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul>
Assessment Question	<ol style="list-style-type: none"> <li>1. Why does Hari get from Anil in return for his work?</li> <li>2. Why does Hari approach Anil?</li> <li>3. Why was it difficult for Hari to rob Anil?</li> <li>4. What made Hari Singh go back to Anil's house?</li> <li>5. What did Anil and Hari agree upon to be the mode of payment?</li> </ol>

## EXPERIENTIAL LEARNING ACTIVITY

### Unit 2 : THE THIEF'S STORY - RUSKIN BOND

#### Methodology

1. The students have an interaction on the topic "Love is a powerful force that can transform a criminal into a responsible citizen".
2. They discuss that one should not shatter the trust people have in him / her as bond of trust can never be restored.

#### Curiosity Question

1. Have you heard of Juvenile Crime?
2. Why do adolescents indulge in anti-social activities?
3. Why is there an increase in juvenile crime in the society?

#### Answer Guide

1. When you see a child of your age committing a crime, how do you react?
2. If you find a five hundred rupee note on the ground, what will you do?