

GRADE: X		Subject : English				
Month	Sr. No	LS. No.	Topic	Name of the Book	Pg. No.	Date of completion
April	1		Grammar : The Tenses	New Saraswati House	121-151	
	2	1	A Letter to God	First Flight	2-7	
			Writing Skill: Lencho suffered first due to drought and then by floods. Our country is also facing such situation in the recent years. There is a need to save water through water harvesting . Design a poster for your area on how to save water during summer and when it is available in excess. (Class Work)			
		1.1	A Letter to God	Word and Expression 2	1-3	
			Writing Skill : Lencho the main character in the story, is a farmer. He supports his family through farming. The conflict in the story happens when a hailstorm strikes the field and destroy his farm. All the hardwork, for nothing ! The entire land is wrecked by catastrophe. There is no one who can help. Lencho complete faith in God is amazing during the calamity. So, one type of conflict dominating in the story is man versus nature. Collect photograph and make a visual presentation of the natural calamities that play havoc in the lives of people . (Homework)			
		1.2	Reading Comprehension - The Trader and the Tailor	Word and Expression 2	4-10	
			Grammar : Editing			
		1.3	Man vs Nature	Word and Expression 2	11-16	
			Writing Skill : Write a small poem on the topic man versus nature. Read aloud the poem with the required stress and intonation. Give below is a poem written by Norman Littleford which may help you think and compose. (Homework)			
			Writing Skill: The tailor here is a cheat , but Lencho in the story. " A Letter to God', is naïve and simple.He has immense faith in God . How do you distinguish between Lencho and the tailor ? What make them different ? Write a character sketch of Lencho and the Tailor. (Class Work)			
			Writing Skill : Read the following description about two persons, Raavi and Mohini and Write a portrait or description of a person. (Homework)			
			Project : You may have come across some people in your neighbourhood who might have inspired you with their actions. Talk to them about - i) their childhood, their education , job , their likes and dislikes ii) their contribution to the enrichment of their village or town, job, country, etc. iii) their interesting features and characteristics Request for their pictures Based on the collected information ,write their portraits and present it to the class. (Homework)			
	June	3	1	Dust of Snow	First Flight	14
4		1	Fire and Ice	First Flight	15	
5		1	A Triumph of Surgery	Footprints without Feet	1-6	
6			Writing Skill : Write a short paragraph in about 150 words on the 'Mountering as an adventure sports in India'. (Class Work)			
7			Writing Skill : Have you ever been in a great difficulty and felt that only a miracle could help you ? How was your problem solved ? Write a paragraph			
8			Grammar : Auxiliaries and Modals Gap Filling	New Saraswati House	152-175	
9		2	Nelson Mandela : Long Walk to Freedom	First Flight	16-23	
		2.1	Nelson Mandela : Long Walk to Freedom	Word and Expression 2	17	
			Writing Skill : You have read the story about Nelson Mandela in your textbook,First Flight, and the struggle of people of South Africa. Mandela draws our			
		2.2	Reading Comprehension - Sardar Patel's Call To Youth to build character and be disciplined.	Word and Expression 2	18-30	
			Grammar : Article			
			Writing Skill : You may read the speeches of Nelson Mandela and Sardar Patel. You know their beliefs and ideas on freedom and responsibilities for a new born nation. Put down your ideas on what freedom means to you. Prepare outline. (Class Work)			
			Writing Skill : Prepare a speech for the morning assembly reflecting on the following questions. (a) How do you feel today about the country's freedom (b) Are we free and independent ? (c) Are we serious about our responsibilities as citizens ? (Homework)			
		Writing Skill : Find out the background information on Nelson Mandela , Mahatma Gandhi and Martin Luther King. All three of them fought against all odds and used non- violence to achieve their aim. Choose any two of the above stated leaders and do a comparative study of their principles and lives. (Homework)				
		Writing Skill : Write an interview between Nelson Mandela and the interviewer. (Homework)				
		Project : You have learnt about the freedom struggles of many nations after the Second World War and how many leaders spearheaded freedom movements in their countries. Based on the learning from history and political science,write about any two leaders from different nations. The following are prompt that can help you: (i) Their thoughts (ii) Their uniqueness (iii) Honesty and integrity (iv) Confidence and leadership qualities (v) Contributions to free their countries. (Homework)				
	10	2	A Tiger in the Zoo	First Flight	29	
	11	2	The Thief's Story	Footprints without Feet	8-12	
	12	3	The Midnight Visitor	Footprints without Feet	14-17	
			Writing Skill : In this story, Ausable shows great "presence of mind", or the ability to think quickly, and act calmly and wisely,in a situation of danger and surprise . Write a story of your own experience, which shows someone presence of mind. (Class Work)			
	13		Writing Skill : Imagine you wake up one morning and find a small puppy on your doorstep. You want to keep it as a pet but your parents are not too happy about Write a diary entry of how you persuaded them to let you keep it. (Homework)			
			Unit Test I:			
July	14		Grammar : Subject - Verb Concord	New Saraswati House	202-212	
	15	3	Two Stories about Flying - (i): His First Flight (ii) Black Aeroplane	First Flight	32-39	
	16	3.1	Two Stories about Flying - (i): His First Flight (ii) Black Aeroplane	Word and Expression 2	31-32	
			Writing Skill : You have another story, 'The Black Aeroplane' in the lesson. Read the story again and develop at least five multiple choice questions based on the story.The questions may be based on the events, persons, reasons and causes of the events, and results in the story. (Class Work)			
		3.2	Reading Comprehension - All about a Dog	Word and Expression 2	33-44	
			Read this riddles and find answers to it. Riddle 1 : A farmer			
			Writing Skill : Rules are meant to be observed in spirit not only in letter' Explain what you understand by this statement. Write an work in about 120-150 words on how the rules can be effectively implemented in the society and citizens can follow it is the true spirit. You may use any of the ideas given below. Follow the stages involved in the process approach (a) Use it in the context of gender protection of women's rights/dowry/female infanticide, etc) (b) In the context of environment (cutting of trees/ poaching/pollution). (c) Smoking in public/following traffic rules, etc. ladd cartoons with fun facts, for example parking in front of no parking sign) (d) In the context of value and self discipline. (Class Work)			
			Writing Skill : You have read and experienced how the little seagull learnt to fly and then the story of the mysterious black aeroplane. You have also read the story, 'All about a dog'. How were these experiences? You may have also experienced some such situations in your life: learning to ride on a bicycle, watching a cat or any other animal trying to jump over the wall, your own bitter experience in a difficult situation, etc. Think of such an experience and write down the points and develop the ideas into an outline. Write your experiences like a short story. (Homework)			
			Project : You have learnt about the freedom struggles of many nations after the Second World War and how many leaders spearheaded freedom movements in their countries. Based on the learning from history and political science,write about any two leaders from different nations. (Homework)			

		<p>Project : Go around your neighbourhood and talk to people , particularly elders, and collect riddles and puzzles in their languages. (i) Ask them how and why such riddles could have emerged them in an order with information. (ii) Collect at least 10-15 riddles and write (iii) Find out more about the riddle. (iv) Present it to the class as a chart and oral presentation. (Homework)</p>		
		Grammar : Phrasal verb		
		Writing Skill : Write a short composition on your initial attempt at learning a skill. You could describe the challenges of learning to ride a bicycle or learning to swim . Make it as humorous as possible. (Homework)		
	3	How to Tell Wild Animals	First Flight	43-44
17	3	The Ball Pen	First Flight	46
18	4	A Question of Trust	Footprints without Feet	20-24
19		Writing Skill : You are Ravi / Rachna. As president of the cultural forum of your school you have organized an interschool orchestra competition on the occasion of the Silver Jubilee celebrations of your school. Write a notice in about 50 words, informing the students of your school about this competition. (Class Work)		
20		Grammar : Reported Speech		
Unit Test - I				
	4	From the Diary of Anne Frank	First Flight	48-53
	4.1	From the Diary of Anne Frank	Word and Expression 2	45
	4.2	Reading Comprehension : (The Diary of Lena Mukhina) (Part I)	Word and Expression 2	46-47
	4.3	Reading Comprehension : (A Journal of the Plague Year) (Part II)	Word and Expression 2	48-56
		Writing Skill : You read in the passage A Journal of the Plague Year Daniel Defoe shout how the news of plague was reported those times. What are the means of reporting today? (Class Work)		
		Writing Skill : Write a report on any one of the following- conservation of environment, plantation of trees, waste disposal, water harvesting, and the cleanliness drive under Swachh Bhar Abian earned out in your locality. (Homework)		
		Writing Skill : Listen to the following YouTube link on "The Siege of Leningrad" and make notes in the first box. Then write a narrative account of it in the second box. (Homework)		
		Writing Skill : The following poem is taken from The Diary of Lena Mukhina. (a) The teacher should		
August		Project : Find out about " The Bengal famine of 1943. It was a major famine in the Bengal province in India during World War II. Collect information on the following points on The Bengal famine of 1943 for the project: (a) Affected area (s) (b) Reasons of famine (c) Relief measures (d) Pictures, films, etc. Prepare a poster using pictures and highlighting the information you have collected . Give a title of your choice to the poster and display it in the class. (Homework)		
		Writing Skill : Collect stories under the title - Sometimes truth is stranger than fiction." (Homework)		
	4	Amanda	First Flight	61-62
	23	Glimpse of India (I. A Baker from Goa)	First Flight	63-67
	24	Writing Skill : Collect information and write an article on how bakeries bake bread now and how the process has changed over time. (Homework)		
		Reading Comprehension (Part 1)	Word and Expression 2	84-87
	5	Footprints without Feet	Footprints without Feet	26-31
	25	Grammar : Sentence Transformation	New Saraswati House	318-342
	5	Glimpse of India (II. Coorg)	First Flight	68-71
		Writing Skill : Excursions give opportunities to explore nature, places of historical interest, etc. Tourists are interested in meeting people understanding their culture, and enjoying the variety in food The Indian Railways have recently introduced glass Vistadome coach in train to provide a delightful travelling experience to the picturesque valley of Araku in Vishakhapatnam Discuss and plan a budget trip to Araku valley. You may keep the following in mind while planning. Add more points to the following as per your requirement. Find out the location (look up the map) and accessibility to the places to be visited. Calculate the cost of the stay. Search for an economic and safe accommodation, perhaps a home stay. Find out the modes of transport and booking to Araku valley an itinerary of your excursion to Araku valley (Class Work) Now, prepare		
		Project : The Frontier mail, the train mentioned in the passage on the Parsi community was the prestigious and luxurious train which was flagged off in 1928 from Bombay to Peshawar. It was the fastest train known for its punctuality. It covered the distance of 2,335 kms in record time of seventy two hours. The train used to depart from Ballard Pier Mall Station of Bombay harbour for passengers arriving from England by ship and for the collection of mail brought in from steamers from Europe. It was fashionable to travel by Frontier Mail those days! Our railways have undergone magical transformation since independence from electrification to high speed ste Find more about Indian Railways and prepare a write up You can add experiences of rail travel of the people. Collect the pictures and information about vintage, royal and luxury trains in India (Homework)		
		Listening : Read the following chapter Glimpse of India. Read it carefully and note down the keywords, main ideas and interesting expression in your notebook while reading. (Class Work)		
September		Writing Skill : Infer the meaning of the following expressions in the passage on Parsi Community. " Aavoji , aavo, aavo! Welcome to Delhi length and breadth chugged into vouch for long gone out came the treats Now, write an account of a travel by train using these expressions. Describe the journey by giving details of distance, booking of tickets, facilities available, and suggestions for improvement. You can add pictures of places,		
		Writing Skill : You have read bread and bakers in Goa . Now collect information about breads, parathas, rotis in different parts of the country. You can talk to teachers, parents, grandparents, community members and make use of internet. Make an interesting collage using pictures and write a few sentences about each bread on the information you have gathered. (Homework)		
		Writing Skill : Write an advertisement for your favourite tea and coffee. (Homework)		
	26	5.2 Reading Comprehension (PART 2)	Word and Expression 2	88-96
	5	Glimpse of India (III. Tea from Assam)	First Flight	72-74
	27	5.3 Reading Comprehension (PART 3)	Word and Expression 2	97-99
		Writing Skill : You are the sales executives of a famous tea company and you have been asked to draft an advertisement for the product . Draft the advertisement using the information you collected for the role play. You can draw pictures or add photographs and make your advertisement colourful. (Homework)		
	5	The Trees	First Flight	77-78
	28	6 The Making of Scientist	Footprints without Feet	32-37

