

**ANNUAL**  
**CURRICULUM**  
**PLAN**

**CLASS X**  
**(SESSION: 2020-21)**



# RAMAKRISHNA MISSION ASHRAMA SCHOOL

AFFILIATED TO CENTRAL BOARD OF SECONDARY EDUCATION (CBSE), NEW DELHI

(A branch centre of Ramakrishna Mission, Belur Math, Howrah, W.B.)

Affiliation No: 1530142, School Code: 15442

P.O. : Hatamuniguda, Dist. : Rayagada-765 020, Odisha

Email : [hatamuniguda@rkmm.org](mailto:hatamuniguda@rkmm.org), Website : [rkmathamuniguda.org](http://rkmathamuniguda.org)

## CALENDER FOR THE SESSION-2020-21

### APRIL-2020

01st : New session Commences. Admission procedure for class V.

### MAY-2020

01st : Summer Vacation for students starts. (Students may leave the campus on 30<sup>th</sup> April after 5p.m.)

10th : Summer Vacation for Teachers starts. (Teachers may leave the campus on 9<sup>th</sup> after 4 p.m.)

### JUNE-2020

14th : Teachers to report after summer Vacation by 9 a.m.

15th : Students to report at the Hostel after Summer Vacation from 8 am to 8 pm

16th : School re-opens after Summer Vacation. Admission procedure for class XI.

21st : International Yoga Day

22nd : New session for standard XI commences

28th : Naveen Varan Utsav

### JULY-2020

5<sup>th</sup> : Van Mahotsava

13th-18th : First Periodic Test. (Class VI to X)

### AUGUST-2020

15th : Independence Day celebration.

22nd : Ganesh Puja celebration.

24th-29th : Second Periodic Test. (Class VI to X)

### SEPTEMBER-2020

05th : Teacher's Day Celebration.

16th-30th : Term-I examination for V to XII.

### OCTOBER-2020

02nd : Gandhi Jayanti Celebration in the evening

18th-01st : Autumn Vacation commences. Students and Teachers may leave the campus on 17<sup>th</sup> October after 4p.m.

### NOVEMBER-2020

01st : Students & Teachers to report after Autumn Vacation.

02nd : School re-opens after Autumn Vacation.

05th : Result Publication of Mid-Term Examination.

09th-13th : 3rd Periodic Test. (Class VI to X)

14th : Children's Day Celebration from 9.30 am to 12.00 noon at Junior Hostel

14th : Diwali Celebration in the evening.

23rd-28th : First Mock Test for class X and XII.

### DECEMBER-2020

14th-19th : Second Mock Test for class X and XII.

21st-23rd : Annual Athletic Meet.

25th : Winter Vacation commences. Teachers and Students may leave school campus on 24<sup>th</sup> after 5p.m.

### JANUARY-2021

03rd : Students and Teachers to report after the Winter Vacation.

04th : School reopens after Winter Vacation.

05th : Sri Sri Maa Sarada Devi's Tithi Puja.

12th : National Youth Day celebration.

13th-19th : 4th Periodic Test. (Class VI to IX)

26th : Republic Day Celebration.

### FEBRUARY-2021

04th : Sri Sri Swamiji's Tithi Puja.

7<sup>th</sup> : Annual Prize Giving ceremony

08th-14th : Third Mock Test for class X and XII.

16th : Saraswati Puja Celebration.

### MARCH-2021

11th : Mahashivratri celebration.

10th-22nd : Term-II Examination.

15th : Sri Sri Ramakrishna Deva's Tithi Puja.

29th : Holi celebration.

30th : Result Publication.

The end of all education, all training should be man-making. The end and aim of all training is to make man grow. The training, by which the current and expression of will are brought under control and become fruitful, is called education. –

Swami Vivekananda



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## Co – Curricular Activities Calendar for the Session 2020 - 21

### **JULY-2020**

05/07/20 – Odia Recitation Sr. (IX – XII)  
12/07/20 – Odia Recitation Jr. (V – VIII)  
19/07/20 – Hindi Recitation Sr. (IX – XII)  
26/07/20 – Hindi Recitation Jr. (V – VIII)

### **AUGUST-2020**

02/08/20 – English Debate Sr. (IX – XII)  
09/08/20 – English Debate Jr. (V – VIII)  
16/08/20 – Odia Debate Sr. (IX – XII)  
23/08/20 – Odia Debate Jr. (V – VIII)  
30/08/20 – Hindi Debate Sr. (IX – XII)

### **SEPTEMBER-2020**

06/09/20 – Hindi Debate Jr. (V – VIII)  
13/09/20 – Story Telling Sr. (IX to XII)

### **OCTOBER-2020**

04/10/20 – Story Telling Jr. (V to VIII)  
11/10/20 – English Recitation Sr. (IX to XII)

### **NOVEMBER-2020**

08/11/20 – English Recitation Jr. (V to VIII)  
15/11/20 – Devotional Song Sr. (IX to XII)  
22/11/20 – Devotional Song Jr. (V to VII)

# TERM SCHEDULE



## **RAMAKRISHNA MISSION ASHRAMA SCHOOL**

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### **First Periodic Test : 13 to 18 July, 2020**

Sl No.	Date	V	VI	VII	VIII	IX	X	XI	XII
1	13/07/2020	Eng	Maths	Science	SST	Eng	SST	Eng	Phy/Geo
2	14/07/2020	Hindi	Odia	Eng	Hindi	SST	Eng	Chem/ Pol.Sc	Math/Bio/ IP
3	15/07/2020	Odia	Eng	Odia	Maths	Science	Maths	Com.Sc/ Phy.Ed	Chem/ Pol.Sc
4	16/07/2020	Maths	Comp & Science	Comp & Hindi	Comp & Eng	IT	IT	-----	-----
5	17/07/2020	EVS	Hindi	SST	Science	Odia/ Hindi	Odia/ Hindi	Math/Bio/ IP	Eng
6	18/07/2020		SST	Maths	Odia	Maths	Science	Phy/Geo	Com.Sc/ Phy.Ed

Note:

1. Respective subject teacher to take periodic test of 10 marks in their periods.

### **Second Periodic Test : 24 to 29 August, 2020**

Sl No.	Date	V	VI	VII	VIII	IX	X	XI	XII
1	24/08/2020	Odia	Science	Maths	Odia	SST	Eng	Phy/Geo	Eng
2	25/08/2020	EVS	Eng	Odia	Science	Eng	SST	Math/Bio/ IP	Chem/ Pol.Sc
3	26/08/2020	Hindi	Odia	Eng	Comp & Eng	Maths	Science	Chem/ Pol.Sc	Com.Sc/ Phy.Ed
4	27/08/2020	Maths	Comp & Hindi	Comp & Science	Maths	IT	IT	-----	-----
5	28/08/2020	Eng	SST	Hindi	Hindi	Odia/ Hindi	Odia/ Hindi	Eng	Math/Bio/ IP
6	29/08/2020		Maths	SST	SST	Science	Maths	Com.Sc/ Phy.Ed	Phy/Geo

Note:

Respective subject teacher to take periodic test of 10 marks in their periods

**Examination Date-Sheet for Term – I, Exam 2020-21 :**  
**16 to 30 September, 2020**

<b>Sl No.</b>	<b>Date</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>	<b>X</b>	<b>XI</b>	<b>XII</b>
1	16/09/2020	Odia	Maths	Science	SST	Eng	SST	Eng	Phy/Geo
2	18/09/2020	EVS	Odia	Eng	Hindi	SST	Eng	Chem/ Pol.Sc	Math/Bio/ IP
3	21/09/2020	----	Eng	Odia	Maths	Science	-----	Com.Sc/ Phy.Ed	Chem/ Pol.Sc
4	23/09/2020	Maths	Comp	Comp	Comp	IT	IT	-----	-----
5	25/09/2020	Eng	Hindi	SST	Science	Odia/ Hindi	Hindi/ Odia	Math/Bio/ IP	Eng
6	28/09/2020	Hindi	SST	Maths	Odia	Maths	Science	Phy/Geo	Com.Sc/ Phy.Ed
7	30/09/2020	----	Science	Hindi	Eng	-----	Maths	-----	-----

**Timing of Examination**

Classes V to XII – 09:00 AM to 12:00 NOON

**Venue of Examination**

Classes V to XII – RKM Ashrama School, Hatamuniguda

**Third Periodic Test : 09 to 13 November, 2020**

<b>Sl No.</b>	<b>Date</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>	<b>X</b>	<b>XI</b>	<b>XII</b>
1	09/11/2020	Odia	Maths	Science	Eng	Eng	SST	Eng	Phy/Geo
2	10/11/2020	EVS	Science	Eng	Odia & Hindi	SST	Eng 4	Chem/ Pol.Sc	Math/Bio/ IP
3	11/11/2020	Hindi	Eng	Odia & Hindi	Maths	Science	Odia / Hindi	Com.Sc/ Phy.Ed	Chem/ Pol.Sc
4	12/11/2020	Maths	Comp & SST	Comp & SST	Comp & SST	IT & Maths	IT & Sciencs	Phy/Geo	Com.Sc/ Phy.Ed
5	13/11/2020	Eng	Hindi & Odia	Maths	Science	Odia / Hindi	Maths	Math/Bio/ IP	Eng

Note:

1. Respective subject teacher to take periodic test of 10 marks in their periods.

**Time Table For First Mock Test : 23 to 28 November, 2020**

<b>Date</b>	<b>Class X</b>	<b>Class XII</b>
23/11/2020	Science	English
24/11/2020	Social Science	Physics/ Geography
25/11/2020	English	Mathematics/ Biology / Political Science
26/11/2020	Odia / Hindi	Computer Science / Physical Education
27/11/2020	Mathematics	Informative Practices/ Chemistry
28/11/2020	Informative Technology	-----

**Time Table For Second Mock Test : 14 to 19 December, 2020**

<b>Date</b>	<b>Class X</b>	<b>Class XII</b>
14/12/2020	English	Informative Practices/ Chemistry
15/12/2020	Mathematics	Computer Science / Physical Education
16/12/2020	Science	Mathematics/ Biology / Political Science
17/12/2020	Odia / Hindi	Physics/ Geography
18/12/2020	Informative Technology	English
19/12/2020	Social Science	-----

**Time Table For Third Mock Test : 08 to 13 February, 2021**

<b>Date</b>	<b>Class X</b>	<b>Class XII</b>
08/02/2021	Social Science	Physics/ Geography
09/02/2021	Science	English
10/02/2021	Mathematics	Informative Practices/ Chemistry
11/02/2021	English	Computer Science / Physical Education
12/02/2021	Odia / Hindi	Mathematics/ Biology/ Political Science
13/02/2021	Informative Technology	-----

**BOARD EXAM.**

As per time table provided by CBSE Board

➤ **Assessment Procedure by CBSE for the Academic Session 2020-21 (Class X)**

**1. Scholastic Area:**

	<b>Total 100 marks</b> <b>(Syllabus for assessment will be only Class – X)</b>				
Subjects	<b>80 marks</b> <b>(Board Examination)</b> Student has to score 33% marks out of 80 marks in each subject	<b>20 marks</b> <b>(Internal Assessment)</b> <b>Student has to score 33% marks out of overall 20 marks earmarked in each subject</b>			
		Pen Paper Test (Weightage: 5%)	Multiple Assessment (Weightage: 5 marks)	Portfolio (5 marks)	Subject Enrichment Activity (5 marks)
		(i)	(ii)	(iii)	(iv)
<b>Language 1</b>	Board will conduct Class–X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class – X only. <ul style="list-style-type: none"> <li>• 20 marks for Objective type including Multiple Choice Questions</li> <li>• 60 marks for subjective questions</li> </ul>	Periodic written test, restricted to three in each subject in an Academic Year.  <b>Average of the best two tests to be taken for final marks submission</b>	This will include quizzes, oral test, concept map, exit cards, visual expression etc.	This will cover:  Classwork plus peer assessment, self -assessment, achievements of student in the subject, reflections, narrations, journals, etc	Speaking & Listening Skills
<b>Language 2</b>					Speaking & Listening Skills
<b>Mathematic</b>					Maths Lab Practical
<b>Science</b>					Practical Work
<b>Social Science</b>					Project Work



**Grading Scale for Scholastic Areas:**

<b>Marks Range</b>	<b>Grade</b>
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	E (Fail)

**2. Co-Scholastic Activities:**

For the holistic development of the students, co-curricular activities in the following areas will be graded on a 5-point grading scale (A-E). The aspect of regularity, sincere participation, output and team work will be the generic criteria for grading in the following co-scholastic activities.

<b>Activity</b>	<b>To be graded on a 5-point scale (A-E)</b>
Work Education	By the concerned teacher
Art Education	By the concerned teacher
Health and Physical Education (Sports / Martial Arts / Yoga / NCC etc.)	By the PE Teacher

**3. Discipline (Attendance, Sincerity, Behaviour, Values):**

The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 5-point grading scale (A-E).

