

ANNUAL PEDAGOGICAL PLAN (XII , Computer Science)

S.no.	What are the problems	Compilation of problems	Categorisation of Problems (Subjective & Behavioural)
1	Students are making syntax error like: Closing quotes ,brackets and declaration of variable.	Recalling of standard structures used for syntaxes of statements	Subjective :- Few students are not able to use proper syntax and forget to close quotes, comma ,brackets and indentation.
2	For conditional statement programming: Placing colon after condition and indentation issue.		Subjective: Student are not able to use appropriate conditions using ELIF, forget to put colon after condition and do not give proper indentation.
3	students are facing problem in loop: FOR LOOP: Limit in range function, concept of Reverse loops. WHILE LOOP: Initialization of variables,Conditions, increment/ decrement of variable.	Logical approach towards implementation of Programs	Subjective:Usage of range function and Reverse FOR LOOP using negative step value. Intialization, increment and decrement of variable in WHILE LOOP.
4	students are not able to take decision on conditional statement like if and elif		Subjective: Usage of FOR LOOP or WHILE LOOP according to the given problem statement.
5	Difficulty level of WHILE LOOP as compare to FOR LOOP.(With respect to initialization and increment)		Subjective: Few students found syntax of WHILE LOOP is difficult than FOR LOOP.
6	Prediction of output of program was a challenge		Subjective:Student were not able to predict the output of the program.
7	Lack of interest in writing skills because of which they were not able to ellobrate the answers.	Writing Skills	BEHAVIOURAL: Students do not write content according to the questions.

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KPI NO.	KPI NAME	KPI DEFINITION	WHERE ARE WE NOW? (scale & description)	KPI GOAL	KPI LIMIT	WHAT WE NEED TO DO ?	HOW WILL IT BE ACHIEVED	KPI MEASUREMENT	REVIEW	KPI REPORTING	KPI ACHIEVEMENT	KPI IMPROVEMENT
1	Developing Logical approach to understanding of programming concepts and improvement in programming practice	Standard structures to be followed in using syntaxes in sequential and conditional programming T1 L1-SP1,SP3	50% - Students could use correct syntax while writing programs.	60 %	- 2%	Clarify the usage of correct syntax while writing programs	Lab Activity : Writing small programs in copy and then execute MCQ based Questions	Practice sheet relate to the topic (sequential programs)	After assessment of Practice sheet	After assessment		

2	<p>Developing Logical approach to understanding of conditional statement and improvement in programming practice</p>	<p>students are not able to tackle decision on conditional statement like if and elif</p> <p>T1 L1-SP4,SP6,SP7</p>	<p>45%- Students could use ELIF to write programs with IF...ELSE... statement based on multiple conditions. And iteration programs</p>	60%	-	2%	<p>Giving clarity of the structure to be used according to given conditional problem statements .</p> <p>Practicing more problem statement of conditional statement through lab activity.(Checking greater number, Odd ,even number, eligibility to vote and Grade Sheet program.)</p>	<p>Assignment and Lab activities.</p>	<p>After correction of assignment and assessment lab activities.</p>	<p>After Assessment</p>		
3	<p>Developing Logical approach to understanding of looping statement and improvement</p>	<p>students are facing problem in loop: FOR LOOP: Limit in range function, concept of Reverse loops. WHILE</p>	<p>45%- Students could use while to write programs with for and while statement based on multiple conditions. And</p>	60%	-	2%	<p>Giving clarity of the looping to be used according to given</p> <p>Practicing more problem statement of looping statement through lab activity.(Checking greater factorial, table</p>	<p>Assignment and Lab activities.</p>	<p>After correction of assignment and assessment lab activities.</p>	<p>After Assessment</p>		

	in programming practice	LOOP: Initialization of variables, Conditions, increment/decrement of variable. T1 L1-SP5	iteration programs		conditional problem statements .	,prime number, program.)			
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Class – XII

Lesson Plan

Subject: Computer Science

Topic: Python Revision Tour I

Brief Description of the lesson:

A program's Python Revision Tour I is the order in which the program's code executes. The Python Revision Tour I of a Python program is regulated by sequence statement, conditional statements, and loops. This section covers the Jump Statement, Break statement, Raising and handling exceptions also affects control flow

I - Specific Objectives:

SP1: **KPI 1** To make students understand flow of control in Python and why it is useful in Python. (U)

SP2: **KPI 3** To make students learn about condition statement , Loops. (U)

SP3: **KPI 1** To make students understand the programming concepts of python. (K)

SP4: **KPI 2** To enable students to write small programs using python with if else and Nested if. (A)

SP5: **KPI 3** To make students understand flow Control and Conditional. (U)

SP6: **KPI 2** To make students to write programs using IF, IF...Else and while and for. (A)

SP7: **KPI 2** To make students to understand importance of loops and conditional structure structure. (U)

II - Behavioral Objectives:

B1: To develop the understanding about the importance of loops and conditional structure among students systematic and step-by-step approach. (U)

B2: To make students to understand the problem related loop, conditional structure and to get the solution in better way. (U)

B3: To make students to understand how to solve the problem based on multiple condition. (U)

B4: To enable students to develop simple program related to loop, conditional structure. (U)

Process / Activities:

Activity (to introduce the lesson):

ACT1: write a program with output on the screen.

ACT2: Explain with program (loop and conditional structure)

ACT3: Program to find largest of two numbers.

ACT4: Program to print table of given numbers.

ACT5: Program to find the factorial.

Activity (to support learning):

ACT6: Program to perform all the basic programs of conditional structure.

ACT7: Programs for conversions: Kilometer to meter, Fahrenheit to Celsius,

ACT8: Program to find maximum of two numbers.

ACT9: Programs to check person is eligible to vote

ACT10: Program to check whether the number is positive, negative or Zero.

Activity / Assignment (to assess learning):

A1: Practice sheet related to sequential programs (marks allotted).

A2: Practice sheet related to iteration programs (Marks will be allotted }

A2: Assignment relate to if –else and nested if (marks will be allotted).

A3: Assignment related to while and for loop

Digital content to be used

www.w3cschool.com

Expected Learning Outcomes

Student will:

1. Be able to understand features of loop and conditional structure. (U)
2. Learn about if and elif . (U)
3. Be able to understand the programming concepts of python. (U)
4. Be able to write small programs using python.(A)
5. Be able to understand Control and Iterative statements. (U)
6. Be able to write programs using IF, IF...Else and IF –Elif-Else structure.(A)
7. Be able to understand importance of Nested If structure over IF...Else and Loops structure.(U)

Behavioral Outcomes:

Student will:

- Be able to develop systematic and step-by-step approach. (U)
 - Be able to understand the problem and to get the solution in better way. (U)
 - Be able understand how to solve the problem based on multiple condition. (U)
 - Enable to take decision depending on the outcomes. (U)
- **Placement of objective, Instructional Activities and Assessment**

Topic: Python Programming					
Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
3	SP1	SP4 ,SP6	B4		
	SP2	ACT1,ACT2, ACT 3,ACT 4			
	SP5				
	SP7				