	29	Writing Skill : Write a paragraph on 'Television - An Illusion' in the answer sheet given to you. Make use of the hints given below. (i) irresistible charm (ii) universal appeal (iii) revolutionized the way of spending leisure time (iv) cause of anxiety (v) read books and play outdoor games instead (vi) depiction of harsh realities (Class Work)			
October	30	Grammar : Determiners	New Saraswati House	268-288	
	6	Mijbil the Otter	First Flight	80-88	
	31	6.1 Mijbil the Otter	Word and Expression 2	100-101	
	32	6.2 Reading Comprehension (Baby Bhakat)	Word and Expression 2	102-103	
	6.3	Reading Comprehension	Word and Expression 2	104-106	
		Writing Skill : We all have seen hand puppets on YouTube or during story telling sessions. Try to make one hand puppet of an Otter. The situation is: Mijbil playing with water and spilling water every where. Write a few dialogues between Mijbil and Maxwell. Be the characters and exchange dialogues. (Class Work)			
		Writing Skill : You have read a story 'The Bond of Love' in the class IX textbook, Bechive. In this story, the author talks about a loth bear that his wife kept as a pet. The sloth bear was sent to the Zoo when it became too big to be kept at home. List your views. (a) Keeping any big wild animal, like the sloth bears, at home. (b) Keeping unusual pets for pleasure (c) Using tigers, lions, dancing bears in circus (d) Making the monkeys dance, cock fighting, bull fighting for amusement. (Homework)			
		Writing Skill : Based on the above points, write a paragraph giving your points of view. You can highlight on the loss of natural habitat, cruelty, loss of freedom etc. (Classwork)			
		Writing Skill : Read these quotations and write one paragraph in the context of Animal Rights'. (Homework) (a) "The greatness of a nation and its moral progress can be judged by the way its animals are treated." Mahatma Gandhi (b) When it comes to pain, love, joy, loneliness and fear, a rat is a pig is a dog is a boy. Each one values his or her life and fights the knife." PETA founder, Ingrid E. Newkirk			
	6.4	Reading Comprehension (Animal Rights)	Word and Expression 2	106-112	
		Writing Skill : Write a description of a person or an animal (such as pet) that you know very well and love very much. Mention some things the person or animal does, what you think the person or animal feels,etc. (Homework)			
	6.5	Listening	Word and Expression 2	113-119	
		Project : Imagine a unique animal or bird as a pet. Draw the animal and write the following information about it. (a) Name of the pet and draw the animal on a chart paper. (b) My pet: (Make a table like the following and write its specifications) Has : For example: webbed feet, long legs, fat legs, etc. heavy body, very light weight, soft fur, feather, sense of smell, etc. Can : Swim, fly, run, grow tall, small size, hunt, carry weight, guard the communicate, sing, speak; make variety of sounds to communicate, show affection, emotion etc. Is : Warm-blooded, mammal, good swimmer, largest animal, smallest animal, good hunter, etc. sensitive, ferocious, short tempered, docile, smart, etc. (c) What all do you have to do to keep the animal with you at home? (You can refer to the dos and don'ts given on page no. 102 of the textbook First Flight.) (d) Prepare a write up, share it in the class, and put it on the wall for the class to read. (Homework)			
		Project : Conduct research on the following question and write a report on the findings. What animals can be exported or imported under law ? (Custom seizures shows a variety of animals from reptiles, lizards, leopards to pythons , venomous reptile. These are carried in tiny suitcase and smuggled) (Homework)			
6	Fog	First Flight	93		
7	The Necklace	Footprints without Feet	39-45		
33	8 The Hack Driver	Footprints without Feet	47-52		
34	Writing Skill : You are Meenakshi Joshi a resident of 567, Ring Road, Dehradun . You are very much disturbed to hear about the injuries / accidents caused to the children and aged people due to rash and reckless driving. Write a letter to the editor of a newspaper drawing attention to reckless driving. (Class work)				

Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)

		Grammar : Editing	New Saraswati House	376-381
35	7	Madam Rides the Bus	First Flight	94-104
36	7.1	Madam Rides the Bus	Word and Expression 2	120
37	7.2	Reading Comprehension - Perdalling through the Golden Years	Word and Expression 2	121-123
	7.3	Reading Comprehension - Going Down Hill on a Bicycle , A Boy's Song	Word and Expression 2	123-127
	7.4	Reading Comprehension - Mizoram	Word and Expression 2	127-135
		Writing Skill : Read Part II of the story 'Madam Rides the Bus'. There are many conversations between Valli, the conductor, and some elderly people in the bus. Convert the conversations into dialogues between the characters. Many words like commandingly, haughtily, loudly (shouted), smilingly, irritably, curtly etc. have been used in this part. These are the different ways in which the characters have spoken. These show the mood, emotion, and intention of the characters. Now, write the dialogues. It was a fine spring afternoon. The bus was just on the verge of leaving the village. Valli, a small eight year old girl, wanted to go on a bus ride. Valli (loudly): Stop the bus! Stop the bus! Conductor : (without looking up): Who is it? Hurry then! Valli (loudly): It's me, I am the one who has to get on the bus. Conductor (smilingly): Oh, really! _____ Valli (commandingly) I have to _____ Here is _____ (Conductor stretched out his hand to help her up.) Valli (smartly) : I can _____ Conductor (jokingly) : Oh, please _____ (The bus started to move forward with a roar. on the seat to see the outside world clearly) A voice (anxiously): Listen, child, _____ Valli (haughtily): There is nobody _____ Conductor (smilingly) : Oh, sir, _____ Valli (angrily): I am _____ Conductor (mimicking her) : _____ Valli (steadfastly): Because I _____ A voice (with concern): If you, _____ Valli (irritably): I'm not _____		
		Writing Skill : In the text, seeing Valli travelling alone in the bus, some of the character showed concerns. An elderly woman asked , " Are you alone ,dear ? The Conductor questioned , " Won't your mother be looking for you ?" The old woman continued asking, " Is it proper for such a young person to travel alone ? Do you exactly know where you are going in town ? What 's the street ? What's the house number ?" Do you think that the concerns of the elderly lady and the conductor age and genuine? Will you say that is applicable to young boys as well? Make a note . Then write paragraph considering these issues and give your opinion as well. Girl and boys of Valli's age can travel alone in a bus or auto rickshaw etc. Freedom should be given to them to move around. Safety of the young children is of utmost concern. What type of education should be given to them? This is a vulnerable age and children are innocent. (Class Work)		

		Writing Skill: You have read that on her return journey, Valli saw the young cow lying dead by the roadside. This young cow was running very fast in front of the bus and had given Valli unbound happiness when she was travelling to the town. Now, write a paragraph on 'Should the domestic animals be let loose to walk on the roads freely' where the vehicles are plying? Who is responsible for the death of the young cow? (Class Work)	
November		Project : Read the quick tips for travelling by a bike given below. When you travel by a bike, Vishav says that the frame and tyres of the bike should be according to the rider's height. One should carry a hand pump, extra tubes, and a puncture kit for emergency situations. Right accessories such as sweat-resistant gloves, helmets, knee and elbow pads, and a pair of shoes is of utmost importance. It is also necessary to carry essentials like dry food, water, and Oral Rehydration Salts (ORS). A first-aid kit with pain killers, muscle relaxing balms, and band-aids are also advisable. Now, prepare a list of things that you would like to suggest to people who want to travel by: (a) a train (b) a bus (c) a boat (d) a motorbike (e) on foot (for example a trek) (Homework)	
		Project : A. copies of some tickets are given here. Collect some more train tickets, bus tickets, flight tickets, platform tickets, entry tickets for the zoo, cinema hall, metro rail etc. Study the information given in these tickets. Make a collage Draw a table to enter the information like PNR number, time of departure, time of arrival, confirmed ticket, wait-listed ticket, RAC status in train, seat number, food preferences, price of the ticket, number of passengers, etc. How are these tickets different from each other? Write a paragraph on " Why it is essential to travel with a ticket ? (Homework)	
	7	The Tale of Custard the Dragon	First Flight 107-109
	8	The Sermon at Benares	First Flight 111-116
	38	8.1 The Sermon at Benares	Word and Expression 2 136-139
	39	8.2 Reading Comprehension - The Balled of Father Grilligan	Word and Expression 2 139-145
	8.3	Listening	Word and Expression 2 146-150
		Writing Skill: Write a paragraph on how you can help others who are in grief. You may consider the following points: i) grief is expressed through a variety of behaviours observe these ii) reach out to others in their grief, but some people may not want to accept help; some will not share their grief- understand this iii) some others will want to talk about their thoughts and feelings-be a support to them, stand by them iv) let the grieving person know you care for them-be patient v) focus on what you can do, like holding their hand, etc.-a solace or a consolation. (Homework)	
		Writing Skill: Two poems are given in the textbook, Pese Right, page 138-139, one by Kahlil Gibran, and the other by Rabindes Nath Tagore. Read the poems, and write summary two poets want to say in their respective poems. (Homework)	
		Writing Skill : It is important to know that everyone has some problem or other and they grieve in unique ways. Your grief is different than those around you. You have experienced a loss or an intense sorrow especially caused by someone's death. This can also refer to the loss of physical or cognitive abilities or the loss of something that was routine in your life such as friendship, head boy or head girl, playing for school, etc. Discuss and note down- what could be the possible reasons for someone's grief or sorrow how can they overcome this Share your feelings and suggestions in the class. (Homework)	
		Project : Collect Jatak tales (at least six) concerning the previous births of Gautama Buddha in both human and animal form. Read these and rewrite the stories in your own words. You can develop a comic strip too. Make a collage of the stories. Illustrate the stories and display the collage (Homework)	
	9	Bholi	Footprints without Feet 54-61
		Writing Skill : Lata Mangeshkar is called the Nightingale of India " for her singing talent. Write a short biography of her to be put in the "Inspirational Personality" column of your school magazine India Birth : September 28, 1929 in Indore, Parentage : father Dinanath Mangeshkar, a renowned classical singer Career : debuted as playback singer in a Marathi film; first playback film Aap ke Sewa Main (1947); more - than 30,000 solo, duet and chorus backed songs in 20 different languages since 1948; also acted in as many as 8 films from 1942 to 1948. Awards : the only second singer in the non-classical category in India to receive the highest civilian award, Bharat Ratna; three national awards and eight Filmfare awards. (Homework)	
	40	Grammar : Omission	New Saraswati House 382-388
	41	8 For Anne Gregory	First Flight 118
	42	9 The Proposal	First Flight 121-134
	43	Writing Skills : Prepare a script based on the given excerpt from The Home and the World by Rabindranath Tagore. You may write five exchanges among the characters with other directions such as movement on stage and way of speaking etc. (Homework)	
	44	9.1 The Proposal	Word and Expression 2 151-152
		9.2 Reading Comprehension	Word and Expression 2 152-154
		9.3 Reading Comprehension - On Violence	Word and Expression 2 154-159
		9.4 Reading Comprehension - Vanka	Word and Expression 2 160-167
		Activity: Enact the play in the class . Keep in mind - dialogue delivery-tone,voice modulation, non-verbal communications -facial expression, gesture, movements etc. Many things are communicated through these non - verbal tools.	
December		Writing Skills : Letters in the olden times were carried by mail coaches driven by horses. How are they carried today? List the types of letters sent by different means of transport. (Class Work)	
		Writing Skills : You have listed to the story of Vanka. Try writing an e-mail to your grandfather describing your life. Have you ever felt as bad as Vanka did? What did you do to feel happy again? (Homework)	
		Writing Skills : (a) You have read " A Letter to God " in your textbook First Flight. Lencho wrote a letter to God expressing his desire. Did it reach God? (b) Do you think Vanka 's letter reached his grandfather? What is the correct way to address a letter ? (Class Work)	
		Writing Skills : Suppose Vanka and Lencho meet. Create an interesting dialogue between the two. What encouraged them to write letters to God and grandfather? (Homework)	
	10	The Book That Saved the Earth	Footprints without Feet 63-73
		Practice : Solving of last 3 years board exam question paper.	
January	Prelims - I		
	Prelims - II		