## **Suggested Subject Enrichment Activities**



### **English**

Poem Recitation, English Song Singing, Story Narration, Mock Radio Show Hosting, Just a minute speech, Prepared Speech, Role Play, Dramatization, Quiz, Mock Interview, Creative Writing (can be based on CBSE Expression Series), Listening Activity, Comprehension Activity, Show and Tell Activity, Commentary, Reporting of event, Morning Assembly Talk, Speech, Anchoring\ Hosting for a school event, School Newsletter Designing, Explanation in Exhibition

### **Mathematics**

Lab Activity, Hands on Activities, Projects,

### **Science**

Lab activity, Hands on Activity, Research based Initiatives, New terms, Diagrams, HD video etc.

### **Social Science**

Map work, Key Terms, Video, Project, Assignment, Flowchart, Role Play, Quiz, Debate, Case study, Survey and Group Discussion

## Curriculum Plan of English Language and Literature (Session 2020-2021)

Month Topic	Theme/Audio Visual Inputs	Assignment /Discussion	Listening, Speaking, Reading and Writing Skills	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>May</b> First Flight Lesson-1 A Letter to God Lesson -2 Nelson Mandela Long Walk to Freedom Lesson 3 Two Stories about Flying Lesson 4 From the Diary of Anne Frank Poem-1 Dust of Snow Poem 2 Fire and Ice Supplementary Reader Lesson 1 A Triumph of Surgery	<ul style="list-style-type: none"> <li>• Understanding the Genre               <ul style="list-style-type: none"> <li>○ Fiction</li> <li>○ Autobiography</li> <li>○ Parable</li> <li>○ Mystery</li> </ul> </li> <li>• Central Idea</li> <li>• A/V Inputs (on the theme of literature lessons and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Literature lessons and Poems ( Text based activity, Relative clauses, Use of negative for emphasis, Metaphors, Changing verbs into nouns, Use of definite article with names, Idiomatic expression, Phrases, Compound words, Phrasal verbs, Contracted forms.)</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Skills               <ul style="list-style-type: none"> <li>○ Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>• Reading Skills               <ul style="list-style-type: none"> <li>○ Reading for appreciation of poems, Poem Recitation, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>• Speaking Skills               <ul style="list-style-type: none"> <li>○ Sharing a personal Experience, Poem recitation, PPt presentation</li> </ul> </li> <li>• Writing Skills               <ul style="list-style-type: none"> <li>Poster Making, Biography, Paragraph, Composition, Narrative Writing, Diary Entry.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inter-disciplinary Linkage               <ul style="list-style-type: none"> <li>○ Countries where Peso is used as a unit of currency</li> <li>○ History of The Treatment of the Jews in Nazi Germany</li> <li>○ History of Apartheid in South Africa</li> </ul> </li> <li>• Core Life Skills               <ul style="list-style-type: none"> <li>○ Empathy, Coping with Stress and Emotions, Problem Solving, Self-awareness, Decision making</li> </ul> </li> <li>• Core Value Concerns               <ul style="list-style-type: none"> <li>○ Self confidence, Motivation, Social responsibility, Joy of Giving</li> </ul> </li> </ul>

<b>June</b> First Flight Poem 3 A Tiger in the Zoo Poem 4 How to Tell Wild Animals Poem 5 The Ball Poem Lesson 5 The Hundred Dresses - I Lesson 6 The Hundred Dresses - II Poem 6 Amanda Supplementary Reader Lesson 2 The Thief's Story Lesson 3 The Midnight Visitor	<ul style="list-style-type: none"> <li>• Understanding the Genre <ul style="list-style-type: none"> <li>◦ Realistic Fiction</li> <li>◦ Fantasy</li> </ul> </li> <li>• Central idea</li> <li>• A/V Inputs (on the theme of literature lessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>◦ Literature lessons and Poems (Text based activity, Narrative voice, Adverbs, Phrasal verbs, Adjectives)</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Skills <ul style="list-style-type: none"> <li>• Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>• Reading Skills <ul style="list-style-type: none"> <li>• Reading for appreciation of poems, Poem Recitation, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> <li>• * Writing skills <ul style="list-style-type: none"> <li>• Formal Letter, Paragraph, Story</li> </ul> </li> </ul> </li> <li>• Speaking Skills <ul style="list-style-type: none"> <li>• Ppt. Presentation, Speech</li> </ul> </li> <li>• Writing Skills <ul style="list-style-type: none"> <li>• Paragraph, Article</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>◦ History of Polish- American Community in the USA</li> </ul> </li> <li>• Core Life Skills <ul style="list-style-type: none"> <li>◦ Self-awareness, Empathy, Inter-personal relationship, Coping with stress and emotions, Problem solving</li> </ul> </li> <li>• Core Value Concerns <ul style="list-style-type: none"> <li>◦ Respect, Courtesy, Self-confidence, Self-regulation of feelings and emotions to face challenges of life, Decision making, Problem solving</li> </ul> </li> </ul>
<b>July</b> First Flight <ul style="list-style-type: none"> <li>• Lesson 7 Glimpses of India <ul style="list-style-type: none"> <li>I. A Baker from Goa</li> <li>II. Coorg</li> <li>III. Tea from Assam</li> </ul> </li> <li>• Poem – 7 Animals</li> </ul> Supplementary Reader <ul style="list-style-type: none"> <li>• Lesson 4 A Question of Trust</li> <li>• Lesson 5 Footprints without Feet</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the Genre <ul style="list-style-type: none"> <li>◦ Satire</li> <li>◦ Non fiction</li> </ul> </li> <li>• Central Idea</li> <li>• A/V Inputs (on the theme of literature lessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>◦ Literature lessons and Poem (Text based activity, Collocations, Participle adjectives)</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Skills <ul style="list-style-type: none"> <li>◦ Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>• Reading Skills <ul style="list-style-type: none"> <li>◦ Reading for appreciation of poems, Poem Recitation, Reading for detail, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>• Speaking Skills <ul style="list-style-type: none"> <li>◦ Group Discussion, Role play</li> </ul> </li> <li>• Writing Skills <ul style="list-style-type: none"> <li>◦ Paragraph, Travel Account, Advertisement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>◦ Geographical location of Goa, Assam, Coorg</li> <li>◦ Organisations working for Animal Welfare – PETA, WTI, SPCA</li> </ul> </li> <li>• Core Life Skills <ul style="list-style-type: none"> <li>◦ Self – awareness, Critical and Creative thinking</li> </ul> </li> <li>• Core Values Concern- <ul style="list-style-type: none"> <li>◦ Responsibility towards one's work, Appreciation for beauty and Aesthetics</li> </ul> </li> </ul>
			<b>PERIODIC TEST - 1</b>	

Month Topic	Theme/Audio Visual Inputs	Assignment /Discussion	Listening, Speaking, Reading and Writing Skills	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>August</b> First Flight <ul style="list-style-type: none"> <li>Lesson 8 Mijbil the Otter</li> <li>Poem- 8 The Trees</li> </ul> Supplementary Reader <ul style="list-style-type: none"> <li>Lesson 6 The Making of a Scientist</li> <li>Lesson 7 The Necklace</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the Genre <ul style="list-style-type: none"> <li>Fiction</li> <li>Symbolic Poem</li> </ul> </li> <li>Central Idea</li> <li>A/V Inputs (on the theme of literature lessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessons and Poem (Text based activity, Modifiers.)</li> </ul> </li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills <ul style="list-style-type: none"> <li>Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>Reading Skills <ul style="list-style-type: none"> <li>Reading for appreciation of poems, Poem Recitation, Reading for detail, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>Speaking Skills <ul style="list-style-type: none"> <li>Poem recitation, Debate</li> </ul> </li> <li>Writing Skills <ul style="list-style-type: none"> <li>Paragraph on a person or an animal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>Geographical and Climatic differences between London and Iran</li> <li>Scientific significance of Trees</li> </ul> </li> <li>Core Life Skills <ul style="list-style-type: none"> <li>Empathy, Decision making</li> </ul> </li> <li>Core Values Concern <ul style="list-style-type: none"> <li>Love, Care and Compassion, Interpersonal relationship, Curiosity and receptivity to new ideas</li> </ul> </li> </ul>
<b>September</b> First Flight <ul style="list-style-type: none"> <li>Poem 9 Fog</li> </ul> Supplementary Reader Lesson 8 The Hack Driver	<ul style="list-style-type: none"> <li>Understanding the Genre <ul style="list-style-type: none"> <li>Mystery</li> </ul> </li> <li>Central Idea</li> <li>A/V Inputs (on the theme of the literature lesson and poem)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lesson and poem (Text based activity)</li> </ul> </li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills <ul style="list-style-type: none"> <li>Dictation, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>Reading Skills <ul style="list-style-type: none"> <li>Reading for appreciation of poems, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>Speaking Skills <ul style="list-style-type: none"> <li>Poem recitation</li> </ul> </li> <li>Writing Skills <ul style="list-style-type: none"> <li>Article</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>Fog- how does it form</li> <li>Difference between Fog and Mist</li> </ul> </li> <li>Core Life skills <ul style="list-style-type: none"> <li>Creative thinking</li> </ul> </li> <li>Core Values Concern <ul style="list-style-type: none"> <li>Sense of awe and wonder, Self-awareness, Social responsibility</li> </ul> </li> </ul>
			<b>TERM- I EXAMINATION</b>	
<b>October</b> First Flight <ul style="list-style-type: none"> <li>Lesson 9 Madam Rides the Bus</li> <li>Poem10 The Tale of Custard the Dragon</li> </ul> Supplementary Reader Lesson 9 Bholi	<ul style="list-style-type: none"> <li>Understanding the Genre <ul style="list-style-type: none"> <li>Fiction</li> <li>Whimsical Fantasy</li> </ul> </li> <li>Central Idea</li> <li>A/V Inputs (on the theme of literature lessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessons and Poem (Text based activity)</li> </ul> </li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills <ul style="list-style-type: none"> <li>Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>Reading Skills <ul style="list-style-type: none"> <li>Reading for appreciation of poems, Poem Recitation, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>Speaking Skills <ul style="list-style-type: none"> <li>Speech</li> </ul> </li> <li>Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>Imagination and Innocence – A Child's Perspective on Life</li> </ul> </li> <li>Core Life skills <ul style="list-style-type: none"> <li>Inter personal relationship</li> </ul> </li> <li>Core Values Concern <ul style="list-style-type: none"> <li>Self-confidence, Humility and Politeness, Self-awareness</li> </ul> </li> </ul>

<b>Month Topic</b>	<b>Theme/Audio Visual Inputs</b>	<b>Assignment /Discussion</b>	<b>Listening, Speaking, Reading and Writing Skills</b>	<b>Core Skills/Art Integration/ Interdisciplinary Linkages</b>
<b>November</b> First Flight <ul style="list-style-type: none"> <li>• Lesson 10 The Sermon at Benaras</li> <li>• Lesson 11 The Proposal</li> <li>• Poem 11 For Anne Gregory Supplementary Reader</li> <li>• Lesson 10 The Book That Saved the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the Genre- <ul style="list-style-type: none"> <li>○ Historical Fiction</li> <li>○ One-act Play</li> <li>○ Folklore and Mythology</li> </ul> </li> <li>• Central Idea A/V Inputs- (on the theme of</li> <li>• literature lessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Literature lessons and Poem (Text based activity, Pronunciation, Reported speech)</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Skills <ul style="list-style-type: none"> <li>○ Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>• Reading Skills <ul style="list-style-type: none"> <li>○ Reading for appreciation of poems, Poem Recitation, Reading for detail, Reading for pleasure,</li> </ul> </li> <li>• *Writing skills</li> <li>• Paragraph, Script writing. Extended reading, Silent Reading, Scanning</li> <li>• Speaking Skills <ul style="list-style-type: none"> <li>○ Group Discussion, Talk Time</li> </ul> </li> <li>• Writing Skills</li> <li>• Article, Story</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>○ History of Buddhism</li> <li>○ Cultural differences between India and Russia</li> </ul> </li> <li>• Core Life Skills <ul style="list-style-type: none"> <li>○ Empathy</li> </ul> </li> <li>• Core Values Concern <ul style="list-style-type: none"> <li>○ Love, Care and Compassion, interpersonal relationship, Critical and creative thinking</li> </ul> </li> </ul>
	<b>PERIODIC TEST - 2</b>			
<b>December</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>February</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>March</b>	<b>BOARD EXAMINATION</b>			