Month	Sr. No	Ls. No.	Topic	Name of the Book	Pg. No.	Date of completion
April	1		व्याकरण- पदबंध	सरस्वती व्याकरण दर्शिका		
		1	कबीर - साखी (पद्य खंड)	स्पर्श	3-7	
			योग्यता विस्तार : मीठी वाणी / बोली संबंधी व ईश्वर प्रेम संबंधी दोहो का संकलन कर चार्ट पर लिखकर भित्ति पत्रिका पर लगाइए			
			योग्यता विस्तार : कस्तूरी के विषय में जानकारी प्राप्त कीजिए और उसे अपने शब्दों में लिखिए			
		2	मीरा - पद (पद्य खंड)	स्पर्श	8-12	
			योग्यता विस्तार : मीर के पदों का संकलन करके उन पदों को चार्ट पर लिखकर भित्ति पत्रिका पर लगाइए।			
			योग्यता विस्तार : पहले हमारे यहाँ दश अवतार माने जाते थे। विष्णु के अवतार राम और कृष्ण प्रमुख हैं। अन्य अवतारों के बारे में जानकारी प्राप्त करके एक चार्ट बनाइए			
		योग्यता विस्तार : मीरा के अन्य पदों को याद करके उसे लिखिए				
June	2		व्याकरण- रचना के आधार पर वाक्य रूपांतर	सरस्वती व्याकरण दर्शिका		
		3	मैथिलीशरण गुप्ता - मनुष्यता (पद्य खंड)	स्पर्श	13 - 19	
			योग्यता विस्तार : अयोध्या सिंह उपाध्याय 'हरिऔध' की कविता 'कर्मवीर' तथा अन्य कविताओं को पढ़िए तथा लिखिए।			
			योग्यता विस्तार : भवानी प्रसाद मिश्र की 'प्राणी वही प्राणी है' कविता पढ़िए तथा दोनों कविताओं के भावों में व्यक्त हुई समानता को लिखिए।			
		4	सुमित्रानंदन पंत - पर्वत प्रदेश में पावस (पद्य खंड)	स्पर्श	20-25	
			योग्यता विस्तार : इस कविता में वर्षा ऋतु में होने वाले प्राकृतिक परिवर्तनों की बात कही गई है। आप अपने यहाँ वर्षा ऋतु में होने वाले प्राकृतिक परिवर्तनों के विषय में जानकारी प्राप्त कीजिए और लिखिए।			
			योग्यता विस्तार : वर्षा ऋतु पर लिखी गई अन्य कवियों की कविताओं का संग्रह कीजिए और लिखिए।			
		योग्यता विस्तार : बारिश, झरने, इंद्रधनुष, बादल, कोयल, पानी, पक्षी, सूरज, हरियाली, फूल, फल आदि या कोई भी प्रकृति विषयक शब्द का प्रयोग करते हुए एक कविता लिखने का प्रयास कीजिए ।				
July	3		व्याकरण- समास	सरस्वती व्याकरण दर्शिका		
		5	वीरेन डंगवाल - तोप (पद्य खंड)	स्पर्श	26-30	
			योग्यता विस्तार : कविता रचना करते समय उपयुक्त शब्दों का चयन और उनका सही स्थान पर प्रयोग अत्यंत महत्वपूर्ण है। कविता लिखने का प्रयास कीजिए और इसे समझिए ।			
			योग्यता विस्तार : तेजी से बढ़ती जनसंख्या और घनी आबादी वाली जगहों के आसपास पाकौकों का होना क्यों जरूरी है? इसे अपने शब्दों में लिखो			
			योग्यता विस्तार : स्वतंत्रता सैनानियों की गाथा संबंधी पुस्तक को पुस्तकालय से प्राप्त कीजिए और उन्हें अपना शब्दों में लिखिए			
		6	कैफ़ी आज़मी - कर चले हम फ़िदा (पद्य खंड)	स्पर्श	31-35	
			योग्यता विस्तार : "फ़िल्म का समाज पर प्रभाव" विषय पर लिखिए			
			योग्यता विस्तार : सैनिक जीवन की चुनौतियों को ध्यान में रखते हुए एक निबंध लिखिए।			
			योग्यता विस्तार : आज़ाद होने के बाद सबसे मुश्किल काम है 'आजादी बनाए रखना'। इस विषय पर अपनी राय लिखिए			
		7	रवींद्रनाथ ठाकुर - आत्मत्राण (पद्य खंड)	स्पर्श	36-40	
		योग्यता विस्तार : रवींद्रनाथ ठाकुर को नोबेल पुरस्कार पाने वाले पहले भारतीय होने का गौरव प्राप्त है। उनके विषय में और एकत्र कर परियोजना पुस्तिका में लिखिए				
		योग्यता विस्तार : रवींद्रनाथ ठाकुर ने कलकत्ता (कोलकाता) के निकट एक शिक्षण संस्थान की स्थापना की थी। पुस्तकालय की मदद से उसके विषय में जानकारी एकत्रित कीजिए और उन्हें अपना शब्दों में लिखिए				
		योग्यता विस्तार : स्वाद्रनाथ ठाकुर अनेक गीतों की रचना की है। उनके गीत-संग्रह में से दो गीत छँटिए और उसे लिखिए				

		योग्यता विस्तार : अनेक अन्य कवियों ने भी प्रार्थना गीत लिखे हैं, उन्हें पढ़ने का प्रयास कीजिए, जैसे- (क) महादेवी वर्मा क्या पूजा क्या अर्चन रे!		
Unit Test I				
4		व्याकरण- मुहावरे	सरस्वती व्याकरण दर्शिका	
8		प्रेमचंद - बड़े भाई साहब (गद्य खंड)	स्पर्श	43-57
		योग्यता विस्तार : प्रेमचंद की कहानियाँ मानसरोवर के आठ भागों में संकलित हैं। इनमें से कहानियाँ पढ़िए और १००-१५० शब्दों में लिखिए		
		योग्यता विस्तार : शिक्षा रटत विद्या नहीं है-इस विषय पर लिखिए		
		योग्यता विस्तार : आपकी छोटी बहिन / छोटा भाई छात्रावास में रहती / रहता है उसकी पढ़ाई - लिखाई के संबंध में उसे एक पत्र लिखिए		
		योग्यता विस्तार : क्या परीक्षा पास कर लेना ही योग्यता का आधार है? इस विषय पर अपना मत लिखिए		
9		सीताराम सेकसरिया - डायरी का एक पन्ना (गद्य खंड)	स्पर्श	58-66
		योग्यता विस्तार : अग्रजों के समय में ही हमारा मन आजाद हो चुका था। अतः दिसंबर सन् 1929 में लाहौर में कांग्रेस का एक बड़ा अधिवेशन हुआ, इसके सभापति जवाहरलाल नेहरू जी थे। इस अधिवेशन में यह प्रस्ताव पास किया गया कि अब हम 'पूर्ण स्वराज्य' से कुछ भी कम स्वीकार नहीं करेंगे। 26 जनवरी 1930 को देशवासियों ने 'पूर्ण स्वतंत्रता' के लिए हर प्रकार के बलिदान की प्रतिज्ञा की। उसके बाद आजादी प्राप्त होने तक प्रतिवर्ष 26 जनवरी को स्वाधीनता दिवस के रूप में मनाया जाता रहा। आजादी मिलने के बाद 26 जनवरी गणतंत्र दिवस के रूप में मनाया जाने लगा। • डायरी - यह गद्य की एक विधा है। इसमें दैनिक जीवन में होने वाली घटनाओं, अनुभवों को वर्णित किया जाता है। आप		
		योग्यता विस्तार : जमनालाल बजाज महात्मा गांधी के पाँचवें पुत्र के रूप में जाने जाते हैं, क्यों? अध्यापक से जानकारी प्राप्त करें और उसे लिखिए		
August		योग्यता विस्तार : ढाई लाख का जानकी देवी पुरस्कार जमना लाल बजाज फाउंडेशन द्वारा पूरे भारत में सराहनीय कार्य करने वाली महिलाओं को दिया जाता है। यहाँ ऐसी कुछ महिलाओं के नाम दिए जा रहे हैं- श्रीमती अनुताई लिमये 1993 महाराष्ट्र: सरस्वती गोरा 1996 आंध्र प्रदेश;		
		योग्यता विस्तार : स्वतंत्रता आंदोलन में निम्नलिखित महिलाओं ने जो योगदान दिया, उसके बारे में संक्षिप्त जानकारी प्राप्त करके लिखिए- (क) सरोजिनी नायडू (ख) अरुणा आसफ अली (ग) कस्तूरबा गांधी		
		योग्यता विस्तार : इस पाठ के माध्यम से स्वतंत्रता संग्राम में कलकत्ता (कोलकाता) के योगदान का चित्र स्पष्ट होता है। आजादी के आंदोलन में आपके क्षेत्र का भी किसी न किसी प्रकार का योगदान रहा होगा। पुस्तकालय, अपने परिचितों या फिर किसी दूसरे स्रोत से इस संबंध में जानकारी हासिल कर लिखिए।		
		योग्यता विस्तार : आपको अपने विद्यालय में लगने वाले पल्स पोलियो केंद्र की सूचना पूरे मोहल्ले को देनी है। आप इस बात का प्रचार बिना पैसे के कैसे कर पाएँगे? उदाहरण के साथ लिखिए।		
10		लीलाधर मंडलोई - तर्तारा - वामीरो कथा (गद्य खंड)	स्पर्श	67-78
		योग्यता विस्तार : अपने घर परिवार के बुजुर्ग सदस्यों से कुछ लोककथाओं को सुनिए। उन कथाओं को अपने शब्दों में लिखिए।		
		योग्यता विस्तार : दिसंबर 2004 में आए सुनामी का इस द्वीपसमूह पर क्या प्रभाव पड़ा? जानकारी एक कीजिए अपने शब्दों में लिखिए।		
		योग्यता विस्तार : भारत के नक्शों में अंदमान निकोबार द्वीपसमूह की पहचान कीजिए और उसकी भौगोलिक स्थिति के विषय में जानकारी प्राप्त कीजिए और उसे लिखिए		
4		उपसर्ग और प्रत्यय से शब्द निर्माण	सरस्वती व्याकरण दर्शिका	
11		प्रहलाद अग्रवाल - तीसरी कसम के शिल्पकार शौलेंद्र	स्पर्श	79-88
		योग्यता विस्तार : फिल्मों के संदर्भ में आपने अक्सर यह सुना होगा-“जो बात पहले की फिल्मों में थी, वह अब कहाँ”। वर्तमान दौर की फिल्मों और पहले की फिल्मों में क्या समानता और अंतर है? उसे लिखिए		
		योग्यता विस्तार : तिसरी कसम के शिल्पकार 'तीसरी कसम' जैसी और भी फिल्में हैं जो किसी न किसी भाषा की साहित्यिक रचना पर बनी हैं। ऐसी फिल्मों की सूची निम्नांकित प्रश्न के आधार पर तैयार करें।		

September		योग्यता विस्तार : लोकगीत हमें अपनी संस्कृति से जोड़ते हैं। 'तीसरी कसम' फ़िल्म में लोकगीतों का प्रयोग किया गया है। आप भी अपने क्षेत्र के प्रचलित दो-तीन लोकगीतों को एकत्र कर परियोजना कॉपी पर लिखिए।		
	12	निदा फ़ाज़ली - अब कहाँ दूसरे के दुख से दुखी होने वाले	स्पर्श	89-96
		योग्यता विस्तार : पशु - पक्षी एवं वन्य संरक्षण केंद्रों में जाकर पशु - पक्षियों की सेवा - शुश्रूषा के संबंद में जानकारी प्राप्त कीजिए और उसे अपने शब्दों में लिखिए		
		योग्यता विस्तार : किसी ऐसी घटना का वर्णन कीजिए जब अपने मनोरंजन के लिए मानव द्वारा पशु - पक्षियों का उपयोग किया गया हो।		
Semester End Exam - I (Note: Syllabus of UT I is also included for SE I)				
	5	व्याकरण - शब्द विचार	सरस्वती व्याकरण दर्शिका	
	13	रविंद्र केलेकर - पतझर में टूटी पतियाँ : १. गिन्नी का सोना	स्पर्श	97-100
	13	रविंद्र केलेकर - पतझर में टूटी पतियाँ : २. झेन की देन	स्पर्श	100-106
		योग्यता विस्तार : गांधीजी के आदर्शों पर आधारित पुस्तकें पढ़िए; जैसे-महात्मा गांधी द्वारा रचित 'सत्य के प्रयोग' और गिरिराज किशोर द्वारा रचित उपन्यास 'गिरमिटिया' और उस संछेप में लिखिए ।		
		योग्यता विस्तार : पाठ में वर्णित 'टी-सेरेमनी' का शब्द चित्र प्रस्तुत कीजिए ।		
October		योग्यता विस्तार : भारत के नक्शे पर वे स्थान अंकित कीजिए जहाँ चाय की पैदावार होती है। इन स्थानों से संबंधित भौगोलिक स्थितियों और अलग-अलग जगह की चाय की क्या विशेषताएँ हैं, इनका पता लगाइए और परियोजना पुस्तिका में लिखिए।		
	14	हबीब तनवीर - कारतूस	स्पर्श	107-116
		योग्यता विस्तार : पुस्तकालय से रॉबिनहुड के साहसिक कारनामों के बारे में जानकारी हासिल कीजिए उसे अपने शब्दों में लिखिए		
		योग्यता विस्तार : वृंदावनलाल वर्मा की कहानी इब्राहिम गाद पढ़िए और लिखिए		
November	6	अर्थ की दृष्टि से वाक्य भेद	सरस्वती व्याकरण दर्शिका	
	1	मिथिलेश्वर - हरिहर काका	संचयन	1-19
	2	गुरुदयाल सिंह - सपनों के - से दिन	संचयन	20-31
	3	राही मासूम रज़ा - टोपी शुक्ला	संचयन	32-44
December		Practice : Solving of last 3 years board exam question paper.		
Prelims - I				
January				
Prelims - II				

Grade: X

Subject: Marathi

Month	Sr. No.	Ls.No.	Topic	Pg. No.	Name of the Book	Date of Completion
April	1	1	पद्य - तू बुद्धी दे (प्रार्थना)	1	अक्षरभारती	
	2		Activity - प्रार्थना तालासुरात म्हणून घ्यावे.			
	3		लेखन कौशल्य - प्रार्थना सुरेख अक्षरात विद्यार्थ्यांकडून लिहून घ्यावे.			
	4	2	पद्य - संतवाणी	2-6	अक्षरभारती	
	5		Activity - इतर संतांचे अभंग गोळा करून वर्गात वाचून घ्यावे.			
	6		लेखन कौशल्य - गोळा केलेले अभंग विद्यार्थ्यांकडून लिहून घेणे.			
	7	3	गद्य - शाल	7-9	अक्षरभारती	
June	8	4	गद्य - उपास	10-14	अक्षरभारती	
	9	*	गद्य - मोठे होत असलेल्या मुलांनो...	15-16	अक्षरभारती	
	10		Activity - विद्येचे महत्त्व यावर चर्चा करा.			
	11		लेखन कौशल्य - विद्येचे महत्त्व यावर झालेल्या चर्चेचे संवाद लेखन विद्यार्थ्यांकडून लिहून घ्यावे.			
July	12	5	पद्य - दोन दिवस (कविता)	17-18	अक्षरभारती	
	13	6	गद्य - चुडीवाला	19-22	अक्षरभारती	
	14		Activity - 'चुडीवाला' यासारख्या इतर व्यवसाय करणाऱ्या एखाद्या व्यावसायिकाची मुलाखत घ्या.			
	15		लेखन कौशल्य - वरील कृती प्रमाणे मुलाखतीसाठी १० प्रश्न विद्यार्थ्यांना लिहिण्यास सांगावे.			
	16	7	गद्य - फूटप्रिंट्स	23-27	अक्षरभारती	
August	17	8	गद्य - ऊर्जाशक्तीचा जागर	28-30	अक्षरभारती	
	18	*	गद्य - जाता अस्ताला	31-32	अक्षरभारती	
	19		Activity - सैनिकांविषयी असलेले प्रेम व आदर यावर चर्चा करा.			
September	20	9	पद्य - औक्षण (कविता)	33-35	अक्षरभारती	
	21	10	गद्य - रंग साहित्याचे	36-41	अक्षरभारती	
	22		Activity - नाटक या साहित्यप्रकाराची अधिक माहिती मिळावा.			
	23		लेखन कौशल्य - मिळवलेल्या नाटकाची माहिती विद्यार्थ्यांकडून सुरेख अक्षरात विद्यार्थ्यांकडून लिहून घ्यावे.			
	24	11	गद्य - जंगल डायरी	42-44	अक्षरभारती	
	25		Activity - 'एका रानवेड्याची शोधयात्रा' हे कृष्णमधे कुटे यांचे पुस्तक वर्गात वाचून घ्या.			
	26	12	पद्य - रंग मजेचे रंग उद्याचे (कविता)	45-46	अक्षरभारती	
Semester End Exam - I (Note: Syllabus of UT I is also included for SE I)						
November	27	*	गद्य - जगणं कॅक्टसचं	47-49	अक्षरभारती	
	28		Activity - 'पाणी हेच जीवन!' या विधानासंबंधीची मत मुलांकडून व्यक्त करून घ्या.			
	29		लेखन कौशल्य - वरील कृती प्रमाणे व्यक्त केलेल्या मताचे निबंध लेखन १५० शब्दांत विद्यार्थ्यांकडून लिहून घ्यावे.			
	30	13	पद्य - हिरवंगार झाडसारखं (कविता)	50-51	अक्षरभारती	
	31	14	गद्य - बीज पेरले गेले	52-54	अक्षरभारती	
	32		Activity - विद्यार्थ्यांच्या मनात रुजलेले बीज त्यांना ओळखण्यास सांगून ते कसे उगवता येईल यावर चर्चा करा.			
	33	15	गद्य - खरा नागरिक	55-58	अक्षरभारती	
November	34		Activity - समाजातील चांगले नागरिकांचे उदाहरण गोळा करून घेणे.			
	35		लेखन कौशल्य - वरील कृती प्रमाणे गोळा केलेल्या चांगले नागरिकांची माहिती सुरेख अक्षरात विद्यार्थ्यांकडून लिहून घ्यावे.			
	36	16	पद्य - स्वप्न करू साकार (कविता)	59-60	अक्षरभारती	
	37	*	गद्य - व्युत्पत्ती कोश	61-67	अक्षरभारती	
December			Practice : Solving of last 3 years board exam question paper.			
			<i>prelims - I</i>			
January			<i>prelims - II</i>			

Month	Ls. No.	Topic	Name of Textbook	Pg. No.	Date of completion
April	1	Real Numbers	NCERT Textbook	1-19	
		Project 1 : Make a power point presentation on number system with focus on real numbers. (Note: you may write an article instead of making a PPT)	Laboratory Manual For Mathematics	64-65	
		Assignment 1 : Real Numbers	Laboratory Manual For Mathematics	69	
	2	Polynomials	NCERT Textbook	20-37	
		Activity 1 : To verify the relationship between zeroes and coefficients of a polynomial. $(x - A) \cdot (x - B) = x^2 - (A + B)x + AB$ $(x - A) \cdot (x - B) \cdot (x - C) = x^3 - (A + B + C)x^2 + (AB + BC + CA)x - (ABC)$	Laboratory Manual For Mathematics	9-10	
	Assignment 2 : Polynomials	Laboratory Manual For Mathematics	70		
June	3	Pair of Linear Equations in Two Variables	NCERT Textbook	38-69	
		Activity 2 : To obtain the conditions for lines of a system of linear equations in two variables to be intersecting, parallel or coincident.	Laboratory Manual For Mathematics	11-14	
		Assignment 3 : Linear Equations.	Laboratory Manual For Mathematics	71	
	4	Quadratic Equations	NCERT Textbook	70-92	
		Activity 3 : I. To find experimentally the positive square root of a quadratic equation of the type $Ax^2 - B = 0$, where $A, B > 0$ Activity 3 : II. To find the experimentally the negative square root of a quadratic equation of the type $-Ax^2 - B = 0$, where $A, B > 0$	Laboratory Manual For Mathematics	15-18	
	Assignment 4 : Quadratic equations	Laboratory Manual For Mathematics	72		
July	5	Arithmetic Progressions	NCERT Textbook	93-116	
		Activity 4 : To verify if a given sequence is an AP or not by the method of paper cutting and pasting.	Laboratory Manual For Mathematics	19-20	
		Activity 5 : To verify graphically that the sum of first n natural numbers is $\frac{n(n+1)}{2}$	Laboratory Manual For Mathematics	21-23	
		Activity 6 : I. To verify graphically that the sum of first n even natural numbers is $n(n+1)$ Activity 6 : II. To verify graphically that the sum of first n odd natural numbers is n^2	Laboratory Manual For Mathematics	24-26	
		Project 2 : Make a power point presentation on demonstrate the examples of arithmetic progressions in daily life. (Note: you may write an article instead of making a PPT)	Laboratory Manual For Mathematics	67	
		Assignment 5 : Arithmetic Progression	Laboratory Manual For Mathematics	73	
	6	Triangles	NCERT Textbook	117-154	
	Activity 7 : To verify Basic Proportionality Theorem using triangle cut-outs and a parallel line board. Basic Proportionality Theorem: 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.	Laboratory Manual For Mathematics	27-29		
	Activity 8 : To verify Pythagoras theorem by paper folding, cutting and pasting.	Laboratory Manual For Mathematics	30-32		
	Assignment 6 : Similar Triangles	Laboratory Manual For Mathematics	74-75		
Unit Test - I					
August	7	Coordinate Geometry	NCERT Textbook	155-172	
		Activity 9 : To verify the distance formula	Laboratory Manual For Mathematics	33-35	
		Assignment 7 : Coordinate Geometry	Laboratory Manual For Mathematics	76-77	
	8	Introduction to Trigonometry	NCERT Textbook	173-194	
		Activity 10 : To locate the hypotenuse, base and the perpendicular in a right-angled triangle, and find trigonometric ratios for the given reference angle	Laboratory Manual For Mathematics	36-39	
		Activity 11 : To verify the fundamental identities of trigonometry.	Laboratory Manual For Mathematics	40-41	
		Assignment 8 : Introduction to Trigonometry	Laboratory Manual For Mathematics	78	
	9	Some Applications of Trigonometry	NCERT Textbook	195-205	
		Activity 12 : I. To make a clinometer Activity 12 : II. To use a clinometer to measure the height of a distant object.	Laboratory Manual For Mathematics	42-46	

		Assignment 9 : Some Applications of Trigonometry	Laboratory Manual For Mathematics	79-80	
September	10	Circles	NCERT Textbook	206-215	
		Activity 13 : To verify experimentally that tangents to a circle from an external point are equal in length.	Laboratory Manual For Mathematics	47-49	
		Activity 14 : To verify experimentally that radius of a circle is perpendicular to the tangent at the point of contact.	Laboratory Manual For Mathematics	50-52	
		Assignment 10 : Circles	Laboratory Manual For Mathematics	81-82	
	11	Constructions	NCERT Textbook	216-222	
		Assignment 11 : Constructions	Laboratory Manual For Mathematics	83-84	
<i>Semester End Exam - I (Note: Syllabus of UT I is also included for SE I)</i>					
October	12	Area Related to Circles	NCERT Textbook	223-238	
		Activity 15 : To obtain the formula that area of a circle is half the product of its circumference and radius.	Laboratory Manual For Mathematics	53-54	
		Assignment 12 : Area Related to Circles	Laboratory Manual For Mathematics	85-86	
	13	Surface Areas and Volumes	NCERT Textbook	239-259	
		Activity 16 : To find the radius of a metallic sphere by immersing it in water.	Laboratory Manual For Mathematics	55-57	
		Activity 17 : To find surface area and volume of a conical cup.	Laboratory Manual For Mathematics	58-60	
November		Assignment 13 : Surface Areas and Volumes	Laboratory Manual For Mathematics	87-88	
	14	Statistics	NCERT Textbook	260-294	
		Project 3 : To collect data regarding share prices and find its mean, median and mode and present the data graphically by ogives.	Laboratory Manual For Mathematics	66	
		Assignment 14 : Statistics	Laboratory Manual For Mathematics	89	
	¹⁵	Probability	NCERT Textbook	295-312	
		Activity 18 : To get familiar with the idea of probability of an event through a double colour card experiment.	Laboratory Manual For Mathematics	61-63	
December		Project 4 : Debate / Discussion / PPT / Short article on role of probability in the present world.	Laboratory Manual For Mathematics	68	
		Assignment 15 : Probability	Laboratory Manual For Mathematics	90	
	A1	Proofs in Mathematics	NCERT Textbook	313-333	
	A2	Mathematical Modelling	NCERT Textbook	334-344	
		Solve last 3 years CBSE Question Papers.			
<i>Prelims - I</i>					
January	<i>Prelims - II</i>				

Grade : X

Subject : Science

Month	Ls.No.	Topics	Name of the books	Pg. No.	Date of Completion
April	1	Chemical Reactions and Equations	NCERT	2 - 16	
	5	Life Processes	NCERT	79-99	
	9	Light - Reflection and Refraction	NCERT	134-160	
June	1	Chemical Reactions and Equations	NCERT	2 - 16	
		Practical - Introduction about some common apparatus used In Lab	Madhuban	xviii	
		Practical - Activity of chemical compounds and their formulae	Madhuban	xix	
	2	Practical - To perform and observe the following reactions, and classify them into (i) combination reaction, (ii) decomposition reaction, (iii) displacement reaction, and (iv) double displacement reaction (a) action of water on quicklime (b) action of heat on ferrous sulphate crystals (c) iron nails kept in copper sulphate solution (d) reaction between sodium sulphate and barium chloride	Madhuban	36 - 41	
	2	Acids, Bases and Salts	NCERT	17 - 36	
	1A	Practical - To find the pH of the following samples by using pH paper/ universal indicator : (a) dilute hydrochloric acid (b) dilute solution of sodium hydroxide (c) dilute solution of ethanoic acid (d) lemon juice (e) water (f) dilute solution of sodium bicarbonate	Madhuban	21 - 24	
	1B	Practical - To study the properties of an acid (for example,dilute HCl) and a base (for example,dilute solution of NaOH) by their reaction with (a) litmus solution (blue and red) (b) zinc metal (c) solid sodium carbonate	Madhuban	30 - 32	
	5	Life Processes	NCERT	79 - 99	
		Practical - Introduction about Light Microscope	Madhuban		
		Practical - Introduction about Temporary Mount Glass	Madhuban	xv - xvi	
	6	Practical - To prepare a temporary mount of a leaf to show its stomata	Madhuban	72 - 73	
	7	Practical - To show experimentally that carbon dioxide is given out during respiration	Madhuban	78 - 80	
	9	Light - Reflection and Refraction	NCERT	134 - 160	
	10	Practical - To determine the focal length of (a) a concave mirror and (b) a convex lens, by obtaining the image of a distant object	Madhuban	95 - 99	
11	Practical - To trace 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 and angle of emergence, and interpret the result	Madhuban	105 - 107		
14	Practical - To find the image distance for varying object distance in case of a convex lens, and draw corresponding ray diagrams to show the nature of the image formed	Madhuban	126 - 129		
July	2	Acids, Bases and Salts	NCERT	17 - 36	
	8	Practical - To study the following properties of acetic acid (ethanoic acid): (a) odour (b) Solubility in water (c) effect on litmus (d) reaction with sodium bicarbonate	Madhuban	84 - 85	
	9	Practical - To study the comparative cleaning capacity of a sample of soap in soft and hard water	Madhuban	90 - 92	
	6	Control and Coordination	NCERT	100 - 112	
	10	The Human Eye And The Colourful World	NCERT	161 - 170	
	13	Practical - To trace the path of the rays of light through a glass prism	Madhuban	120 - 122	

Unit Test - I

August	3	Metals and Non - Metals	NCERT	37 - 57	
	3	Practical - (a) To observe the action of Zn, Fe, Cu and Al metals on the aqueous solution of the following salts: (i) ZnSO ₄ (ii) FeSO ₄ (iii) CuSO ₄ (iv) Al ₂ (SO ₄) ₃ (b) Arrange Zn, Fe, Cu and Al in the decreasing order of their reactivity on the basis of above results	Madhuban	44 - 45	
	6	Control and Coordination	NCERT	100 - 112	
	7	How Do organisms Reproduce ?	NCERT	113-127	
	12	Practical - To study (a) Binary fission in amoeba, and (b) budding in yeast, with the help of prepared slides	Madhuban	113 - 114	
	11	Electricity	NCERT	171-194	
September	4	Carbon and its Compounds	NCERT	58 - 78	
	3	Metals and Non - Metals	NCERT	37 - 57	
	7	How Do organisms Reproduce ?	NCERT	113 - 127	
	15	Practical - To identify the different parts of an embryo of a dicot seed (pea, gram or red kidney bean)	Madhuban	133 - 134	
	11	Electricity	NCERT	171-194	
	5A	Practical - To determine the equivalent resistance of two resistors when connected in series	Madhuban	58 - 60	
	5B	Practical - To determine the equivalent resistance of two resistors when connected in parallel	Madhuban	64 - 66	
<i>Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)</i>					
October	4	Carbon and its Compounds	NCERT	58 - 78	
	8	Heredity	NCERT	128 - 133	
	13	Our Environment	NCERT	208 - 217	
	12	Magnetic Effect of Electric Current	NCERT	195 - 207	
November		Revision			
December		Practice : Solving of last 3 years board exam question paper.			
January	<i>Prelims - I</i>				
	<i>Prelims - II</i>				