## Mathematics Curriculum Plan (Session: 2020-2021)

Month Topic	Sub Topic	Concept/ Mathematics Activities	Discussion	Assignment
<b>May</b> <b>Topic:</b> Real Numbers <b>No. of</b> <b>Periods:</b> 15	<ul style="list-style-type: none"> <li>• Euclid's division lemma</li> <li>• Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples</li> <li>• Proofs of irrationality of <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math>.</li> <li>• Decimal representation of rational numbers in terms of terminating/non-terminating recurring decimals.</li> </ul>	---	Discussion of Scoring Points/ Marking Scheme/Sample Questions	Assignment on Real Numbers
<b>Topic:</b> Polynomials <b>No. of</b> <b>Periods:</b> 07	<ul style="list-style-type: none"> <li>• Zeroes of a polynomial.</li> <li>• Relationship between zeroes and coefficients of quadratic polynomials.</li> <li>• Statement and simple Problems on division algorithm for polynomials with real coefficients.</li> </ul>	---		Assignment on Polynomials
<b>Topic:</b> Pair of Linear Equations in Two Variables <b>No. of</b> <b>Periods:</b> 15	<ul style="list-style-type: none"> <li>• Pair of linear equations in two variables and Graphical method of their solution, consistency/inconsistency.</li> <li>• Algebraic conditions for number of solutions.</li> <li>• Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method.</li> <li>• Simple situational problems.</li> <li>• Simple problems on equations reducible to a pair of linear equations.</li> </ul>	<b>Lab Activity:</b> To obtain the conditions for consistency of a system of linear equations in two variables by graphical method.		Assignment on Pair of Linear Equations in Two Variables

Month Topic	Sub Topic	Concept/ Mathematics Activities	Discussion	Assignment
<b>June</b> <b>Topic:</b> Quadratic Equations <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>Standard form of a quadratic equation <math>ax^2 + bx + c = 0</math>, (<math>a \neq 0</math>).</li> <li>Solutions of quadratic equations (only real roots) by factorization and by using quadratic formula.</li> <li>Relationship between discriminant and nature of roots.</li> <li>Situational problems based on quadratic equations related to day-to-day activities to be incorporated.</li> </ul>		Discussion of Scoring Points/ Marking Scheme/Sample Questions	Assignment on Quadratic Equations
<b>Topic:</b> Arithmetic Progressions <b>No. of Periods:</b> 8	<ul style="list-style-type: none"> <li>Motivation for studying Arithmetic Progression</li> <li>Derivation of the <math>n</math>th term and sum of the first <math>n</math> terms of A.P.</li> <li>Its application in solving daily life problems.</li> </ul>	<b>Lab Activity:</b> 1. To verify that the given sequence is an arithmetic progression. 2. To verify that the sum of first $n$ natural number is $n(n+1)/2$ .		Assignment on Arithmetic Progressions
<b>Topic:</b> Coordinate Geometry <b>No. of Periods:</b> 14	<ul style="list-style-type: none"> <li>LINES (In two-dimensions)</li> <li>Review: Concepts of coordinate geometry</li> <li>Graphs of linear equations.</li> <li>Distance formula</li> <li>Section formula (internal division).</li> <li>Area of a triangle.</li> </ul>			Assignment on Coordinate Geometry
<b>July</b> <b>Topic:</b> Trigonometry <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>Introduction to Trigonometry</li> <li>Trigonometric ratios of an acute angle of a right-angled triangle.</li> <li>Proof of their existence (well defined); motivate the ratios whichever are defined at <math>0^\circ</math> and <math>90^\circ</math>.</li> <li>Values of the trigonometric ratios of <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math>.</li> <li>Relationships between the ratios.</li> </ul>			Assignment on Trigonometry



Month Topic	Sub Topic	Concept/ Mathematics Activities	Discussion	Assignment
	TRIGONOMETRIC IDENTITIES <ul style="list-style-type: none"> <li>• Proof and applications of the identity <math>\sin 2A + \cos 2A = 1</math>. Only simple identities to be given.</li> <li>• Trigonometric ratios of Complementary angles.</li> </ul>		Discussion of Scoring Points/ Marking Scheme/ Sample Questions	
<b>Topic:</b> Heights and Distances <b>No. of Periods:</b> 8	<ul style="list-style-type: none"> <li>• Simple problems on heights and distances. (Problems should not involve more than two right triangles)</li> <li>• Angles of elevation/depression should be only <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math></li> </ul>	<b>Lab Activity:</b> To make a clinometer and use it to measure the height of an object.		Assignment on Heights and Distances
<b>Topic:</b> Triangles <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>• Definitions, examples, counter examples of similar triangles.</li> <li>• (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.</li> <li>• (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.</li> <li>• (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.</li> <li>• (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.</li> <li>• (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.</li> <li>• (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.</li> <li>• (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.</li> </ul>	<b>Lab Activity:</b> 1. To verify Basic proportionality theorem. 2. To verify the Pythagoras theorem.		Assignment on Triangles
	<b>PERIODIC TEST: 1</b>			

Month Topic	Sub Topic	Concept/ Mathematics Activities	Discussion	Assignment
	<ul style="list-style-type: none"><li>• (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.</li><li>• (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle</li></ul>		Discussion of Scoring Points/ Marking Scheme/ Sample Questions	
<b>August</b> <b>Topic:</b> Statistics <b>No. of Periods:</b> 18	<ul style="list-style-type: none"><li>• Mean median and mode of grouped data (bimodal situation to be avoided).</li><li>• Cumulative frequency graph.</li></ul>			Assignment on Statistics
<b>Topic:</b> Circles <b>No. of Periods:</b> 8	<ul style="list-style-type: none"><li>• Tangent to a circle at, point of contact.</li><li>• (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.</li><li>• (Prove) The lengths of tangents drawn from an external point to a circle are equal.</li></ul>	<b>Lab Activity:</b> To verify that the lengths of tangents drawn from an external point are equal		Assignment on Circles
	<b>PERIODIC TEST : 2</b>			
<b>September Topic:</b> Probability <b>No. of Periods:</b> 10	<ul style="list-style-type: none"><li>• Classical definition of probability.</li><li>• Simple problems on finding the probability of an event.</li></ul>	<b>Lab Activity:</b> To get familiar with the idea of probability of an event through a double colour card experiment.	Discussion of Scoring Points/ Marking Scheme/ Sample Questions	Assignment on <b>Probability</b>
	<b>TERM-I EXAMINATION</b>			
<b>October</b> Topic: <b>Areas</b> <b>Related to Circles</b> No. of Periods:12	<ul style="list-style-type: none"><li>• Motivate the area of a circle</li><li>• Area of sectors and segments of a circle.</li><li>• Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60o, 90oand 120oonly. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)</li></ul>			

Month Topic	Sub Topic	Concept/ Mathematics Activities	Discussion	Assignment
<b>Topic:</b> Surface Areas and Volumes <b>No. of Periods:</b> 12	<ul style="list-style-type: none"> <li>• Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.</li> <li>• Frustum of a cone.</li> <li>• Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids to be taken.)</li> </ul>	<b>Lab Activity:</b> <b>1.</b> To make a right circular cylinder of given height and circumference of base. <b>2.</b> To determine the area of a given cylinder. To obtain the formula for the lateral surface area of a right circular cylinder in terms of the radius of its base and height. <b>3.</b> To give a suggestive demonstration of the formula for the (i) Volume of a right circular cylinder. (ii) Volume of a right circular cone. (iii) Volume of a right circular sphere.	Discussion of Scoring Points/ Marking Scheme/ Sample Questions	Assignment on <b>Surface Areas and Volumes</b>
<b>November</b> <b>Topic:</b> Constructions <b>No. of Periods:</b> 8	<ul style="list-style-type: none"> <li>• Division of a line segment in a given ratio (internally).</li> <li>• Tangents to a circle from a point outside it.</li> <li>• Construction of a triangle similar to a given triangle.</li> </ul>			Assignment on <b>Constructions</b>
<b>PERIODIC TEST – 3</b>				
<b>December</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>February</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>March</b>	<b>ANNUAL EXAMINATION</b>			

## Curriculum Plan of Science

### Session (2020-21)

Month Topic	Sub Topic	Audio Visual Inputs	Concept Maps / Diagrams/ Interdisciplinary Linkages/ Art Integration	Practical	Assignment/ Discussion
<b>May</b> <b>Topic:</b> Light-Reflection and Refraction <b>No. of periods:</b> 13	Reflection of light by curved surfaces; Images formed by spherical mirrors, Centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification. Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of lens.	Video to show the image formation by concave/convex mirrors and convex and concave lenses, Refraction of light through a rectangular glass slab. Formation of ray diagram by spherical mirror and lenses	<b>Interdisciplinary Linkages:</b> Math's <b>Diagrams:</b> rules and image formation by spherical mirror (ray diagram), rules and image formation by spherical lenses (ray diagram) (NCERT) <b>Art Integration:</b> Drawing figures of Concave mirror, convex mirror, ray diagrams, for the image formation by a concave mirror, formation of image by a convex mirror, the new Cartesian Sign convention for spherical mirrors, Refraction of light through a rectangular glass slab, images formed by convex and concave lens.	1. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed. 2. Determination of the focal length of: i) Concave mirror ii) Convex lens by obtaining the image of a distant object. 3. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. 4. Tracing the path of the rays of light through a glass prism.	<ul style="list-style-type: none"> <li>• Assignment on Light</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>

Month Topic	Sub Topic	Audio Visual Inputs	Concept Maps/ Diagrams/ Interdisciplinary Linkages/ Art Integration	Practical	Assignment/ Discussion
<b>Topic:</b> Life Processes <b>No. of periods:</b> 13	Living being. Basic concept of nutrition, respiration, transport and excretion in plants and animals.	Videos to show Stomatal opening and closing, Human digestive system, Human respiratory system, Circulation in humans, Excretory system in humans.	<b>Interdisciplinary Linkage:</b> Botany, Zoology. <b>Diagrams:</b> Cross section of leaf, open and closed stomatal pore, human alimentary canal, human respiratory system, human heart, structure of nephron. (NCERT) <b>Art Integration:</b> Drawing figures of Cross section of a leaf, Open and closed stomatal pore, Nutrition in Amoeba, Human alimentary canal, breakdown of glucose by various pathways, Human respiratory system, sectional view of human heart, Double circulation, Excretory system in human beings, structure of a nephron.	1. Preparing a temporary mount of a leaf peel to show stomata. 2. Experimentally to show that carbon dioxide is given out during respiration. Activity 6.4 and 6.5 of respiration.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ <b>Life processes</b> Measurement of blood pressure by sphygmomanometer of class x students.</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>Topic:</b> Chemical Reactions and Equations <b>No. of periods:</b> 09	Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction	Videos to show balancing of chemical equations, types of chemical reactions i.e., combination reactions, decomposition reactions, displacement reactions, double displacement reactions, double displacement reactions and rancidity.	<b>Interdisciplinary Linkage:</b> Math's <b>Diagrams:</b> Formation of hydrogen gas, electrolysis of water, oxidation of copper to copper oxide. (NCERT) <b>Art Integration:</b> Drawing figure of Electrolytic decomposition.	Performing and observing the following reactions and classifying them into: 3. Combination reaction 4. Decomposition reaction 5. Displacement reaction 6. Double displacement reaction <ul style="list-style-type: none"> <li>• Action of water on quicklime</li> <li>• Action of heat on ferrous sulphate crystals</li> <li>• Iron nails kept in copper sulphate</li> </ul>	8. Assignment on Chemical equations and reactions. Discussion of Scoring Points/ Marking Scheme/ Sample Questions

				solution 7. Reaction between sodium sulphate and barium chloride solutions	
<b>June Topic:</b> Acids, Bases and Salts <b>No. of periods:</b> 09	Their definitions in terms of furnishing of $H^+$ and $OH^-$ ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life. Preparation and uses of Sodium Hydroxide, bleaching powder, baking soda, Washing soda and Plaster of Paris	Videos to show different type of indicators, neutralization reactions, pH scale and importance of pH in everyday life.	<b>Interdisciplinary Linkage:</b> Math's, Life Sciences <b>Diagrams:</b> Testing hydrogen gas by burning, preparation of HCl gas, removing water of crystallization. (NCERT) <b>Art Integration:</b> Drawing pH scale.	A. Finding the pH of the following samples by using pH paper/universal indicator: (i) Dilute Hydrochloric Acid (ii) Dilute NaOH solution (iii) Dilute Ethanoic Acid solution (iv) Lemon juice (v) Water (vi) Dilute Hydrogen Carbonate solution B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: a) Litmus solution (Blue/Red) b) Zinc metal Solid sodium carbonate.	1. Assignment on Acids, Bases and Salts. 2. Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>Topic:</b> Control and coordination <b>No. of periods:</b> 12	Tropic movements in plants, introduction to plant hormones; control and coordination in animals, nervous system, voluntary, involuntary and reflex action. Chemical coordination: Animal hormones	Videos to show animal nervous system, human brain, movement in plants, hormones in animals	<b>Concept Map:</b> Mind map to show the functions of different parts of brain. <b>Diagrams:</b> Reflex arc, human brain, plant showing geotropism, endocrine glands in human beings. (NCERT) <b>Art Integration:</b> Drawing figures to show structure of neuron, Neuromuscular junction, Reflex arc, Human Brain, Endocrine glands in human beings (a) male (b) female	C. Discussion of Practical based questions and Revision of Practical. Activity 7.1, 7.2 and 7.3	D. Assignment (i) Control and coordination E. Discussion of Scoring Points/ Marking Scheme/ Sample Questions