Grade: X

Subject: History (NCERT)

Month	Section:1	Topic	Pg. No.	Date of completion
April	I	The Rise of Nationalism in Europe	3-29	
		Activity : In what way do you think this print (Fig. 1, Pg. 3) given in the textbook depicts a utopian vision ? Write a note on it in 100-150 words.		
	1	The French Revolution and the Ideas of the Nation	5-7	
	2	The Making of Nationalism in Europe	8-12	
		Activity : Plot a map of Europe the changes drawn up by the Vienna Congress.		
	3	The Age of Revolutions : 1830 -1848	13-18	
		Activity : Imagine you are a weaver who saw the events " Hunger, Hardship and Popular as they unfolded. Write a report on what you saw.		
	4	The Making of Germany and Italy.	19-22	
		Activity : Describe and write the caricature. How does it represent the relationship between Bismarck and the elected deputies of Parliament ? What interpretation of democratic process is the artist trying to convey ?		
		Activity : The artist has portrayed Garibaldi as holding on to the base of the boot, so that the King of Sardina - Piedmont can enter it from the top. Look at the map of Italy once more. What statement is this caricature making ? Explain ?		
June	5	Visualising the Nation	23-25	
		Activity : With the help of the chart in Box No. 3 of the textbook (Pg.No.24), identify the attributes of Veit's Germania and interpret the symbolic meaning of the painting. In an earlier allegorical rendering of 1836, Veit had portrayed the Kaiser's crown at the place where he has now located the broken chain. Explain the significance of this change.		
		Activity : Describe and explain what you see in Fig.17. (Pg.No.24), What historical events could Hubner be referring to in this allegorical vision of the nation.		
		Activity : Look once more at Fig .10. Imagine you were a citizen of Frankfurt in March 1848 and were present during the proceeding of the parliament . How would you explain (a) as a man seated in the hall of deputies, and (b) as a woman observing from the galleries, relate to the banner of Germania hanging from the ceiling?		
	6	Nationalism and Imperialism	26-28	
		Project : Find out more about nationalist symbols in countries outside Europe . For one or two countries collect examples of pictures, posters or music that are symbol of nationalism. How are these different from European examples ?		
		II Nationalism in India	29-50	
	1	The First World War, Khilfat and Non - Cooperation	30-33	
		Activity : Read the text carefully and write about, What did Mahatma Gandhi mean when he said satyagraha is active resistance ?		
	2	Different Strands within the Movement	34-37	
	Activity : The year is 1921. You are a student in a government-controlled school. Design a poster urging school students to answer Gandhiji 's call to join the Non-Cooperation Movements.			
	Activity : If you were a peasant in Uttar Pradesh in 1920, how would you have responded to Gandhiji's call for Swaraj ?Give reason for your response.			
	Activity : Find out other participants in the National Movement who were captured and put to death by the British. Can you think of a similar example from the national movement in Indo-China and explain it in 150- 200 words.			
July	3	Towards Civil Disobedience	38-45	
	4	The Sense of Collective Belonging	46-50	
		Project : Find out the anti-colonial movement in Indo- China. Compare and contrast India's national movement with		
		Livelihoods, Economics And Societies		
		III The Making of a Global World	53-78	
	1	The Pre-modern World	53-56	
	2	The Nineteenth Century (1815-1914)	57-67	
		Activity : Imagine that you are an agricultural worker who has arrived in America from Ireland. Write a paragraph		
	Activity : Prepare a flow chart to show how Britain's decision to import food led to increased migration to America			
Unit Test I				
August	3	The Inter- War Economy	68-73	
	4	Rebuilding a World Economy : The Post-war Era	74-78	
		Project : Find out more about gold and diamond mining in South Africa in the nineteenth century. Who controlled the gold and diamond companies? Who were the miners and what were their lives like? Explain ?		
	IV	The Age of Industrialisation	79-102	
		Activity : Give two examples where modern development that is associated with progress has led to problems.You may like to think of areas related to environment issues, nuclear weapons or disease.		
	1	Before the Industrial Revolution	81-84	
		Activity : The way in which historians focus on industrialisation rather than on small workshops is a good example of how what we believe today about the past is influenced by what historians choose to notice and what they ignore. Note down one event or aspect of your own life which adults such as your parents or teachers may think is unimportant, but which you believe to be important.		
		Activity : Look at Figs.4 and 5. Can you see any difference in the way the two images show industrialization ? Explain your view briefly.		
	2	Hand Labour and Steam Power	85-88	
		Activity : Imagine that you are a merchant writing back to a salesman who has been trying to persuade you to buy a new machine. Explain in your letter what you have heard and why you do not wish to invest in the new technology.		

Sept	3	Industrialisation in the Colonies	89-93	
		Activity : On a map of Asia, find and draw the sea and land links of the textile trade from India to Central Asia, West Asia and Southeast Asia.		
	4	Factories Come up	94-96	
Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)				
Oct	5	The Peculiarities of Industrial Growth	97-99	
	6	Market for Goods	100-102	
		Project Work : Select any one industry in your region and find out its history. How has the technology changed? Where do the workers come from ? How are the products advertised and marketed ? Try and write to the employers and some workers to get their views about the industry's history.		
	Section :3	Everyday Life , Culture And Politics	105-128	
	V	Print Culture and the Modern World	106-128	
	1	The First Printed Books	106-107	
Nov	2	Print Comes to Europe	108-110	
		Activity : Imagine that you are Marco Polo. Write a letter from China to describe the world of print which you have seen there.		
	3	The Print Revolution and Its Impact.	111-113	
		Activity : You are a bookseller advertising the availability of new cheap printed books. Design a poster for your shop window.		
	4	The Reading Mania	114-116	
		Activity : Imagine that you are a cartoonist in France before the revolution . Design a cartoon as it would have appeared in a pamphlet.		
Dec	5	The Nineteenth Century .	117-118	
		Activity: Look at Fig.13 (Pg.No 118) What impact do such advertisements have on the public mind ? Do you think everyone reacts to printed material in the same way ? Write your views.		
	6	India and the World of Print	119-120	
	7	Religious Reform and Public Debates	121-122	
	8	New Forms of Publication	123-126	
		Activity : Look at Figs.19,20 and 21 carefully (i) What comments are the artist making on the social changes taking place in the society? (ii) What changes in society were taking place to provoke this reaction ? (iii) Do you agree with the artist's view ? Write your view on it.		
9	Print and Censorship	127-128		
	Project : Find out about the changes in print technology in the last 100 years. Write about the changes, explaining why they have taken place, what their consequences have been.			
	Practice : Solving of last 3 years board exam question paper.			
January	Prelims - I			
	Prelims - II			

Month	Ls.No.	Topic	Name of the book	Pg. No.	Date of completion
April	1	Resources and Development	NCERT	1-12	
		Activity : Prepare a list of stocks and reserve, resources that you are familiar with from your local area.			
		Activity : Imagine, if the oil supply gets exhausted one day, how would this affect our lifestyle ? Explain ?			
		Activity : Plan a survey in your colony / village to investigate people's attitude towards recycling of the domestic/ agricultural wastes. Ask question about : (a) What do they think about resources they use? (b) What is their opinion about the wastes, and its utilisation ? (c) Collage your results.			
		Activity : Prepare a list of resources found in your state and also identify the resources that are important but deficit in your state ?			
		Activity : Write the comparison between the two pie charts Fig1.4 (Pg.No 5), given for land use and find out why the net sown area and the land under forests have changed from 1960-61 to 2014-15 very marginally.			
		Activity : Make a project showing consumption and conservation of resources in your locality.			
June	2	Forest And Wildlife Resources	NCERT	13-18	
		Activity : Find out stories prevalent in your region which are about the harmonious relationship between human being and			
		Activity : Collect more information on the wildlife sanctuaries and national parks of India and cite their location on the map of			
July	3	Water Resources	NCERT	19-29	
		Activity : From your everyday experiences, write a short proposal on how you can conserve water.			
		Activity : Find out more about any one traditional method of building dams and irrigation works.			
		Activity : Find out other rainwater harvesting systems existing in and around your locality			
Unit Test I					
August		Activity : Collect information and write on how industries are polluting our water resources.			
	4	Agriculture	NCERT	30-41	
		Activity : List the items which are made of rubber and are used by us.			
		Activity : Collect information about agriculture, horticulture, agriculture schemes, etc. from Farmers' Portal website http://farmer.gov.in / FarmerHome.aspx . Write about the benefit of the information available on the portal.			
		Project : On an outline map of India show wheat producing areas.			
September		Project : Write a note on the necessity of literacy among farmers.			
		Activity : Solve the puzzle - (Pg.No 41) Activity			
	5	Minerals And Energy Resources	NCERT	42-57	
		Activity : Find out how many minerals are used to make a light bulb? Write a note?			
		Activity : What is the difference between an open pit mine, a quarry and an underground mine with shafts ?			
		Activity : Collect information on "Nutritional Facts" printed on colgate, chocolates .			
		Activity : Locate the mines of Bauxite on the physical map of India.			
		Activity : Superimpose the maps showing distribution of iron ore, manganese, coal and iron and steel industry. Do you see any correlation . Why?			
		Activity : Study the maps and explain why Chota Nagpur is a storehouse of minerals.			
		Activity : Make a list of items where substitutes are being used instead of minerals. Where are these substitutes obtained from.			
October		Activity : Collect information about cross country natural gas pipeline laid by GAIL (India) under "One Nation One Grid".			
		Activity : Name some river valley projects and write the names of the dams built on these rivers.			
		Activity : Collect information about newly established solar power plants in India and write in 100-150 words.			
		Activity : Fill the name of the correct mineral in the crossword given on Pg No. 56			
		Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)			
October	6	Manufacturing Industries	NCERT	58-70	
		Activity : Classify the following into two groups on the basis of bulk and weight of raw material and finished goods. (i) Oil (ii) Knitting needles (iii) Brassware (iv) Fuse wires (v) Watches (vi) Sewing Machines (vii) Shipbuilding (viii) Electric Bulbs (ix) Paint brushes (x) Automobiles			
		Activity : Make a list of all such goods made of steel that you can think of.			
		Activity : Where would it be economically viable to set up the cement manufacturing units? Explain 100-150 words?			
	Activity: Find out where the plants are located in other States of India. Find their names and locate in the map .				
	Activity : Give one word for each of the following with regard to industry. The number of letters in each words are hinted in the bracket. (i) Used to drive machinery (5) P..... (ii) People who work in a factory (6) W..... (iii) Where the product is sold (6) M (iv) A person who sells goods (8) R (v) Things produced (7) P (vi) To make or produce (11) M (vii) Land , Water				
	Activity : Solve the puzzle - (Pg.No 69-70) Activity				
	7	Lifelines of National Economy	NCERT	71-83	
		Activity : Collect information and make a note of a National Highway numbers (old and new) from the website morth.nic.in / national-highway-details .			
		Activity: Find out the current Railway zones and their headquarters of Railway zones on the map of India.			
	Activity : Railway line has been extended from Banihal to Baramula in the Kashmir Valley. Locate these two towns on the map of India.				

November	Project : Prepare a project on the heritage tourism of India.	
	Activity : Start your search vertically , horizontally or diagonally and reach various destination across the country! (Page No. 83).	
	Activity : On the map of India show important tourist places of your States / UT and its connectivity with other parts of the country by railways / roadways / airways. Make a note on : of tourism may be developed in your state / UT and why? in your states / UT you find more attractive for development of tourism and why? may be helpful for the economic development of a region adopting sustainable development approach ?	(i) What type (ii) Which areas (iii) How tourism
December	Practice : Solving of last 3 years board exam question paper.	
January	<i>Prelims - I</i>	
	<i>Prelims - II</i>	

Month	Lr.No.	Topic	Pg. No.	Date of completion												
July	1	Development	2-17													
		<p>Activity : (i) Look at the picture on the right (Pg.No.7). What should be the development goals for such an area ? (ii) Read the newspaper report and answer the questions that follow. A vessel dumped 500 tonnes of liquid toxic wastes into open-air dumps in a city and in the surrounding sea. This happened in a city called Abidjan in Ivory Coasts, a country in Africa. The fumes from the highly toxic waste caused nausea, skin rashes, fainting, diarrhoea etc. After a month seven persons were dead, twenty in hospital and twenty six thousand treated for symptoms of poisoning. A multinational company dealing in petroleum and metals had contracted a local company of the Ivory Coast to dispose the toxic waste from its ship.</p> <p>(a) Who are the people who benefited and who did not ? (b) What should be the developmental goal for this country ? (iii) What can be some of the developmental goals of your village, town or locality ?</p>														
		<p>Activity : 1) Why do different persons have different notions of development ? Which of the following explanations is more important and why ? (i) Because people are different (ii) Because life situation of persons are different. 2) Do the following two statements means the same ? Justify your answer. a) People have conflicting developmental goals. b) People have different developmental goals. 3) Give some examples where factors other than income are important aspects of our lives. 4) Explain some of the important ideas of the above section in your own words.</p>														
		<p>Activity : 1) Give three examples where an average is used for comparing situations. 2) Why do you think average income is an important criterion for development ? Explain. 3) Besides size of per capita income, what other property income is important in comparing two or more societies? 4) Suppose records show that the average income in a country has been increasing over a period of time. From this, can we conclude that all sections of the economy have become better ? Illustrate your answer with an example. 5) From the text, find out the per capita income level of low-income</p>														
		<p>Activity : If even the idea of what constitute development can be varied and conflicting, then certainly there can be differences about ways of developing. If you know of any such controversy, try to find out arguments advanced by different people. You may do so by talking to different persons or you may find it from newspapers and television.</p>														
		<p>Activity : Study the table carefully and fill in the blanks in the following paragraphs. For this you may need to make calculations based on the table. Table : Educational Achievement of Rural Population of UTTAR PRADESH</p> <table border="1"> <thead> <tr> <th>Male</th> <th>Female</th> <th>Category</th> </tr> </thead> <tbody> <tr> <td>76%</td> <td>54%</td> <td>Literacy rate for rural population</td> </tr> <tr> <td>90%</td> <td>87%</td> <td>Literacy rate for rural children</td> </tr> <tr> <td>82%</td> <td>85%</td> <td>Percentage of rural children aged 10-14 attending school</td> </tr> </tbody> </table> <p>(a) The literacy rate for all age groups, including young and old, is _____ for rural males and _____ for rural females. However, it is not just that these many adults could not attend school but that there are _____ who currently not in school (b) It is clear from the table that _____ % of rural girls and _____ % of rural boys are not attending school. Therefore, illiteracy among children in the age group 10-14 is as high as _____ % for rural females and _____ % for males. (c) This high level of illiteracy among _____ age group, even after more than 68 years of our independence, is most disturbing. In many other states also we are nowhere near realisation of the constitutional goal of free and compulsory education for all children up to the age of 14, which was expected to be achieved by 1960.</p>	Male	Female	Category	76%	54%	Literacy rate for rural population	90%	87%	Literacy rate for rural children	82%	85%	Percentage of rural children aged 10-14 attending school		
	Male	Female	Category													
	76%	54%	Literacy rate for rural population													
90%	87%	Literacy rate for rural children														
82%	85%	Percentage of rural children aged 10-14 attending school														
	<p>Activity : One way to find out if we are properly nourished is to calculate what nutrition scientists call Body Mass Index (BMI). This is easy to calculate. Let each student in the class find out his or her weight and height. Take the weight of each student in kilograms (kg). Then, take the height by drawing up a scale on the wall and measuring accurately with the head straight. Convert the height recorded in centimeters into meters. Divide the weight in kg by the square of the height. The number you get is called BMI. Then, look at the BMI-for-Age tables given on pages 90-91. A student's BMI could be within the normal range or less than that (underweight) or more (obesity). For example, if a girl student is 14 years and 8 month old and the BMI is 15.2, then she is undernourished. Similarly, if the BMI of a boy aged 15 years and 6 months is 28, then he is overweight. Write the life situation, food and exercise habits of students, in general, without body shaming anyone.</p>															
	<p>Activity : 1) Look at data in tables Pg. 10 table 1.3 & 1.4 Haryana ahead of Kerala in literacy rate etc, as it is in terms of per capita income? 2) Think of other examples where collective provision of goods and services is cheaper than individual provision. 3) Does availability of good health and educational facilities depend only on amount of money spent by the government on these facilities? What other factors could be relevant? 4) Tamil Nadu, 90 per cent of the people living in rural areas use ration shop, whereas in West Bengal only 35 per cent of rural people do so. Where would people be better off and why?</p>															

	<p>Activity : Exhaustion of Natural Resources Look at the following data for crude oil.</p> <table border="1"> <thead> <tr> <th>Reserve (2017)(Thousand Million)</th> <th>Number of Years Reserves will last</th> <th>Region/ Country</th> </tr> </thead> <tbody> <tr> <td>808</td> <td>70</td> <td>Middle East</td> </tr> <tr> <td>10.5</td> <td></td> <td>United States of America</td> </tr> <tr> <td>50.2</td> <td></td> <td>World</td> </tr> <tr> <td></td> <td></td> <td>1697</td> </tr> </tbody> </table> <p>The table gives an estimate of reserves of crude oil. More important, it also tells us for how many years the stock of crude oil will last if people continue to extract it at the present rate. The reserves would last only 50 years more. This is for the world as a whole. However, different countries face different situations. Countries like India depend on importing oil from abroad because they do not have enough stocks of their own. If prices of all increase, this becomes a burden for everyone. There are countries like the USA which have low reserves and hence want to secure oil through military or economic power.</p> <p>The question of sustainability of development raises many fundamentally new issues about the nature and process of development.</p> <p>(a) Is crude oil essential for the development process in a country? Discuss (b) India has to import crude oil. What problems do you anticipate for the country looking at the above situation?</p>	Reserve (2017)(Thousand Million)	Number of Years Reserves will last	Region/ Country	808	70	Middle East	10.5		United States of America	50.2		World			1697	
Reserve (2017)(Thousand Million)	Number of Years Reserves will last	Region/ Country															
808	70	Middle East															
10.5		United States of America															
50.2		World															
		1697															
	<p>Activity : Groundwater in India</p> <p>Recent evidence suggests that the groundwater is under serious threat of overuse in many parts of the country. About 300 districts have reported a water level decline of over 4 metres during the past 20 years. Nearly one-third of the country is overusing their groundwater reserves. In another 25 years, 60 per cent of the country would be doing the same if the present way of using this resource continues. Groundwater overuse is particularly found in the agriculturally prosperous regions of Punjab and Western U.P., hard rock plateau areas of central and south India, some coastal areas and the rapidly growing urban settlements."</p> <p>(a) Why ground water is overused? (b) Can there be development without overuse?</p>																
	<p>Activity : Invite the different speakers to talk to you about the development of your region. Ask them all the questions that come to your mind. Each one has to prepare a wall chart, giving reasons about ideas that you agree or do not agree with.</p>																

Unit Test I

2	Sectors of the Indian Economy	18-37																		
	<p>Activity : 1) Complete the above table to show how sectors are dependent on each other. 2) Explain the difference between primary, secondary and tertiary sectors using examples other than those mentioned in the last 3) Classify the following list of occupations under primary, secondary and tertiary sectors</p> <ul style="list-style-type: none"> • Basket weaver • Flower cultivator • Milk vendor • Fishermen • Wars in match factory • Moneylender • Gardener • Potter • Bee- keeper • Astronaut • Call centre employee • Tailor • Priest • Courier <p>4) Students in a school are often classified into primary and secondary or junior and senior. What is the criterion that is used? Do you think this is a useful classification? Discuss.</p>																			
	<p>Activity :</p> <p>1. What does the history of developed countries indicate about the shifts that have taken place between sectors? 2. Correct and arrange the important aspects for calculating GDP from this Jumble. To count goods and services we add the numbers that are produced. We count all those that were produced in the last five years. Since we shouldn't leave out anything we add up all these goods and services. 3. Discuss with your teacher how you could calculate the total value of a good or service by using the method of value added at each stage.</p>																			
	<p>Activity : Answer the following questions by looking at the graph:</p> <ol style="list-style-type: none"> Which was the largest producing sector in 1973-74? Which is the largest producing sector in 2013-14? Can you say which sector has grown the most over forty years? What was the GDP of India in 2013-14? 																			
August	<p>Activity :</p> <p>Complete the table using the data given in Graphs 2 and 3 and answer the question that follows. Ignore if data are not available for some years.</p> <table border="1"> <thead> <tr> <th></th> <th>1972-73</th> <th>1973-74</th> <th>2011-12</th> <th>2013-14</th> <th>Share in Share in employment</th> </tr> </thead> <tbody> <tr> <td>GDP</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <p>What are the changes that you observe in the primary sector over a span of forty years? Underemployment occurs when people.</p> <ol style="list-style-type: none"> do not want to work. are working in a lazy manner. are working less than what they are capable of doing. are not paid for their work <p>3. Compare and contrast the changes in India with the pattern that was observed for developed countries. What kind of changes between sectors were desired but did not happen in India? 4. Why should we be worried about underemployment?</p>		1972-73	1973-74	2011-12	2013-14	Share in Share in employment	GDP	
	1972-73	1973-74	2011-12	2013-14	Share in Share in employment															
GDP															
.....															

	<p>Activity :</p> <p>1. Why do you think MGNREGA 2005 is referred to as Right to work' ?</p> <p>2. Imagine that you are the village head. In that capacity suggest some activities that you think should be taken up under this Act that would also increase the income of people? Discuss.</p> <p>3. How would income and employment increase if farmers were provided with irrigation and marketing facilities?</p> <p>4. In what ways can employment be increased in urban areas?</p>																					
	<p>Activity :</p> <p>1. Look at the following examples. Which of these are unorganised sector activities ?</p> <p>(i) A teacher taking classes in a school</p> <p>(ii) A headload workers carrying a bag of cement on his back in market</p> <p>(iii) A farmer irrigating her field</p> <p>(iv) A doctor in a hospital treating a patient</p> <p>(v) A daily wage labourer working under a contractor</p> <p>(vi) A factory worker going to work in a big factory</p> <p>(vii) A handloom weaver working in her house</p> <p>2. Talk to someone who has a regular job in the organized sector and another who works in the unorganized sector. Compare and contrast their working condition in all aspects.</p> <p>3. How would you distinguish between organised and unorganised sectors ? Explain in your own words.</p> <p>4. The table below shows the estimated number of workers in India in the organised and unorganised sectors. Read the table carefully. Fill in the missing data and answer the questions that follow.</p> <table border="1"> <thead> <tr> <th>Sector</th> <th>Organised</th> <th>Unorganised</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>74</td> <td>115</td> <td>232</td> </tr> <tr> <td>41</td> <td>88</td> <td>172</td> <td>260</td> </tr> <tr> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>• What is the percentage of people in the unorganised sector in agriculture ?</p> <p>• Do you agree that agriculture in an unorganised sector activity ? Why?</p> <p>• If we look at the country as a whole, we find that _____ % of the workers in India are in the unorganised sector . Organised sector employment is available to only about ____ % of the workers in India.</p>	Sector	Organised	Unorganised	Total	1	74	115	232	41	88	172	260	100%								
Sector	Organised	Unorganised	Total																			
1	74	115	232																			
41	88	172	260																			
100%																						
	<p>Activity : Classifying Economic Activities</p> <table border="1"> <thead> <tr> <th>Criteria used</th> <th>Most important conclusion</th> <th>Problems indicated and how they can be tackled</th> <th>Sector</th> </tr> </thead> <tbody> <tr> <td>Nature of</td> <td></td> <td></td> <td>Primary, Secondary, activity</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Tertiary</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Organised,</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Unorganised</td> </tr> </tbody> </table>	Criteria used	Most important conclusion	Problems indicated and how they can be tackled	Sector	Nature of			Primary, Secondary, activity				Tertiary				Organised,				Unorganised	
Criteria used	Most important conclusion	Problems indicated and how they can be tackled	Sector																			
Nature of			Primary, Secondary, activity																			
			Tertiary																			
			Organised,																			
			Unorganised																			
3	Money And Credit	38-53																				
	<p>Activity :</p> <p>1. How does the use of money make it easier to exchange things ?</p> <p>2. Can you think of some examples of goods / services being exchanged or wages being paid through barter ?</p>																					
	<p>Activity : 1. M. Salim wants to withdraw Rs 20,000 in cash for making payments. How would he write a cheque to withdraw money?</p> <p>2. Tick the correct answer</p> <p>After the transaction between Salim and Prem,</p> <p>(i) Salim's balance in his bank account increases, and Prem's balance increases.</p> <p>(ii) Salim's balance in his bank account decreases and Prem's balance increases.</p> <p>(iii) Salim's balance in his bank account increases and Prem's balance decreases.</p> <p>3. Why are demand deposits considered as money?</p>																					
	<p>Activity : What would you think would happen if all the depositors went to ask for their money at the same time ? Write in 100-200 words.</p>																					
	<p>Activity : 1. Fill in the following table</p> <table border="1"> <thead> <tr> <th></th> <th>Salim</th> <th>Swapna</th> <th>Why did they need credit?</th> </tr> </thead> <tbody> <tr> <td>What was the risk?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>What was the outcome?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Supposing Salim continues to get orders from traders.What would be his position after 6 years?</p> <p>3. What are the reasons that make Swapna's situation so risky? Discuss factors pesticides; role of money lenders; climate.</p>		Salim	Swapna	Why did they need credit?	What was the risk?				What was the outcome?												
	Salim	Swapna	Why did they need credit?																			
What was the risk?																						
What was the outcome?																						
	<p>Activity :</p> <p>1. Why do lenders ask for collateral while lending?</p> <p>2. Given that a large number of people in our country are poor, does it in any way affect their capacity to borrow?</p> <p>3. Fill in the blanks choosing the correct option from the brackets.</p> <p>While taking a loan, borrowers look for easy terms of credit. This means(low/high) interest rate, (easy, tough) conditions for repayment, (less/more) collateral and documentation requirements.</p>																					