Month Topic	Sub Topic	Audio Visual Inputs	Concept Maps / Diagrams/ Interdisciplinary Linkages/ Art Integration	Practical	Assignment/ Discussion
<b>July</b> <b>Topic:</b> How do organisms reproduce? <b>No. of periods:</b> 13	Reproduction in animals and plants (asexual and sexual) reproductive health- need and methods of family planning. Safe sex versus HIV/ AIDS. Child bearing and women's health	Videos to show Binary fission in amoeba, Multiple fission in plasmodium, Regeneration in Planaria, Budding in Hydra, Spore formation in Rhizopus, L.S. of flower, Germination of pollen on stigma, Human- male reproductive system, Human-female reproductive system	<b>Concept Map:</b> Mind map to show the types of reproduction. <b>Diagrams:</b> Binary fission in amoeba, budding in hydra, section of flower, human male reproductive system, human female reproductive system, (NCERT) <b>Art Integration:</b> Drawing figures Binary fission in amoeba, Multiple fission, Regeneration in Planaria, Budding in Hydra, Spore formation in Rhizopus, L.S. of flower, Germination of pollen on stigma, Germination, Human- male reproductive system, Human-female reproductive system.	1. Studying (a) binary fission in Amoeba (b) Budding in Yeast and Hydra with the help of prepared slides. 2. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). <b>Activity -</b> 8.1,8.2,8.3,8.4,8.5,8.6 and 8.7	• Assignment: How do organisms reproduce? Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>Topic:</b> Metals and Non-Metals <b>No. of periods:</b> 11	Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds. Basic metallurgical processes, corrosion and its prevention.	Videos to show the difference in the physical properties of metals and non-metals, to show the formation ionic compounds, extractions of metals and non- metals.	<b>Interdisciplinary Linkage:</b> Math's <b>Diagrams:</b> Metals are good conductors of heat and electricity, action of steam on a metal. (NCERT) <b>Art Integration:</b> Drawing the figure to show the action of steam on a metal, formation of sodium chloride and magnesium chloride, electrolytic refining	Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: i) $\text{ZnSO}_4(\text{aq})$ ii) $\text{FeSO}_4(\text{aq})$ iii) $\text{CuSO}_4(\text{aq})$ iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$ Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.	• Assignment ○ Metals and Non-metals Discussion of Scoring Points/ Marking Scheme/ Sample Questions
			<b>PERIODIC TEST – 1</b>		•

Month Topic	Sub Topic	Audio Visual Inputs	Concept Maps / Diagrams/ Interdisciplinary Linkages/ Art Integration	Practical	Assignment/ Discussion
<b>August</b> <b>Topic:</b> Human Eye and colourful World <b>No. of periods:</b> 10	Functioning of a lens in human eye, Power of accommodation of eye, Colour vision, defects of vision and their correction, applications of spherical mirrors and lenses. Refraction of light through a prism, dispersion of white light through glass prism, Atmospheric refraction-optical phenomenon in nature, scattering of light, Tyndall effect, applications in daily life.	Videos to show the working of human eye, myopia, hypermetropia Dispersion of white light by prism, Atmospheric refraction	<b>Interdisciplinary Linkages:</b> Math's <b>Diagrams:</b> The human eye, dispersion of white light, rainbow in the sky, scattering of light in colloidal solution <b>Art Integration:</b> Drawing figures to show Structure of Human Eye, Myopia and its correction, Hypermetropia and its correction, Dispersion of light by Prism.	Discussion of Practical based questions and Revision of Practical.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Human Eye and colourful world</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>Topic:</b> Heredity and Evolution <b>No. of periods:</b> 12	Heredity; Mendel's contribution- Laws for inheritance of traits, sex determination: brief introduction, basic concepts of evolution.	Videos to show Monohybrid cross, Dihybrid cross, Sex determination in Human beings, Homologous and Analogous organs, Fossils.	<b>Interdisciplinary linkages:</b> Math's <b>Diagrams:</b> Inheritance of traits, sex determination in human beings, homologous organs, analogous organs. (NCERT) <b>Art Integration:</b> Drawing the diagrams to monohybrid cross, Dihybrid cross, Sex determination in human beings	Discussion of Practical based questions and Revision of Practical's.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Heredity and Evolution.</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>September</b> <b>Topic:</b> Electricity <b>No. of periods:</b> 18	Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series and parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications. Electric power, Interrelation between P, V, I and R.	Videos to show Ohm's Law, Series and parallel circuits, Heating effect of electric current.	<b>Interdisciplinary Linkages:</b> Math's <b>Diagrams:</b> schematic diagram to study electric circuit, electric circuit to study series and parallel combination, purely resistive electric circuit (NCERT) <b>Art Integration:</b> Drawing series and parallel circuits and graph of Ohm's law.	1. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. 2. Determination of the equivalent resistance of two resistors when connected in series and parallel.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Electricity</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>



			TERM- I EXAMINATION		
<b>October</b> <b>Topic:</b> Magnetic Effect of electric Current <b>No. of periods:</b> 14	Magnetic field, field lines, field due to a current carrying conductor, current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left-Hand Rule. Electromagnetic induction. Induced potential difference and current. Fleming's Right-Hand Rule, Direct current. Alternating current: Frequency of AC, Advantages of AC over DC, Domestic electric circuits.	Videos to show Magnetic field line pattern around a bar magnet, solenoid, working of an electric motor and working of an electric generator.	<b>Interdisciplinary Linkages</b> Math's (Geometry) <b>Diagrams:</b> Field lines around bar magnet, right hand thumb rule, left hand thumb rule, motor, generator (NCERT) <b>Art Integration:</b> Drawing figures of electric motor, electric generator, solenoid, field lines around a bar magnet, magnetic field lines of the field produced by a current carrying circular loop, electromagnetic induction.	<b>Practical:</b> Discussion of Practical based questions and Revision of Practical.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Magnetic effect on electric current</li> </ul> </li> </ul> Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>November</b> <b>Topic:</b> Our Environment <b>No. of periods:</b> 07	Eco-system, environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances	Videos to show the concept of food chain and food web.	<b>Diagrams:</b> Fig 15.2, 15.4. <b>Art Integration:</b> Drawing resonating structures to explain the acidity of amines.	Discussion of Practical based questions and Revision of Practical. <b>Activity-</b> 15.1,15.2,15.3,15.4,15.5,15.6, 15.7,15.8,15.9 and 15.10	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Our Environment</li> </ul> </li> </ul> Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>Topic:</b> Carbon and its compounds <b>No. of periods:</b> 11	Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes, alkenes and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, and addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses),soaps and detergents	Videos to show that why carbon forms covalent bond formation, electron dot structure of various molecules, soap and its working.	<b>Interdisciplinary Linkage:</b> Math's <b>Diagrams:</b> Triple bond between two nitrogen atoms, a molecule of hydrogen, electron dot structure of Ethan, formation of ester. (NCERT) <b>Art Integration:</b> Drawing figures of electron dot structures of a molecule of hydrogen, Oxygen, Nitrogen, Methane, ethane, ethane, micelle, effect of soap in cleaning	<b>Practical:</b> 1.Study of the following properties of acetic acid (ethanoic acid): i) odour ii) solubility in water iii) effect on litmus iv) Reaction with Sodium Hydrogen Carbonate. 2.Study of the comparative cleaning capacity of a sample of soap in soft and hard water.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Carbon and its compounds</li> </ul> </li> </ul> Discussion of Scoring Points/ Marking Scheme/ Sample Questions

<b>December</b> <b>Topic:</b> Management of Natural Resources <b>No. of periods:</b> 06	Conservation, management and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. Examples of People's participation for conservation of natural resource. Big dams: advantages and limitations; alternatives (if any). Water harvesting, sustainability of natural resources	Videos to show the production of coal and petroleum, Sustainable management.	<b>Art Integration:</b> Drawing figures to show water harvesting.	Discussion of Practical based questions and Revision of Practical. Activity-16.1 -16.11	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Management of Natural Resources</li> </ul> </li> </ul> Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>Topic:</b> Periodic classification of elements <b>No. of periods:</b> 15	Need for classification, Modern periodic table, gradation in properties, valency, atomic number, atomic size, metallic and non-metallic properties	Videos to show Dobernier's Classification, Newland law of octave, Mendeleev's classification, Trends in Modern Periodic classification.	<b>Interdisciplinary Linkage:</b> Math's <b>Diagrams:</b> Modern Periodic Table (NCERT) <b>Art Integration:</b> Drawing Modern Periodic Table as a Teaching learning aid.	<b>Practical:</b> Discussion of Practical based questions and Revision of Practical.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Periodic classification of elements</li> </ul> </li> </ul> Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>Topic:</b> Sources of Energy <b>No. of periods:</b> 07	Different forms of energy, conventional and non-conventional sources of energy: Fossil fuels, solar energy, biogas, wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of energy.	Videos to show the difference between Renewable and non-renewable sources of energy, Working of Hydropower plant and biogas plant.	<b>Diagrams:</b> Model of thermoelectric production, hydropower plant, a biogas plant, solar cooker <b>Art Integration:</b> Drawing figure of Hydropower plant, biogas plant, and solar cooker.	Discussion of Practical based questions and Revision of Practical.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Sources of Energy</li> </ul> </li> </ul> Discussion of Scoring Points/ Marking Scheme/ Sample Questions
	<b>PERIODIC TEST – 2</b>				
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>				
<b>February</b>	<b>REVISION &amp; MOCK TEST</b>				
<b>March</b>	<b>ANNUAL EXAMINATION</b>				

## Curriculum Plan of Social Science

### (Session: 2020-2021)

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>May</b> <b>Topic:</b> Resources and Development <b>No. of</b> <b>Periods:</b> 8	<ul style="list-style-type: none"> <li>Types of Resources</li> <li>Development of Resources</li> <li>Resource Planning in India</li> <li>Land Resources</li> <li>Land Utilization</li> <li>Land Use Pattern in India</li> <li>Land Degradation and Conservation Measures</li> <li>Soil as a Resource</li> <li>Classification of Soils</li> <li>Soil Erosion and Soil Conservation</li> </ul>	<ul style="list-style-type: none"> <li>Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul>	Video <ul style="list-style-type: none"> <li>Resource and Development</li> <li>Land Degradation and Conservation measures.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>Resources and classification</li> <li>Power Sharing</li> <li>Development</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>Project               <ul style="list-style-type: none"> <li>Topic selection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Decision making, Observation skills, Analytical skills</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Prepare a list of resources found in your state and also identify the resources that are important but deficit in your state.</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Science</li> </ul> </li> </ul>
<b>Topic:</b> Power Sharing. <b>No. of</b> <b>Periods:</b> 6	<ul style="list-style-type: none"> <li>Case Studies of Belgium and Sri Lanka</li> <li>Why power sharing is desirable?</li> <li>Forms of Power Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms.</li> </ul>	Video <ul style="list-style-type: none"> <li>Power sharing</li> <li>Case of Belgium and Sri Lanka</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Problem Solving, Critical Thinking, Observation skills, Logical thinking, Application, Team building</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Read any newspaper for one week and make clippings of news related to on-going conflicts or wars.</li> </ul> </li> <li><b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>History</li> </ul> </li> </ul>
<b>Topic:</b> Development <b>No. of</b> <b>Periods:</b> 11	<ul style="list-style-type: none"> <li>What Development Promises - Different people different goals</li> <li>Income and other goals</li> <li>National Development</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with concepts of macroeconomics.</li> <li>Understand the rationale for</li> </ul>	Video <ul style="list-style-type: none"> <li>Development</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Decision Making, Critical Thinking, Interpersonal skills</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Picture Reading and Paragraph</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>How to compare different countries or states?</li> <li>Income and other criteria</li> <li>Public Facilities</li> <li>Sustainability of development</li> </ul>	<p>Overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</p> <ul style="list-style-type: none"> <li>Understand the importance of quality of life and Sustainable development.</li> </ul>	<p>1.Video on Income and other goals</p> <p>2.National Development</p>		<p>Writing. (NCERT Pg. 7)</p> <ul style="list-style-type: none"> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Science</li> </ul> </li> </ul>
<p><b>Topic:</b> Forest and wild life resources</p> <p><b>No. of Periods:</b> 8</p> <p><b>Note:</b> The Chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p>	<ul style="list-style-type: none"> <li>Biodiversity or Biological Diversity</li> <li>Flora and Fauna in India</li> <li>Vanishing Forests</li> <li>Asiatic Cheetah: Where did they go?</li> <li>The Himalayan Yew in trouble</li> <li>Conservation of forest and wildlife in India</li> <li>Project Tiger</li> <li>Types and distribution of forests and wildlife resources</li> <li>Community and Conservation</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources.</li> </ul>	<p>Video</p> <ul style="list-style-type: none"> <li>Classification of Flora and Fauna</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Forest and wildlife resources</li> <li>Water Resources</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>Project <ul style="list-style-type: none"> <li>Topic selection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Critical thinking, Observation Skills, Reasoning skills</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Collect more information on the wildlife sanctuaries and national parks of India and cite their locations on the map of India.</li> </ul> </li> <li><b>Interdisciplinary Linkage</b> <p>Science and History</p> </li> </ul>
<p><b>Topic:</b> Water Resources</p>	<ul style="list-style-type: none"> <li>Water Scarcity and The Need for Water Conservation and</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend the importance of water as a resource as well as develop awareness</li> </ul>	<p>Video</p> <ul style="list-style-type: none"> <li>Rain water harvesting</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Interpersonal relationship, Decision making, Analytical skills</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>Note-</b> Chapter will be assessed in the Periodic Tests only and not in Board Examination.	Management <ul style="list-style-type: none"> <li>Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>Rainwater Harvesting</li> </ul>	towards its judicious use and conservation.	system in India		<ul style="list-style-type: none"> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Make a list of inter-state water disputes.</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Science</li> </ul> </li> </ul>
<b>May</b> <b>Topic:</b> The Rise of Nationalism in Europe. <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>The French Revolution and the Idea of the Nation</li> <li>The Making of Nationalism in Europe</li> <li>The Age of Revolutions: 1830-1848</li> <li>The Making of Germany and Italy</li> <li>Visualizing the Nation</li> <li>Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and Elsewhere.</li> </ul>	Video <ul style="list-style-type: none"> <li>February Revolution</li> <li>Germany unification</li> <li>Italy Unification</li> <li>Greek war of Independence</li> </ul>	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>French revolution and Unification in Europe</li> <li>Federalism</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>Project               <ul style="list-style-type: none"> <li>Research</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Reasoning skills, Critical thinking, Analytical skill, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Plot the changes drawn up by the Vienna Congress on the Map of Europe</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>History and Geography</li> </ul> </li> </ul>
<b>Topic:</b> Federalism <b>No. of Periods:</b> 6	<ul style="list-style-type: none"> <li>What is Federalism?</li> <li>What make India a Federal Country?</li> <li></li> </ul>		Video <ul style="list-style-type: none"> <li>Federalism</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Reasoning skills, Critical thinking, Analytical skill, Decision making</li> </ul> </li> <li><b>Art Integration</b></li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>How is Federalism practiced?</li> <li>Decentralization in India</li> </ul>				<ul style="list-style-type: none"> <li>Find out about the local government in the village or town you live in.</li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>History and Geography</li> </ul> </li> </ul>
<b>Topic:</b> Consumer Rights and Projects (to be done as Project Work. <b>No. of periods:</b> 5		<ul style="list-style-type: none"> <li>Gets familiarized with the rights and duties as a consumer; and legal measures available to Protect from being exploited in markets.</li> </ul>		Project and Assignments on Consumer Rights	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Analytical skill</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Project</li> </ul> </li> </ul>
<b>July</b> <b>Topic:</b> Democracy and Diversity. <b>No. of Periods:</b> 7 <b>Note:</b> The chapter 'Democracy and Diversity' to be assessed in the Periodic Tests only and not in Board Examination.	<ul style="list-style-type: none"> <li>Case Studies of Mexico</li> <li>Differences, similarities and divisions</li> <li>Politics of social divisions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationship between social cleavages and political competition with reference to Indian situation.</li> </ul>	Video <ul style="list-style-type: none"> <li>Overlapping and Crosscutting differences</li> </ul>	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>Democracy and Diversity</li> <li>Idea of Satyagraha, Non Co-operation movement and Civil disobedience movement with the sense of collective belonging</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>Project               <ul style="list-style-type: none"> <li>Research</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Interpersonal relationship, Critical thinking, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Draw or collect some images of social divisions in different aspects of life. Can you think of some examples of social division or discrimination in the field of sports?</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>History</li> </ul> </li> </ul>
<b>Topic:</b> Nationalism in India. <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>The First World War, Khilafat and Non-Cooperation</li> <li>Differing Strands within the Movement</li> <li>Towards Civil Disobedience</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li></li> </ul>	Video <ul style="list-style-type: none"> <li>Jallianwala Bagh Massacre</li> <li>Non co-operation movement</li> <li>Civil dis obedience Movement</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Interpersonal relationship, Critical thinking, Problem solving, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Find out about other participants in the National</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>The Sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the nature of the diverse social movements of the time.</li> <li>Familiarize with the writings and ideals of different political groups and individuals.</li> <li>Appreciate the ideas promoting Pan Indian belongingness.</li> </ul>	1. INC sessions. 2. Idea of Satyagraha and salt march.	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>Gender Religion and Caste</li> <li>Sectors of the Indian Economy</li> <li>Agriculture</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>Project               <ul style="list-style-type: none"> <li>Research</li> </ul> </li> </ul>	Movement who were captured and put to death by the British. <ul style="list-style-type: none"> <li><b>Integrated linkage</b> <ul style="list-style-type: none"> <li>Political Science and Indian national movement.</li> </ul> </li> </ul>
<b>Topic:</b> Gender Religion and Caste. <b>No of Periods:</b> 8	<ul style="list-style-type: none"> <li>Gender and Politics</li> <li>Religion, Communalism and Politics</li> <li>Caste and Politics</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyse the challenges posed by communalism to Indian democracy.</li> <li>Recognise the enabling and disabling effects of caste and ethnicity in politics.</li> <li>Develop a gender perspective on politics.</li> </ul>	Video <ul style="list-style-type: none"> <li>Women discrimination and empowerment</li> <li>Communalism and caste in politics</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Critical thinking, Decision making, Problem solving</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Time use survey on all adults (males and females) in your family</li> </ul> </li> <li><b>Interdisciplinary linkage</b> History</li> </ul>
<b>Topic:</b> Sectors of Indian Economy. <b>No of Periods:</b> 12	<ul style="list-style-type: none"> <li>Sectors of Economic Activities</li> <li>Comparing the three sectors</li> <li>Primary, Secondary and Tertiary Sectors in India</li> <li>Division of sectors as organized and unorganized</li> <li>Sectors in terms of ownership: Public and Private Sectors</li> </ul>	<ul style="list-style-type: none"> <li>Identify major employment generating sectors.</li> <li>Reason out the government investment in different sectors of economy.</li> </ul>	Video <ul style="list-style-type: none"> <li>Sectors of the Indian Economy</li> <li>Organized and Unorganized Sector</li> <li>How to protect the interest of workers of unorganized sectors</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Problem Solving, Self-awareness, Critical thinking, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Classify the given list of occupations under primary secondary and tertiary sectors (NCERT Pg. 21)</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Political Science</li> </ul> </li> </ul>
<b>Topic:</b> Agriculture <b>No of Periods:</b> 9	<ul style="list-style-type: none"> <li>Types of farming</li> <li>Cropping Pattern</li> <li>Major Crops</li> <li>Technological and</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of agriculture in national economy.</li> <li>Identify various types of farming and discuss the various farming</li> </ul>	Video <ul style="list-style-type: none"> <li>Different Cropping patterns in India</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Critical thinking, Decision making</li> </ul> </li> <li><b>Art Integration</b></li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	Institutional Reforms • Impact of Globalization on Agriculture	methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since independence.	• Rubber plantation and cotton cultivation	Quiz on the topic of Indian Agriculture	○ List the items which are made of rubber and are used by us • <b>Interdisciplinary linkage</b> ○ Economics
		<b>PERIODIC TEST - 1</b>	•		
<b>August Topic:</b> Minerals and Energy Resources. <b>No of Periods:</b> 8	• What is a mineral? • Mode of occurrence of Minerals • Ferrous and Non-Ferrous Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals • Energy Resources ○ Conventional and Non-Conventional ○ Conservation of Energy Resources	• Identify different types of minerals and energy resources and places of their availability • Feel the need for their judicious utilization	Video • Occurrence of Mineral • Conventional and Non-conventional resources	• Assignment ○ Minerals and Energy Resources ○ Money and Credit • Timeline/ Concept Mapping • Discussion of Scoring Points/ Marking Scheme/ Sample Questions • Project ○ Data collection ○ How to fill up the Cheque	• <b>Core Skills</b> ○ Critical thinking, Decision making, Analytical • <b>Art Integration</b> ○ From the map identify a thermal power station in your state and also name the fuel that is used there. • <b>Interdisciplinary linkage</b> ○ Science
<b>Topic:</b> Money and Credit <b>No of Periods:</b> 13	• Money as a medium of exchange • Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor	• Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day-to- day life.	Video • Terms of Credit • Formal and Informal sectors		• <b>Core Skills</b> ○ Self-awareness, Critical thinking, Decision making, Problem solving • <b>Art Integration</b> ○ Classify the people into two groups based on whom you think might get a bank loan and those who might not and complete the table (NCERT Pg 53) • <b>Interdisciplinary linkage</b> ○ Maths



Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>Topic:</b> Popular Struggles and Movements (to be assessed in the Periodic Tests only and not in Board Examination) <b>No. of Periods:</b> 5	<ul style="list-style-type: none"> <li>• Popular Struggles in Nepal and Bolivia</li> <li>• Mobilization and Organization</li> <li>• Pressure Groups and Movements</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the vital role of people's struggle in the expansion of democracy.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Nepal Democracy and Bolivia water war</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Popular Struggles and Movements</li> <li>○ Political Parties</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>• Project               <ul style="list-style-type: none"> <li>○ Data collection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self-awareness, Critical thinking, Interpersonal relationship</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Follow the news on any news TV channel for one week. Make a note of news related to pressure groups or movements representing the following sectors or sections: farmers, traders, labour, industry, environment and women.</li> </ul> </li> <li>• <b>Integrated linkage</b> <ul style="list-style-type: none"> <li>○ History</li> </ul> </li> </ul>
<b>Topic:</b> Political Parties <b>No of Periods:</b> 8	<ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties and State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse party systems in Democracies.</li> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Summary of 2019 elections</li> <li>• Political parties in India.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self-awareness, Critical Thinking, Decision making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Find one photograph or news clipping from your own area for each of the functions.</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ History</li> </ul> </li> </ul>
<b>September</b>  <b>Topic:</b> The Making of a Global World: <b>No of Periods:</b> 15	<ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century (1815-1914)</li> <li>• The Inter war Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Show that globalization has a long history and point to the shifts within the process.</li> </ul>	Video <ul style="list-style-type: none"> <li>• World Economy</li> <li>• Rinderpest</li> <li>• Indian Trade and Colonialism</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ The Nineteenth Century and the world economy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Interpersonal relationship, Critical thinking</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Find out more about gold and diamond mining in South Africa in the Nineteenth century. Who</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>Rebuilding a World Economy: The Post-War Era</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the implication of globalization for local economies.</li> <li>Discuss how different social groups experience globalization differently.</li> </ul>	Video <ul style="list-style-type: none"> <li>Post War Era</li> </ul>	<ul style="list-style-type: none"> <li>Timeline/ Concept Mapping</li> <li>Project               <ul style="list-style-type: none"> <li>First Draft</li> </ul> </li> </ul>	Controlled the gold and diamond companies? Who were the miners and what were their lives like? <ul style="list-style-type: none"> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Economics, <b>International</b> Politics and Science</li> </ul> </li> </ul>
	•	• <b>TERM –I EXAMINATION</b>		•	
<b>October</b> <b>Topic:</b> Manufacturing Industries <b>No of Periods:</b> 8	<ul style="list-style-type: none"> <li>Importance of manufacturing</li> <li>Contribution of Industry to National Economy</li> <li>Industrial Location</li> <li>Classification of Industries</li> <li>Spatial distribution</li> <li>Industrial pollution and environmental degradation</li> <li>Control of Environmental Degradation</li> </ul>	<ul style="list-style-type: none"> <li>Bring out the importance of industries in the national economy as well as understand the regional disparities, which resulted due to concentration of industries in some areas.</li> <li>Discuss the need for a planned industrial development and debate over the role of government towards Sustainable development.</li> </ul>	Video <ul style="list-style-type: none"> <li>Classification of Industries and Industrial pollution.</li> <li>Video on large scale and small scale industry</li> </ul>	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>Manufacturing Industries</li> <li>Outcomes of Democracy</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>Project               <ul style="list-style-type: none"> <li>Presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Collect information about steel plants located in your State and show them on the Map of India</li> </ul> </li> <li><b>Integrated linkage</b> <ul style="list-style-type: none"> <li>Economics and Science</li> </ul> </li> </ul>
<b>Topic:</b> Outcomes of Democracy <b>No of Periods:</b> 5	<ul style="list-style-type: none"> <li>How do we assess democracy's outcomes?</li> <li>Accountable responsive and legitimate government</li> <li>Economic growth and development</li> <li>Reduction of inequality and poverty</li> <li>Accommodation of social diversity</li> <li>Dignity and freedom of the citizens</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>Understand the causes for continuation of democracy in India.</li> <li>Distinguish between sources of strengths and weaknesses of Indian democracy.</li> </ul>	Video <ul style="list-style-type: none"> <li>Outcomes of Democracy.</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Problem solving, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Picture Interpretation (NCERT – Pg. 93)</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Economics and history</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>Topic:</b> Globalization & the Indian Economy <b>No of Periods:</b> 14	<ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of markets</li> <li>• What is globalization?</li> <li>• Factors that have enabled Globalization</li> <li>• World Trade Organization</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a fair Globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the working of the Global Economic phenomenon.</li> <li>• Impact of Globalization on our daily lives.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Globalization</li> <li>• World Trade organization</li> <li>• Factors that enabled globalization process faster</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Globalization</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>• Project               <ul style="list-style-type: none"> <li>○ Presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self-awareness, Interpersonal relationship</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Take some branded products that we use daily (soaps, garments, electronic goods, etc.). Check, which of these are produced by MNCs?</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> History</li> </ul>
<b>November</b> <b>Topic:</b> The Print Culture and the Modern World <b>No of Periods:</b> 15	<ul style="list-style-type: none"> <li>• The First Printed Books Print Comes to Europe</li> <li>• The Print Revolution and its Impact</li> <li>• The Reading Mania</li> <li>• The Nineteenth Century</li> <li>• India and the World of Print</li> <li>• Religious Reform and Public Debates</li> <li>• New Forms of Publication</li> <li>• Print and Censorship</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the link between print culture and the circulation of ideas.</li> <li>• Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Understand that forms of writing have a specific history, and that they reflect historical changes within society and Shape the forces of change.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Print in Europe and Gutenberg Printing Press</li> <li>• Print in India</li> <li>• Videos on modern printing press</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Print in Europe and India</li> <li>○ Lifelines of national Economy</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>• Project               <ul style="list-style-type: none"> <li>○ Final Submission</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Interpersonal relationship, Critical Thinking, Analytical skills</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ You are a bookseller advertising the availability of new cheap printed books. Design a poster for your shop window.</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Science and Technology</li> </ul> </li> </ul>
<b>Topic:</b> Lifelines of National Economy	<ul style="list-style-type: none"> <li>• Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of transport and communication in the ever-shrinking world.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Golden Quadrilateral</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Interpersonal relationship, Decision making, Self-awareness</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>No of Periods: 7</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• International Trade</li> <li>• Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role of trade and tourism in the economic development of a country.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Indian Railways and Waterways</li> </ul>	1. Group discussion on National highways from 1 to 10. 2. Group discussion on the impact of Global trade and tourism	<ul style="list-style-type: none"> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Find out the current Railway zones and their headquarters. Also, locate the headquarters of Railway zones on the map of India.</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ History and Economics</li> </ul> </li> </ul>
<b>Topic:</b> Challenges to Democracy (to be assessed in the Periodic Tests only and not in Board Examination) <b>No of Periods: 5</b>	<ul style="list-style-type: none"> <li>• Thinking about challenges</li> <li>• Thinking about Political Reforms</li> <li>• Redefining democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> <li>• Promote an active and participatory citizenship.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Challenges of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Challenges of Democracy</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> <li>• Project               <ul style="list-style-type: none"> <li>○ Final Submission</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Problem solving, Critical thinking, Decision making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Case and Context with description of challenge (NCERT – Pg. 103, 104)</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ History</li> </ul> </li> </ul>
	<b>PERIODIC TEST – 2</b>				
<b>December</b>	<b>REVISION &amp; MOCK TEST</b>				
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>				
<b>February</b>	<b>REVISION &amp; MOCK TEST</b>				
<b>March</b>	<b>ANNUAL EXAMINATION</b>				