September	<p>Activity : 1.</p> <p>List the various sources of credit in Sonpur.</p> <p>2 Underline the various uses of credit in Sonpur in the above passages.</p> <p>3 Compare the terms of credit for the small farmer, the medium farmer and the landless agricultural worker in Sonpur.</p> <p>4. Why will Arun have a higher income from cultivation compared to Shyamal?</p> <p>5. Can everyone in Sonpur get credit at a cheap rate? Who are the people who can?</p> <p>6. Tick the correct answer.</p> <p>(i) Over the years, Rama's debt</p> <ul style="list-style-type: none"> • will remain constant • will decline • will rise. <p>(ii) Arun is one of the few people in Sonpur to take a bank loan because</p> <ul style="list-style-type: none"> • other people in the village prefer to borrow from the moneylenders .banks demand collateral which everyone cannot provide • interest rate on bank loans is same as the interest rate charged by the traders <p>7. Talk to some people to find out the credit arrangements that exist in your area. Record your conversation Note the differences in the terms of credit across people.</p>																									
	<p>Activity : 1. What are the differences between formal and informal sources of credit?</p> <p>2. Why should credit at reasonable rates be available for all?</p> <p>3. Should there be a supervisor, such as the Reserve Bank of India, that looks into the loan activities of informal lenders? Why would its task be quite difficult?</p> <p>4. Why do you think that the share of formal sector credit is higher for the richer households compared to the poorer households?</p>																									
	<p>Activity : The following table shows people in a variety of occupations in urban areas. What are the purposes for which the following people might need loans? Fill in the column.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Occupations</th> <th style="text-align: center;">Reason for needing a Loan</th> <th style="text-align: right;">Construction</th> </tr> </thead> <tbody> <tr> <td>worker</td> <td>.....</td> <td>Graduate student who is</td> </tr> <tr> <td>computer literate</td> <td>.....</td> <td>A person employed in government</td> </tr> <tr> <td>service</td> <td>.....</td> <td></td> </tr> <tr> <td>Migrant labourer in Delhi</td> <td>.....</td> <td>Household</td> </tr> <tr> <td>maid</td> <td>.....</td> <td>Small trader</td> </tr> <tr> <td></td> <td>.....</td> <td>Autorickshaw driver</td> </tr> <tr> <td></td> <td>.....</td> <td>A worker whose factory has closed down</td> </tr> </tbody> </table> <p>Next, classify the people into two groups based on whom you think might get a bank loan and those who might not. What is the criterion that you have used for classification?</p>	Occupations	Reason for needing a Loan	Construction	worker	Graduate student who is	computer literate	A person employed in government	service		Migrant labourer in Delhi	Household	maid	Small trader		Autorickshaw driver		A worker whose factory has closed down	
Occupations	Reason for needing a Loan	Construction																								
worker	Graduate student who is																								
computer literate	A person employed in government																								
service																									
Migrant labourer in Delhi	Household																								
maid	Small trader																								
	Autorickshaw driver																								
	A worker whose factory has closed down																								
Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)																										
4	Globalisation and the Indian Economy	54-73																								
	<p>Activity : Complete the following statement to show how the production process in the garment industry is spread across countries.The brand tag says 'Made in Thailand' but they are not Thai products. We dissect the manufacturing process and look for the best solution at each step. We are doing it globally. In making garments, the company may, for example, get cotton fibre from Korea,</p>																									
	<p>Activity :Read the passage on the left and answer the questions. Ford</p> <p>Ford Motors, an American company, is one of the world's largest automobile manufacturers with production spread over 26 countries of the world. Ford Motors came to India in 1995 and spent Rs. 1700 crore to set up a large plant near Chennai. This was done in collaboration with Mahindra and Mahindra, a major Indian manufacturer of Jeeps and trucks. By the year 2017, Ford Motors was selling 88,000 cars in the Indian markets. while another 1,81,000 cars were exported from India to South Africa. Mexico, Brazil and United States of America. The company wants to develop Ford India as a component supplying base for its other plants across the globe.</p> <p>1. Would you say Ford Motors is a MNC? Why?</p> <p>2. What is foreign investment? How much did Ford Motors invest in India?</p> <p>3. By setting up their production plants in India, MNCs such as Ford Motors tap the advantage not only of the large markets that countries such as India provide, but also the lower costs of production. Explain the statement.</p> <p>4. Why do you think the company wants to develop India as a base for manufacturing car components for its global operations? Discuss the following factors:</p> <p>(a) cost of labour and other resources in India (b) the presence of several local manufacturers who supply auto- parts to Ford Motors</p> <p>(c) closeness to a large number of buyers in India and China</p> <p>5. In what ways will the production of cars by Ford Motors in India lead to interlinking of production?</p> <p>6. In what ways is a MNC different from other companies?</p> <p>7. Nearly all major multinationals are American, Japanese or European, such as Nike, Coca-Cola, Pepsi, Honda, Nokia. Can you guess why?</p>																									

October

	<p>Activity :</p> <p>the main channel connecting countries in the past? How is it different now?</p> <p>2. Distinguish between foreign trade and foreign investment.</p> <p>3. In recent years China has been importing steel from India. Explain how the import of steel by China will affect.</p> <p>(a) steel companies in China.</p> <p>(b) steel companies in India.</p> <p>buying steel for production of other industrial goods in China.</p> <p>4. How will the import of steel from India into the Chinese markets lead to integration of markets for steel in the two countries? Explain.</p>	<p>1. What was</p> <p>(c) industries</p>
	<p>Activity :</p> <p>role of MNCs in the globalisation process ?</p> <p>ways in which countries can be linked?</p> <p>3. Choose the correct option.</p> <p>Globalisation, by connecting countries, shall result in</p> <p>(a) lesser competition among producers.</p> <p>(b) greater competition among producers.</p> <p>(c) no change in competition among producers.</p>	<p>1. What is the</p> <p>2. What are the various</p>
	<p>Activity :</p> <p>example, underline the words describing the use of technology in production.</p> <p>2. How is information technology connected with globalisation? Would globalisation have been possible without expansion of IT?</p>	<p>1. In the above</p>
	<p>Activity :</p> <p>understand by liberalisation of foreign trade?</p> <p>2. Tax on imports is one type of trade barrier. The government could also place a limit on the number of goods that can be imported. This is known as quotas. Can you explain. using the example of Chinese toys, how quotas can be used as trade barriers? Do you think this should be used? Write a short paragraph.</p>	<p>1. What do you</p>
	<p>Activity : 1. Fill in the blanks.</p> <p>WTO was started at the initiative of countries. The aim of the WTO is to WTO establishes rules regarding for all countries, and sees that In practice, trade between countries is not Developing countries like India have, whereas developed countries, in many cases, have continued to provide protection to their producers.</p> <p>2. What do you think can be done so that trade between countries is more fair?</p> <p>3. In the above example, we saw that the US government gives massive sums of money to farmers for production. At times, governments also give support to promote production of certain types of goods, such as those which are environmentally friendly. Discuss whether these are fair or not.</p>	
	<p>Activity :</p> <p>1. How has competition benefited people in India?</p> <p>2. Should more Indian companies emerge as MNC? How would it benefit the people in the country?</p> <p>3. Why do governments try to attract more foreign investment?</p> <p>4. In Chapter 1 we saw what may be development for one may be destructive for others. The setting of SEZs has been opposed by some people in India. Find out who are these people and why are they opposing it</p>	
	<p>Activity :</p> <p>the ways in which Ravi's small production unit was affected by rising competition?</p> <p>2. Should producers such as Ravi stop production because their cost of production is higher compared to producers in other countries? What do you think?</p> <p>3. Recent studies point out that small producers in India need three things to compete better in the market</p> <p>(a) better roads, power, water, raw materials, marketing and information network</p> <p>(b) improvements and modernisation of technology</p> <p>(c) timely availability of credit at reasonable interest rates.</p> <p>• Can you explain how these three things would help Indian producers?</p> <p>Do you think MNCs will be interested in investing in these? Why?</p> <p>• Do you think the government has a role in making these facilities available? Why? .</p> <p>• Can you think of any other step that the government could take? Write in 100-150 words.</p>	<p>1. What are</p>
	<p>Activity :</p> <p>ways has competition affected workers, Indian exporters and foreign MNCs in the garment industry?</p> <p>2. What can be done by each of the following so that the workers can get a fair share of benefits brought by globalisation?</p> <p>(a) government</p> <p>(b) employers at the exporting factories</p> <p>(c) MNCS</p> <p>(d) workers</p> <p>3. One of the present debates in India is whether companies should have flexible policies for employment. Based on what you have read in the chapter, summarise the point of view of the employers and workers.</p>	<p>1. In what</p>

	<p>Activity: (i) Take some branded products that we use everyday (soaps, toothpaste, garments, electronic goods, etc.). Check which of these are produced by MNCS write it. (ii) Take any Indian industry or service of your choice. Collect information and photographs from newspapers, magazine clippings, books, television, internet, interviews with people on the following aspects of the industry. (i) Various producers/companies in the industry (ii) Is the product exported to other countries? (iii) Are there MNCs among the producers? (iv) Competition in the industry Conditions of work in the industry (vi) Has there been any major change in the industry in the past 15 years? (vii) Problems that people in the industry face.</p>		(v)
5	Consumer Rights	74-89	
	<p>Activity : 1. What are the various ways by which people may be exploited in the market? 2. Think of one example from your experience where you thought that there was some 'cheating' in the market. Write a paragraph 3. What do you think should be the role of government to protect consumers?</p>		
	<p>Activity : have been the steps taken by consumer groups? and regulations but they are often not followed. Why? Write a short paragraph.</p>		1. What could 2. There may be rules
	<p>Activity : following (you can add to the list) products/services discuss what safety rules should be observed by the producer? (a) LPG cylinder (b) cinema theatre (c) circus (d) medicines (e) edible oil (f) marriage pandal (g) a high-rise building. 2. Find out any case of accident or negligence from people around you, where you think that the responsibility lay with the producer. Write in 100 - 200 words.</p>		1. For the
	<p>Activity : 1. When we buy commodities we find that the price charged is sometimes higher or lower than the Maximum Retail Price printed on the pack. Discuss the possible reasons. Should consumer groups do something about this? 2. Pick up a few packaged goods that you want to buy and examine the information given. In what ways are they useful? Is there some information that you think should be given on those packaged goods but is not? Write in a short paragraph. 3. People make complaints about the lack of civic amenities such as bad roads or poor water and health facilities but no one listens. Now the RTI Act gives you the power to question. Do you agree? Write in your own words.</p>		
	<p>Activity : following are some of the catchy advertisements of products that we purchase from the market. Which of the following offers would really benefit consumers? Write a paragraph •15 gm more in every 500 gm pack. • Subscribe for a newspaper with a gift at the end of a year. • Scratch and win gifts worth Rs 10 lakhs. • A milk chocolate inside a 500 gram glucose box. • Win a gold coin inside a pack. • Buy shoes worth Rs 2000 and get one pair of shoes worth Rs 500 free.</p>		The
	<p>Activity : Arrange the following in the correct order (a) Arita files a case in the District Consumer Court (b) She engages a professional person. (c) She realises that the dealer has given her defective material (d) She starts attending the court proceedings. (e) She goes and complains to the dealer and the Branch office, to no effect (f) She is asked to produce the bill and warranty before the count (g) She purchases a wall clock from a retail outlet (h) Within a few months, the dealer was ordered by the court to replace her old wall clock with a brand new one at no extra cost.</p>		