**Curriculum Plan of Information Technology**  
(Session: 2020-2021)

Month/Topic	Theory	Practical/Project	Miscellaneous
<b>May Topic:</b> Communication Skills	<ul style="list-style-type: none"> <li>➤ What is communication</li> <li>➤ Verbal &amp; Non-verbal method</li> <li>➤ Reading &amp; Listening practices</li> </ul>	<ul style="list-style-type: none"> <li>• Facing imaginary interview</li> <li>• Writing assignment</li> <li>• Extensive spoken English practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Verbal &amp; Non-verbal communication</li> </ul> </li> </ul>
<b>Topic:</b> Self-management	<ul style="list-style-type: none"> <li>➤ Self Confidence</li> <li>➤ Positive thinking</li> </ul>	Write a program to <ul style="list-style-type: none"> <li>• Built positive thinking seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Personal hygiene</li> <li>○ Self esteem</li> </ul> </li> </ul>
<b>June Topic:</b> Basic ICT skills	<ul style="list-style-type: none"> <li>➤ Understanding on word processor</li> <li>➤ Several application list, bullet, page numbering, password protection</li> <li>➤ Understanding spreadsheet</li> <li>➤ Working with formula, function, sorting data etc.</li> <li>➤ Understanding slide show with impress</li> </ul>	<ul style="list-style-type: none"> <li>• Usage of ICT in modern world <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Core Skills <ul style="list-style-type: none"> <li>○ Problem solving</li> <li>○ Critical thinking</li> <li>○ Creative thinking</li> </ul> </li> </ul>
<b>July Topic:</b> Entrepreneurial Skills	<ul style="list-style-type: none"> <li>➤ What is entrepreneurship</li> <li>➤ Difference among entrepreneurship service &amp; business</li> </ul>	<ul style="list-style-type: none"> <li>• Write some entrepreneurial ideas based on the case studies.</li> </ul>	
		<b>PERIODIC TEST – 1</b>	
<b>August Topic: Web Application(Basic)</b>	<ul style="list-style-type: none"> <li>➤ What is web application</li> <li>➤ Networking fundamentals, elementary terminologies</li> <li>➤ Network devices</li> </ul>	<ul style="list-style-type: none"> <li>• Real life examples of web application</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> </ul>

<b>Month/Topic</b> <b>August</b> <b>Topic: Web</b> <b>Application(Basic)</b>	<b>Theory</b> <ul style="list-style-type: none"> <li>➤ Internet messaging</li> <li>➤ Giving idea of Blog(&amp; Vlog) and it publications</li> <li>➤ Online transaction &amp; Internet security</li> </ul>	<b>Practical/Project</b> <ul style="list-style-type: none"> <li>• Inserting graphics/images</li> <li>• Printing worksheet/charts</li> </ul>	• Assignment
<b>September</b> <b>Topic: Word</b> Processing & Spreadsheet Application (Intermediate)	<ul style="list-style-type: none"> <li>➤ Tables &amp; Printing</li> <li>➤ Styles in documents</li> <li>➤ Using images in documents</li> <li>➤ Aggregate functions – MIN, MAX, AVG, COUNT, SUM</li> <li>➤ Conditional formatting sorting &amp; filtering data</li> <li>➤ Editing &amp; exporting Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Page printing envelops,brochure</li> <li>• Using autocorrect option</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Making Greetings card</li> </ul> </li> </ul>
	<b>TERM – I EXAMINATION</b>		
<b>Half of October</b> <b>Topic:</b> Digital Presentation (Intermediate) Revision (unit-4 & 5)	<ul style="list-style-type: none"> <li>➤ Adding audio files, inserting tables to the slides</li> <li>➤ Working with transition and animation</li> <li>➤ Slide show with presentation aids</li> <li>➤ Creating real life project</li> <li>➤ Understanding green skills, green economy</li> <li>➤ Understanding energy efficiency</li> </ul>		
<b>November</b> <b>Topic: Email</b> messaging & <b>Database</b> <b>development</b>	<ul style="list-style-type: none"> <li>➤ Introduction to Email</li> <li>➤ Demonstration on composing receiving and replying Email</li> <li>➤ Attaching media to Email <ul style="list-style-type: none"> <li>➤ Introduction Database</li> </ul> </li> <li>➤ Database functioning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating Email ID .</li> </ul> <b>Practical/Project</b>  Real life Database examples	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• <b>Miscellaneous</b></li> <li>• Assignment</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>➤ Designing Database</li> <li>➤ Creating OO Base database</li> <li>➤ Introducing queries</li> <li>➤ Form &amp; reports with wizard</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating school database</li> <li>➤ Trying to using queries and producing result.</li> </ul>	
	<b>PERIODIC TEST – II</b>		
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>		
<b>February</b>	<b>BOARD EXAM</b>		

## Curriculum Plan of Physical Education (Session: 2020-21)

Month Topic	Sub Topic	Audio Visual Inputs	Practical	Miscellaneous
<b>May Topic:</b> <b>Test for measuring different fitness components</b> <b>No. of periods:</b>	<ul style="list-style-type: none"> <li>➤ Strength: Pull Ups, push ups, rope climbing</li> <li>➤ Speed: 30 mtrs, 40 mtrs</li> <li>➤ Flexibility: sit and reach, tests to measure spine flexibility</li> <li>➤ Endurance: 9 min, 12 min run and walk</li> <li>➤ Agility: Shuttle run (10X4)</li> </ul>	Video on .	Athletics:50 mts run and Throwing	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>Topic:</b> <b>Play</b>	<ul style="list-style-type: none"> <li>➤ Meaning and concept</li> <li>➤ Characteristics of play</li> <li>➤ Benefits of Play</li> <li>Regional play activities</li> </ul>		Administratio n of AAHPER test items	
<b>Topic:</b> Physical Activity and Gender	<ul style="list-style-type: none"> <li>➤ Anatomical differences between genders</li> <li>➤ Physical activity and women</li> <li>➤ Weight training for women</li> </ul>	Video on Anatomical difference between genders	Any two games: Badminton and Aerobics	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>June Topic:</b> <b>Stress and Coping</b>	<ul style="list-style-type: none"> <li>➤ Meaning and causes</li> <li>➤ Relaxation and training</li> <li>➤ Coping strategies</li> </ul>	Video on Relaxation Exercises	Initiate to participate; if yes ; observe for: Leadership quality/ Active/Energ etic/Talented	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>

May	Sub Topic	Audio Visual Inputs	Practical	Miscellaneous
<b>Topic: Physical activity and quality of life</b>	<ul style="list-style-type: none"> <li>➤ Meaning and concept</li> <li>➤ Benefits of physical activities to promote quality of life</li> <li>➤ Development of ethical values through physical activities</li> </ul>	Video on Various physical activities	Team game; if yes; observe for: Sportsman spirit/Good group behavior/Group sharing/Interaction and Coordination	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>July Topic:</b> Physiological basis of physical education	<ul style="list-style-type: none"> <li>➤ Meaning and concept of physiology</li> <li>➤ Measurement of blood pressure, pulse rate and respiratory rate</li> <li>➤ Warming up and cooling down</li> </ul>	Video on measurement of blood pressure	.Organized game participation; if yes; observe for: discipline /emotionally balanced/Rashness	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
	<b>PERIODIC TEST - 1</b>			
<b>August Topic:</b> Psychological basis of physical education	<ul style="list-style-type: none"> <li>➤ Meaning and important</li> <li>➤ Habit: Formation of good habits, breaking bad habits</li> <li>➤ Emotions : meaning , types , training for controlling emotions</li> </ul>	Video on Good habits		<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>September Topic:</b> Career avenues in the field of physical education	<ul style="list-style-type: none"> <li>➤ Career avenues in educational institutions , media , fitness, industries, educational qualifications in physical educations</li> <li>➤ Leading institution of physical educations.</li> </ul>	Video on	Rules and regulations follower; if yes; observe for: Listening and speaking skills/Knowledge about the rules	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
	<b>TERM - I EXAMINATION</b>			•



<b>Month Topic</b>	<b>Sub Topic</b>	<b>Audio Visual Inputs</b>	<b>Practical</b>	<b>Miscellaneous</b>
<b>October Topic:</b> Safety and Injuries	<ul style="list-style-type: none"> <li>➤ Safety of equipment</li> <li>➤ Prevention of sports Self-safety</li> <li>➤ injuries</li> </ul>	Video on all Video on Sports injuries	Equipment management; if yes; observe for: Self-control/self-disciplined/organized maintained	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>November</b>	<b>PERIODIC TEST - 2</b>			
<b>December</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>February</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>March</b>	<b>ANNUAL EXAMINATION</b>			

**हिन्दी भाषा और साहित्य की पाठ योजना**  
(सत्र-2020-2021)

महीना/विषय- वस्तु	विषय/आडियो/वीडियो	असाइनमेंट/ परिचर्चा	सुनना, बोलना, पढ़ना और लिखना	जीवन कौशल/ अंतर्विषयी कार्य
<b>अप्रैल / कालांश- 22 स्पर्श</b> <b>पाठ - 1. बड़े भाईसाहब (गद्य)</b> <b>2. कबीर (पद्य)</b> <b>व्याकरण:</b> 1. शब्द और पद 2. समास 3. मुहावरे	1. बड़े भाईसाहब का वीडियो 2. कबीर की साखियों का वीडियो	1. स्पर्श पाठ 1 और 10 पर आधारित अभिहस्तांकन (असाइनमेंट) 2. अंक योजना और आदर्श प्रश्नपत्र पर परिचर्चा	<ul style="list-style-type: none"> <li>सुनना- आदर्शवाचन, कविता पाठ</li> <li>पढ़ना- अनुकरण वाचन, पाठ पठन, कविता पठन (लय, तुक, कविता का मर्म, बलाघात से परिचित होना)</li> <li>बोलना- परिचर्चा, दोहों का वाचन</li> <li>लिखना- 'कबीर के दोहे' (कविता लेखन)</li> <li>कहानी लेखन, समास विग्रह और मुहावरों का वाक्य में प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>शिक्षा सहित दोहों का वाचन (कंठस्थ)</li> <li>जीवन कौशल मृदुभाषिता, व्यावहारिक ज्ञान को महत्व देना, समस्या को सुलझाना, विश्लेषणात्मक सोच, भावनात्मक समझ, रचनात्मक सोच।</li> </ul>
<b>जून/ कालांश- 25 स्पर्श</b> <b>पाठ- 1. डायरी का एक पन्ना (गद्य)</b> <b>2. मीरा (पद्य)</b> <b>व्याकरण:</b> 1. रचना के आधार पर वाक्य भेद और रूपांतरण 2. औपचारिक पत्र-लेखन	<ul style="list-style-type: none"> <li>स्वतन्त्रता आंदोलन से संबन्धित वीडियो</li> <li>मीरा के गीत संबन्धित वीडियो</li> <li>पत्र लेखन संबन्धित वीडियो</li> </ul>	1. स्पर्श पाठ 2 और 11, व्याकरण पर आधारित अभिहस्तांकन 2. अंक योजना व आदर्श प्रश्नपत्र पर परिचर्चा	<ul style="list-style-type: none"> <li>सुनना- आदर्शवाचन</li> <li>बोलना- आशुभाषण, संवाद</li> <li>पढ़ना- पाठ पठन, आपतित गद्यांश को पढ़कर उत्तर खोजना</li> <li>लिखना- पत्र लेखन, डायरी लेखन</li> </ul>	1. 'मेरा देश महान' (भाषण) 2. जीवन कौशल विश्लेषणात्मक सोच, प्रभावी संप्रेषण, भारत के स्वतन्त्रता संघर्ष के मूल्यों की समझ।
<b>जुलाई/ कालांश- 25 स्पर्श</b> <b>पाठ: 1. ततारा वमीरो कथा (गद्य)</b> <b>2. तोप (पद्य)</b> <b>व्याकरण:</b> 1. वाक्य शुद्धिकरण 2. उपसर्ग		<ul style="list-style-type: none"> <li>स्पर्श: पाठ 7 और 12 पर आधारित अभिहस्तांकन</li> <li>अंक योजना व आदर्श प्रश्नपत्र पर परिचर्चा</li> </ul>	<ul style="list-style-type: none"> <li>सुनना- आदर्श वाचन (आरोह, अवरोह, बालाघात, अर्थग्रहन)</li> <li>पढ़ना- पाठ पठन, कविता वाचन</li> </ul>	<b>जीवन कौशल</b> सहनशीलता, समानुभूति, निर्णय शक्ति, समस्या को सुलझाना।

महीना/ विषय- वस्तु	विषय/ आडियो/ वीडियो	असाइनमेंट/ परिचर्चा	सुनना, बोलना, पढ़ना और लिखना	जीवन कौशल/ अंतर्विषयी कार्य
<b>अगस्त / कालांश- स्पर्श</b> <b>पाठ:</b> 1. पर्वत प्रदेश में पावस (पद्य) 2. हरिहर काका (गद्य)  <b>व्याकरण:</b> 1. प्रत्यय 2. अनुच्छेद लेखन	○ अनुच्छेद लेखन का वीडियो	1. स्पर्श: पाठ 5 व संचयन पाठ 1 पर आधारित अभिहस्तांकन 2. अंक योजना व आदर्श प्रश्नपत्र पर परिचर्चा	• सुनना- आदर्शवाचन, कविता पाठ • पढ़ना- अनुकरण वाचन, पाठ पठन, कविता पठन ( लय, तुक, कविता का मर्म, बलाघात से परिचित होना)  • बोलना- परिचर्चा, दोहों का वाचन • लिखना- 'कबीर के दोहे' (कविता लेखन) ○ कहानी लेखन, समास विग्रह और मुहावरों का वाक्य में प्रयोग	1. जीवन कौशल मृदुभाषिता, व्यावहारिक ज्ञान को महत्व देना, समस्या को सुलझाना, विश्लेषणात्मक सोच, भावनात्मक समझ, रचनात्मक सोच। 2. पर्वत प्रदेश में पावस का कविता पोस्टर
			<b>नियतकालिक परीक्षा- 1</b>	
सितंबर/ पुनरावृत्ति			<b>सत्र- 1 परीक्षा</b>	
<b>अक्तूबर/ कालांश- 20 स्पर्श</b> <b>पाठ:</b> 1. बिहारी के दोहे (पद्य) 2. अब कहाँ दूसरों के दुख में दुखी होनेवाले 3. पतझड़ में टूटी पत्तियाँ (गद्य) <b>संचयन</b> <b>पाठ:</b> 1. सपनों के से दिन (गद्य) <b>रचनात्मक लेखन:</b> 1. सूचना लेखन 2. संवाद लेखन	• बिहारी के दोहों का वीडियो • सूचना और संवाद लेखन का वीडियो	1. स्पर्श: पाठ 3, 15, 16 व संचयन पाठ 2 पर आधारित अभिहस्तांकन 2. अंक योजना व आदर्श प्रश्नपत्र पर परिचर्चा	• सुनना- आदर्शवाचन • बोलना- आशुभाषण, संवाद • पढ़ना- पाठ पठन, आपतित गद्यांश को पढ़कर उत्तर खोजना लिखना- पत्र लेखन, डायरी लेखन	○ शिक्षा सहित दोहों का वाचन (कंठस्थ) ○ जीवन कौशल ○ मृदुभाषिता, व्यावहारिक ज्ञान को महत्व देना, समस्या को सुलझाना, विश्लेषणात्मक सोच, भावनात्मक समझ, रचनात्मक सोच। परियोजना , वाद-विवाद

महीना/ विषय- वस्तु	विषय/ आडियो/ वीडियो	असाइनमेंट/ परिचर्चा	सुनना, बोलना, पढ़ना और लिखना	जीवन कौशल/ अंतर्विषयी कार्य
नवंबर/ कालांश- 25 स्पर्श पाठ: 1. मनुष्यता (पद्य) 2. कारतूस (गद्य) 3. कर चले हम फिदा (पद्य) 4. आत्मत्राण (पद्य) संचयन: पाठ: टोपी शुक्ला रचनात्मक लेखन: विज्ञापन लेखन	1. कर चले हम फिदा का वीडियो 2. अंक योजना व आदर्श प्रश्नपत्र पर परिचर्चा	<ul style="list-style-type: none"> <li>स्पर्श: पाठ 4, 8, 9, 17 व संचयन पाठ 3 पर आधारित अभिहस्तांकन</li> <li>अंक योजना व आदर्श प्रश्नपत्र पर परिचर्चा</li> </ul>	<ul style="list-style-type: none"> <li>सुनना- आदर्शवाचन, कविता पाठ</li> <li>पढ़ना- अनुकरण वाचन, पाठ पठन, कविता पठन ( लय, तुक, कविता का मर्म, बलाघात से परिचित होना)</li> <li>बोलना- परिचर्चा, दोहों का वाचन</li> <li>लिखना- 'कर चले हम फिदा' (कविता लेखन)</li> <li>कहानी लेखन, समास विग्रह और मुहावरों का वाक्य में प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>शिक्षा सहित कविता का वाचन</li> <li>जीवन कौशल</li> <li>मृदुभाषिता, व्यावहारिक ज्ञान को महत्व देना, समस्या को सुलझाना, विश्लेषणात्मक सोच, भावनात्मक समझ, रचनात्मक सोच</li> </ul>
	नियतकालिक परीक्षा- 2			
दिसंबर	REVISION & MOCK TEST			
जनवरी	REVISION & MOCK TEST			
फरवरी	REVISION & MOCK TEST			
मार्च	BOARD EXAMINATION			

## Curriculum Plan of Odia Language and Literature (Session 2020-21)

Month Topic	ଉପ-ବିଷୟ	ପାଠର ଉଦ୍ଦେଶ୍ୟ	ଶିକ୍ଷଣ ସହାୟକ ସାମଗ୍ରୀ	ମୂଲ୍ୟାୟନର ନିରୂପଣ
<b>April</b> <ul style="list-style-type: none"> <li>ପାଠ -୧ ମାନଗୋବିନ୍ଦଙ୍କ ମହାନତା ( ପଦ୍ୟ)</li> <li>ପାଠ -୨ ଜନ୍ମଭୂମି (ଗଦ୍ୟ)</li> <li>ପାଠ -୩ କଳିଯୁଗର ସମାପ୍ତି ଏବଂ ମିଶ୍ରବାବୁ (ଗଳ୍ପ)</li> <li>ବ୍ୟାକରଣ : ବାକ୍ୟ ବିଚାର</li> </ul>	<ul style="list-style-type: none"> <li>କବି ପରିଚୟ , କବିତାର ପୂର୍ବଭାଷ, ଦୁର୍ଯ୍ୟୋଧନର ଚରିତ୍ର</li> <li>ଲେଖକ ପରିଚୟ , ଜନ୍ମଭୂମିର ମହାନତା</li> <li>ଗଳ୍ପ କ'ଣ ଗାଳ୍ପିକଙ୍କ ପରିଚୟ</li> <li>ମିଶ୍ର ବାବୁଙ୍କ ଚରିତ୍ର</li> <li>ବାକ୍ୟର ନିର୍ମାଣ ଏବଂ ପ୍ରକାର ଭେଦ</li> </ul>	<ul style="list-style-type: none"> <li>ମହାମାନୀ ଦୁର୍ଯ୍ୟୋଧନ ମାନଗୋବିନ୍ଦ ନାମରେ ପରିଚିତ</li> <li>ମନୁଷ୍ୟ କିପରି ପରମ୍ପରାର ଦାସ</li> <li>ଗାଳ୍ପିକ ଏଠାରେ ମଣିଷ ମୁଣ୍ଡକୁ କିପରି କାରଖାନା ଏବଂ କମ୍ପ୍ୟୁଟର ସହିତ ତୁଳନା କରି ବର୍ଣ୍ଣନା କରିଛନ୍ତି</li> </ul>	<ul style="list-style-type: none"> <li>କଳାପତା, ଚାର୍ଟ ପେପର, ଦୁର୍ଯ୍ୟୋଧନର ଚିତ୍ର , ପଲ୍ଲି ଗ୍ରାମର ଦୃଶ୍ୟ</li> </ul>	<ul style="list-style-type: none"> <li>ମୌଖିକ ପରୀକ୍ଷା</li> <li>ଚରିତ୍ର ବର୍ଣ୍ଣନା</li> <li>ପଲ୍ଲି ଗ୍ରାମର ଦୃଶ୍ୟ ବର୍ଣ୍ଣନା</li> <li>ବାକ୍ୟକୁ ନିର୍ଦ୍ଦେଶ ଅନୁସାରେ ପରିବର୍ତ୍ତନ କର</li> </ul>
<b>June</b> <ul style="list-style-type: none"> <li>ପାଠ -୪ ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାମୁକୁଳ (ପଦ୍ୟ)</li> <li>ପାଠ -୫ ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ (ଗଦ୍ୟ)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>କବି ପରିଚୟ, କବିତାର ପୂର୍ବଭାଷ, ଶବ୍ଦର ଅର୍ଥ</li> <li>ଲେଖକ ପରିଚୟ , ଲେଖକଙ୍କ ଜୀବନୀ , ବିଜ୍ଞାନ ଓ ସଭ୍ୟତା ପରସ୍ପରପରିପୂରକ</li> </ul>	<ul style="list-style-type: none"> <li>ରାଘବ ବୀରା ଲଙ୍କା ଅଭିଯାନ , ଅଙ୍ଗଦ ଓ ବିଭୀଷଣକୁ ସଂବାଦ ପ୍ରେରଣ ,</li> <li>ସଭ୍ୟତାର ବିକାଶରେ ବିଜ୍ଞାନର ଅବଦାନ</li> <li>ସାରା ବିଶ୍ୱରେ ବିଜ୍ଞାନ</li> </ul>	<ul style="list-style-type: none"> <li>ହନୁମାନ ଅଶୋକ ବାଟିକାରେ ତାଙ୍କର ଚିତ୍ର , ସେତୁବନ୍ଧନ ଚାର୍ଟ ପେପର ,</li> <li>ଆଜିର ମାନବ ସଭ୍ୟତା ବିଜ୍ଞାନର ପ୍ରଭାବ ମଡେଲ ପ୍ରସ୍ତୁତି</li> </ul>	<ul style="list-style-type: none"> <li>କ୍ଷୁଦ୍ର ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଏ</li> <li>ବିଭୀଷଣର ଚରିତ୍ର ଚିତ୍ରଣ</li> <li>ବିଜ୍ଞାନ ଓ ସଭ୍ୟତାକୁ ଆଧାର କରି ଗୋଟିଏ ଅନୁଛେଦ</li> </ul>

Month Topic	ଉପ-ବିଷୟ	ପାଠର ଉଦ୍ଦେଶ୍ୟ	ଶିକ୍ଷଣ ସହାୟକ ସାମଗ୍ରୀ	ମୂଲ୍ୟାୟନର ନିରୂପଣ
<b>July</b> <ul style="list-style-type: none"> <li>ପାଠ -୬ ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ (ପଦ୍ୟ)</li> <li>ପାଠ -୭ ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା (ଗଦ୍ୟ)</li> <li>ପାଠ-୮ ସୁର ସୁନ୍ଦରୀ (ଏକାଙ୍କିକା)</li> <li>ବ୍ୟାକରଣ : ସାଧାରଣ ଅଶ୍ତୁତ୍ତି</li> </ul>	<ul style="list-style-type: none"> <li>କବି ପରିଚୟ , କବିଙ୍କ ଜୀବନୀ , ଶବ୍ଦାର୍ଥ , ଚିଲିକାର ଦୃଶ୍ୟ</li> <li>ଜନସାଧାରଣ ଉପରେ ମାତୃଭାଷାର ପ୍ରଭାବ</li> <li>ପ୍ରଶାସନର ମାତୃଭାଷାରେ ଅବହେଳା</li> <li>ଦେବତାମାନଙ୍କ ଗୁପ୍ତ ବାସ ଓ ରାକ୍ଷସମାନଙ୍କ ଉପଦ୍ରବ</li> <li>ପଦର ସଂଶୋଧନ କରିବା ନିୟମ</li> </ul>	<ul style="list-style-type: none"> <li>ଚିଲିକାର ସୌନ୍ଦର୍ଯ୍ୟ ବର୍ଣ୍ଣନା</li> <li>ମାତୃଭାଷାକୁ ପ୍ରାଧାନ୍ୟ ଦେବା</li> <li>ମାତୃଭାଷାର ପ୍ରସାର କରିବା</li> <li>ସର୍ବସାଧାରଣ ସ୍ଥାନରେ ମାତୃଭାଷାରେ ଲିପିବଦ୍ଧ କରିବା</li> <li>ଦେବତାମାନଙ୍କ ବରଦାନ ଦ୍ଵାରା ରାକ୍ଷସମାନଙ୍କ ଉପଦ୍ରବ । ତତ ପରେ ଯୋଜନା ଦ୍ଵାରା ରାକ୍ଷସମାନଙ୍କୁ ହତ୍ୟା</li> </ul>	<ul style="list-style-type: none"> <li>ସନ୍ଧ୍ୟା ସମୟରେ ଚିଲିକାର ଦୃଶ୍ୟର ଚାର୍ଟ ପେପର ନେବା</li> <li>ରାକ୍ଷସମାନଙ୍କ ଉପଦ୍ରବ ସିତି ଦ୍ଵାରା ନେଇ ଦେଖାଇବା</li> </ul>	<ul style="list-style-type: none"> <li>ଚିଲିକା ବିଷୟରେ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଚାରିବା</li> <li>ମାତୃଭାଷାର ପ୍ରଭାବ ଲୋକଶିକ୍ଷା ଉପରେ ପ୍ରଭାବର ଯଥାର୍ଥ ପ୍ରତିପାଦନ କର</li> <li>ଏକାଙ୍କିକାରୁ କିଛି ପ୍ରଶ୍ନ</li> </ul>
			<b>PERIODIC TEST - 1</b>	
<b>August</b> <ul style="list-style-type: none"> <li>ପାଠ -୯ କାଳରକପୋତ ତଳେ (ଗଳ୍ପ)</li> <li>ପାଠ -୧୦ ମଙ୍ଗଳେଅଇଲା ଉଷା (ପଦ୍ୟ)</li> <li>ସରକାରୀ ପତ୍ର</li> </ul>	<ul style="list-style-type: none"> <li>ଗାନ୍ଧିଜୀଙ୍କପରିଚୟ,କଳି ଜୀରଜାତୀୟବୋଧ,ନାରୀର ସ୍ଵାଭିମାନ ବୀରତ୍ଵ ଦେଖିପାଇଁ ବଳିଦାନ ।</li> <li>କବି ପରିଚୟ , ଶବ୍ଦର ଅର୍ଥ , ସିତାଙ୍କ ବାଲ୍ମୀକି ଆଶ୍ରମରେ ରହିବା ଆୟୋଜନ ।</li> <li>ସରକାରୀ ପତ୍ର ଲେଖିବାର ନିୟମ</li> </ul>	<ul style="list-style-type: none"> <li>ଏଠାରେ ଗୋଟିଏ ନାରୀର ବୀରତ୍ଵର ପରିଚୟ ,</li> <li>ସିତାଙ୍କୁ ପ୍ରକୃତିର ରକ୍ଷା , ସିତାର ଦଶନ ପାଇଁ ଉଷାର ଆଗମନ ଇତ୍ୟାଦି</li> <li>ସରକାରଙ୍କୁ ପତ୍ର ଲେଖିବାର ଅବଗତ କରାଇବା ।</li> </ul>	<ul style="list-style-type: none"> <li>କଳିଙ୍ଗ ଯୁଦ୍ଧର ଚିତ୍ର,</li> <li>ବାଲ୍ମୀକି ଆଶ୍ରମର ଦୃଶ୍ୟର ଏକ ଚାର୍ଟ</li> </ul>	<ul style="list-style-type: none"> <li>କଳିଙ୍ଗର ଏକ ସଂକ୍ଷିପ୍ତ ଚିତ୍ରଣୀ</li> <li>ରାମାୟଣ କାହାଣୀରୁ କିଛି ପ୍ରଶ୍ନ</li> </ul>

Month Topic	ଉପ-ବିଷୟ	ପାଠର ଉଦ୍ଦେଶ୍ୟ	ଶିକ୍ଷଣ ସହାୟକ ସାମଗ୍ରୀ	ମୂଲ୍ୟାୟନର ନିରୂପଣ
<b>September</b> <ul style="list-style-type: none"> <li>ପାଠ - ୧୧ କୋଣାର୍କ (ଏକାଙ୍କିକା)</li> <li>ପାଠ - ୧୨ ନରେନରୁ ବିବେକାନନ୍ଦ (ଗଦ୍ୟ)</li> <li>ନିବନ୍ଧ</li> </ul>	<ul style="list-style-type: none"> <li>ଲେଖକ ପରିଚୟ, ଏକାଙ୍କିକାର ସାରକଥା</li> <li>ଲେଖକ ପରିଚୟ, ଭାରତର ଜଣେ ପ୍ରଖ୍ୟାତ ସନ୍ଧ୍ୟାସୀର ପରିଚୟ, ଚିକାରୋ ଭାଷଣ ଇତ୍ୟାଦି ।</li> <li>ନିବନ୍ଧ ଲେଖିବାର ଶୈଳୀ</li> </ul>	<ul style="list-style-type: none"> <li>ଛୋଟ ବାଳକଟି କିପରି ଜାତି ପାଇଁ ଜୀବନ ଦେଲା ତାହାର ବର୍ଣ୍ଣନା, ଓଡ଼ିଶାର ଶିଳ୍ପୀଙ୍କର ପରିଚୟ,</li> <li>ସନ୍ଧ୍ୟାସୀ କିପରି ବେଦ, ବେଦାନ୍ତର ପ୍ରଚାର କରିଥିଲେ ତାର ବର୍ଣ୍ଣନା</li> </ul>	<ul style="list-style-type: none"> <li>କୋଣାର୍କର ଗୋଟିଏ କାହାଣୀ, ମନ୍ଦିରର ଛବିର ଚାର୍ଚ୍ଚ ପେପର</li> <li>ବିବେକାନନ୍ଦଙ୍କ ଚିତ୍ରକୁ କାଢ଼ରେ ଟାଙ୍ଗିବା</li> </ul>	<ul style="list-style-type: none"> <li>କୋଣାର୍କର ଏବଂ ଧରମାର ସଂକ୍ଷିପ୍ତ ଚିତ୍ରଣୀ</li> <li>ବିବେକାନନ୍ଦଙ୍କ ସଂପର୍କରେ କିଛି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ</li> </ul>
			<b>TERM- I EXAMINATION</b>	
<b>October</b> <ul style="list-style-type: none"> <li>ପାଠ - ୧୩ ଓଡ଼ିଆ ସାହିତ୍ୟର କଥା (ଗଦ୍ୟ)</li> <li>ପାଠ - ୧୪ ଜଗବନ୍ଧନ ହରା (ପଦ୍ୟ)</li> <li>ରୁଢ଼ି ଓ ଲୋକବାଣୀ</li> </ul>	<ul style="list-style-type: none"> <li>ସାହିତ୍ୟ କ'ଣ, ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମବିକାଶ, ସେହି ସମୟରେ ଓଡ଼ିଆ ସାହିତ୍ୟର ଅବସ୍ଥା</li> <li>କବି ପରିଚୟ, କବିତାର ସାର, ଶବ୍ଦାର୍ଥ</li> <li>ରୁଢ଼ି ଓ ଲୋକବାଣୀର ଅର୍ଥ ବୁଝାଇବା</li> </ul>	<ul style="list-style-type: none"> <li>ଓଡ଼ିଆ ସାହିତ୍ୟର ରକ୍ଷା ପାଇଁ ସଂଘର୍ଷ, ଓଡ଼ିଆ ସାହିତ୍ୟ ଏକ ରାଷ୍ଟ୍ର ଭାଷାର ପ୍ରମାଣ, ଏହା ଏକ ପ୍ରାଚୀନ ଲିପି</li> <li>ଶୋଷଣ ମୁକ୍ତ ସମାଜ, ମାନବବାଦର ଜୟଗାନ</li> </ul>	<ul style="list-style-type: none"> <li>କଳାପଟା, ବିଭିନ୍ନ ପ୍ରକାରର ଶିଳାଲେଖର ଛବି</li> </ul>	<ul style="list-style-type: none"> <li>ମୌଖିକ ପରୀକ୍ଷା, ଲିଖିତ ପରୀକ୍ଷା</li> <li>କିଛି ରୁଢ଼ିକୁ ପଢ଼ାରି ତାକୁ ବାକ୍ୟ ଗଠନ କର</li> <li>ପଦ୍ୟକୁ ଗଦ୍ୟରେ ପ୍ରକାଶ କରିବା</li> </ul>
<b>November</b> <ul style="list-style-type: none"> <li>ପାଠ - ୧୫ ବେଲ, ଅଶ୍ୱତଥ ଓ ବଟବୃକ୍ଷ</li> <li>ପାଠ - ୧୬ ସର୍ବସହାମାଟି (ପଦ୍ୟ)</li> <li>ଛନ୍ଦ ଓ ଅଳଙ୍କାର</li> </ul>	<ul style="list-style-type: none"> <li>ମାତା ଓ ମାତୃଭୂମି ପ୍ରତି ଆକର୍ଷଣ, ପରିବେଶ ପ୍ରତି ସଚେତନ</li> <li>କବି ପରିଚୟ, ଶବ୍ଦାର୍ଥ, କବିତାର ସାରକଥା</li> </ul>	<ul style="list-style-type: none"> <li>ବଟବୃକ୍ଷକୁ ମା'ର ପ୍ରତୀକ, ବଟ ଏବଂ ଅଶ୍ୱତଥର ପବିତ୍ରତା</li> <li>ମାଟିକୁ ମା'ର ଆଖ୍ୟା, ମନୁଷ୍ୟର ସୁସ୍ଥ ଦିବ୍ୟ ଚେତନାକୁ ଜାଗ୍ରତ କରାଇଛି</li> </ul>	<ul style="list-style-type: none"> <li>ପଠନ ଦକ୍ଷତାର ପରୀକ୍ଷଣ</li> <li>କବିତାକୁ ଆବୃତ୍ତି</li> </ul>	<ul style="list-style-type: none"> <li>ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ,</li> <li>ମେଳକ ପ୍ରଶ୍ନ</li> </ul>
	<b>PERIODIC TEST - 2</b>			
<b>December</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>January</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>February</b>	<b>REVISION &amp; MOCK TEST</b>			
<b>March</b>	<b>BOARD EXAMINATION</b>			