November	<p>Activity : 1) Look at the posters and cartoons in this chapter. Think of any particular commodity and the aspects that need to be looked at as a consumer. Design a poster for this.</p> <p>2) Find out the nearest consumer court for your area.</p> <p>3) What is the difference between consumer protection council and consumer court? 4) The Consumer Protection Act 1986 ensures the following as rights which every consumer in India should possess</p> <p>(i) Right to choice. (iv) Right to representation. (ii) Right to information (v) Right to safety. (iii) Right to redressal (vi) Right to consumer education.</p> <p>Categorise the following cases under different heads and mark against each in brackets</p> <p>(a) Late got an electric shock from a newly purchased iron. She complained to the shopkeeper immediately. () (b) John is dissatisfied with the services provided by MTNL/BSNL/TATA INDICOM for the past few months. He files a case in the District Level Consumer Forum. () (c) Your friend has been sold a medicine that has crossed the expiry date and you are advising her to lodge a complaint () (d) Iqbal makes it a point to scan through all the particulars given on the pack of any item that he buys () (e) You are not satisfied with the services of the cable operator catering to your locality but you are unable to switch over to anybody else. () (f) You realise that you have received a defective camera from a dealer. You are complaining to the head office persistently ()</p> <p>5) If the standardisation ensures the quality of a commodity, why are many goods available in the market without ISI or Agmark certification?</p> <p>6) Find out the details of who provides Hallmark and ISO certification. Find out the details of who provides Hallmark and ISO certification.</p>	
	<p>Activity : 1. Your school organises a consumer awareness week. As the Secretary of the Consumer Awareness Forum, draft a poster covering all the consumer rights. You may use the clues and ideas given in the poster on page 84 and 85. This activity can be done with the help of your English teacher.</p> <p>2. Mrs. Krishna bought a colour television (CTV) against six months warranty. The CTV stopped working after three months. When she complained to the dealer/ shop where it was purchased, they sent an engineer to set it right. The CTV continues to give trouble and Mrs Krishna no longer gets any reply to the complaint she made to the dealer / shop. She decides to write to the Consumer Forum in her area. Write a letter on her behalf. You may discuss with your partner/group members before you write it. 3. Prepare posters with catchy slogans like:</p> <p>-An alert consumer is a safe consumer -Buyers, Beware be cautious -Be aware of your rights -As consumers, assert your right -Arise, awake and stop not till(Complete it)</p> <p style="text-align: right;">-Consumers</p>	
	<p>Activity : Conduct a survey in your locality by supplying the following questionnaire to get an idea as to how alert they are as consumers</p> <p style="text-align: right;">For</p> <p>each , tick one Always (A) Sometimes (B) Never (C) 1. When you buy hats, do you let on a bill ? 2. Do you keep the bit car 3. If you realise that you have been tricked by the shop keeper, have you bothered to complain to him ? 4. Have you been able to convince him that you've been cheated? 5. Do you simply grumble to yourself reconciling that it is your fate that you are often being victimised so and it is nothing new? 6. Do you look for ISI mark, expiry date etc.? 7. If the expiry date mentioned is just a month or so away do you insist on a fresh packet? 8. Do you weigh the new gas cylinder/old newspapers yourself before buying/selling? 9. Do you raise an objection if a vegetable seller uses stones in place of the exact weight? 10. Do excessively bright coloured vegetables arouse your suspicion? 11. Are you brand-conscious? 12. Do you associate high price with good quality (to reassure yourself that after all you have not paid a higher price just like that?) 13. Do you unhesitatingly respond to catchy offers? 14. Do you compare the price paid by you with those of others? 15. Do you strongly believe that your shopkeeper never cheats a regular customer like you?</p>	
December	<p>Practice : Solving of last 3 years board exam question paper.</p>	
January	<p><i>Prelims - I</i></p> <p><i>Prelims - II</i></p>	


Month	Lr.No.	Topic	Pg. No.	Date of completion
June	1	Power - Sharing	1-12	
		Activity : Read any newspaper for one week and make clippings of news related to ongoing conflicts and war and do the following. (i) Classify these conflicts by their location (your sate, India, outside India) (ii) Find out the cause of each of these conflicts. How many of these are related to power sharing disputes ? (iii) Which of these conflicts could br resolved by working out power sharing arrangements ?		
		Activity : In my school , the class monitor changes every month. Is that what you call a power sharing arrangement ? Write a short note on it ?		
		Activity : Here are some examples of power sharing. Which of the four types of power sharing do these represent ? Who is sharing power with whom ? (i) The Bombay High Court ordered the Maharashtra State Government to immediately take action and improve living condition for the 2000-odd children at seven children's home in Mumbai (ii) The government of Ontario state in Canada has agreed to a land claim settlement with the aboriginal community. The Minister responsible responsible for Native Affairs announced that the government will work with aboriginal people in a spirit of mutual respect and cooperation. (iii) Russia's two influential polirical parties, the Union of Right Forces and the Liberal Yabloko Movement,agreed to unite their organization into a strong right- wings coliation They propose to have a common list of candidates in the next parliamentary elections. (iv) The finance minister of various states in Nigeria got together and demanded that the federal government declare its source of income. They also wanted to know the formula by which the revenue is distributed to various State Governments.		
July	2	Federalism	13-28	
		Activity : If fedarlism works only in big countries, why did Belgium adopt it ? Explain ?		
		Activity : What do we call the Indian government ? Is it Union, Fedral or Central ? Write a short note?		
		Activity : If federalism works only in big countries, why did Belgium adopt it ?		
		Activity : Listen to one national and one regional news bulletin broadcast by All India Radio daily one week. Make a list of news items related to government policies or decisions by classifying these into following categories: (i) News items that relate only to the Central Government, (ii) News items that relate only to your or any other State Government, (iii) News items about the relationship between the Central and State Government.		
		Activity : Suppose the Chief Minister of Andhra Pradesh , Chhatisgarh and Orissa have different policies on how their state police should respond to the naxalities. Can the Prime Minister of India intervne and pass an order that all the Chief Minister have to obey ? Explain ?		
		Activity : Has your village / town city remained under the same States since Independence ? If not , what was the name of th earlier State ?		
		Activity : Can you identify and write the names of three states in 1947 that have been changed later ?		
		Activity : Identify and write any three States which have been carved out of bigger states.		
		Activity : Take the example of your own state or any other states that was affected by linguistic reorganisation. Write a short notice for or against the argument given by the author here on the basis of the example.		
	Activity : Prime Minister runs the country. Chief Minister runs the state. Logically, then the chairperson of Zilla Parishad should run the district. Why does the D.M. or Collector administer the district ?			
	Activity : Find out about the local government in the village or town you in. If you live in a village, find out the names of the following : your panch or ward member, your sarpanch, your panchayat samiti, the chairperson of your zilla parishad. Also find out when did the last meeting of the gram sabha take place and how many people took part in that. If you live in urban area, find out the name of your muncipal counccillor,and the municipal chairperson or mayor.Also find out about the budget of your muncipal corporation, municipality and the major items on which money was spent.			
Unit Test I				
September	3	Gender, Religion and Caste	29-45	
		Activity : Discuss all these perceptions of an ideal woman that prevail in your society. Do you agree with any of these? If not,what is your image of an ideal woman? Write a short note		
		Activity : Can you identify your State on this map? What is the child sex ratio in it ? How is it different from others with a different colour ? (Refer Pg. No. 33 for map)		
		Activity : Identify the States which have child sex ratio below 900. (Refer Pg. No. 33 for map)		
		Activity : Compare the map on (Pg.No.33) with the poster given on (Pg.No 34.) How do the two of them tell us about the same issue ?		
	Activity : If casteism and communalism are bad , what makes feminism a good thing ? Why don't we oppose all those who divide the society on any lines-caste,religion or gender ? Write a note in 150-200 words ?			
Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)				
	4	Political Parties	46-62	
		Activity : We can't live without political parties.But tell me on what grounds do people support a political party ? Write a note on it ?		

October		Activity : Categorise these photographs by the functions of political parties they illustrate. Find one photograph or news clipping from your own areas for each of the functions listed above. (i) Activists of BJP Mahila Morcha demonstrate against hike in prices of onions and LPG in Visakhapatnam. (ii) Minister distributes ₹ One lakh cheque to the families of hooch victims at their houses. (iii) Activists of CPI (M), CPI, OGP and JD(S) take out a rally in Bhubaneswar to protest against POSCO, the Korean steel company for being permitted by the State Government to export iron ore from Orissa to feed steel plants in China and Korea.	
		Activity : Let us apply what we have learnt about party system to the various states within India. Here are three major types of party systems that exist at the State level. Can you find the names of at least two States level. Can you find the names of at least two States for each of these types ? (i) Two-party system (ii) Multiparty system with two alliances (iii) Multiparty system	
		Activity : Why don't parties give enough tickets to women ? Is that also due to lack of internal democracy ? Write a short paragraph ?	
		Activity : Can you identify which of the challenges described in the section are being highlighted in these cartoons (on pages 57 to 59) What are the ways to curb the misuse of money and muscle power in politics? Explain in 100-150 words ?	
		Activity : Does it suggests that in democracies people contest elections only to make money ? But isn't it true that there are politicians committed to the well-being of the people ? Write about it ?	
November	5	Outcomes of Democracy	63-74
		Activity : Can you think of what and how the government knows about you and your family (for example ration cards and voter identify cards)? What are the sources of information for you about the government ? Write a note ?	
		Activity : The two images depict two different kinds of effects democratic politics can have on social divisions. Take one example for each image and write a paragraph each on the outcome of democratic politics in both situations.(Refer Pg.No. 71 in textbook for diagram)	
		Activity : The above cartoon and graph on (Page No. 72) illustrate a point made in this section (Dignity and freedom of the citizen). Underline the sentences from this section which connect to the3 cartoon or graph.	
December		Practice : Solving of last 3 years board exam question paper.	
January	<i>Prelims - I</i>		
	<i>Prelims - II</i>		

Grade: X

Subject: Artificial Intelligence

Month	Units	Lr.No.	Topic	Pg. No.	Date of completion																
			PART -A : Employability Skills.																		
	Unit 1		Communication Skills - II	2 - 44																	
		1	Methods of Communication	2-10																	
			Activity : Show a movie clip of 5 minutes to the class with the sound muted. Give everyone a sheet of paper and a pencil. Ask everyone to write down the dialogues and the non-verbal cues. Develop all the ideas into a script based on what they thought the characters were saying, and act it out. After the enactment , watch the movie clip again with the sound on to see what the real verbal communication was. Now discuss how verbal and non-verbal communication are different.	https://youtu.be/kaVAFX7M0OI																	
			Activity : Divide the class to form a group of four students and ask them to use different visual aids and prepare a campaign on social awareness on any one issue. (i) Women empowerment (ii) Education to the marginalised (iii) Global warming (iv)Air pollution																		
			Activity : Divide the class into two groups and conduct a group discussion on the topic, "Role of visual communication in our daily life".																		
			Activity : A facilitator uses different forms of communication to explain a concept. Make a list of the various advantages and disadvantages of verbal , non-verbal and visual communication used by the facilitator in the table.																		
			<table border="0"> <tr> <td>Communication</td> <td>Advantages</td> <td>Disadvantages</td> <td>Forms of</td> </tr> <tr> <td>Communication</td> <td></td> <td></td> <td>Verbal</td> </tr> <tr> <td>Communication</td> <td></td> <td></td> <td>Non-Verbal</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Visual Communication.</td> </tr> </table>	Communication	Advantages	Disadvantages	Forms of	Communication			Verbal	Communication			Non-Verbal				Visual Communication.		
Communication	Advantages	Disadvantages	Forms of																		
Communication			Verbal																		
Communication			Non-Verbal																		
			Visual Communication.																		
		2	Communication Cycle	11-17																	
			Activity : Take the students to a computer lab . Divide the class to form a group of four students. Assign one terminal to each group. Demonstrate the steps to use Scratch application program on your computer. Ask them to follow the steps properly on their terminals.																		
		3	Communication Barriers	18 - 23																	
			Activity : Carry out the following activity with the class: Overload : Ask the class to form groups of 4. Ask them to number themselves 1,2,3,4. every groups will be doer. Number 2 to the left of Number 1 will ask him a simple math question. right of number 1 will ask him a general knowledge question. number 1, will do some funny action (scratch his head , jump,clap, etc.). should happen at the same time and 4 and imitate 3 , all at the same time . Number 1, thus, experiences a lot of distractions. monitor the activity, making sure that instructions are being followed. becomes 2,4 becomes 3, and 1 becomes 4. above. This is a fun activity which shows how difficult it is to communicate when there are too many distractions.	<ul style="list-style-type: none"> • Number 1 in • Number 4 to the • Number 3, who is facing • All these communications • Number 1 will have to respond to 2 • One student or teacher will act as the referee who will •When the referee claps , the students will switch roles. 2 becomes 1,3 • They will again do the same drill. When the referee claps, they will again switch roles as explained 																	
			Activity : Make a poster with a mind map showing different types of communication barriers and measures to overcome them.																		
April			Activity : Divide the students of the class into pairs. Each pair should sit on two chair, placed such that the partners are sitting back-to-back. The first partner A will dictate a route from his house to school while a partner B draws the route on a paper. A cannot look at B 's map while dictating. After that , the partners will switch roles - B dictates his route to school, and A draws. After both hav finished drawings the route, each partner will check the routes outlined. This shows how well do they have been able to communicate. It will also highlight the importance of non-verbal communication, since the partner cannot see each other while communicating.																		
		4	Effective Communication	24 -29																	
			Activity : Make the following poster and put it in your class to make sure you always remember the principles of communication.																		
			Activity : Organise a competition on " Leaders and their famous speeches". Students can memorise and deliver these speeches. After this activity, ask the students to enlist the common features that made these speeches so effective.																		
			Activity : Divide the class into groups of 5 or 6 students. Ask one group to take register and write down any 2 points which they feel are impotant in making communication effective. Pass the register to each group in turns and ask them to add 2 ponts each. Once all groups have written down their points, have a group discussion on the same.																		
		5	Basic Writing Skills	30-44																	

		<p>Activity : What social message do we get by observing the picture given below :</p> 									
		<p>Activity : With the help of visuals , prepare an appropriate Power Point presentation on the topic "Types of communication barriers".</p>									
Unit 2		Self - Management Skills - II	45 - 60								
	6	Stress Management and its Techniques	45-50								
		<p>Activity : Have a nature walk and write a report on your observations about the effect the walk had on your state of mind.</p>									
	7	Ability to Work Independently	51-60								
		<p>Activity : Ask each one to prepare a chart / PPT on the qualities required for working independently.</p>									
		<p>Activity : In the given table write the pros and cons of " Working Independently " and "Team Work"</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Pros</th> <th>Cons</th> <th>Working Team Work</th> </tr> </thead> <tbody> <tr> <td>Independently</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Pros	Cons	Working Team Work	Independently				
	Pros	Cons	Working Team Work								
Independently											
		<p>Activity : The student have to prepare a chart on the topic " How can we make our school environment - friendly</p>									
		<p>Activity : Write the "Pros and Cons of Self Awareness".</p>									
		<p>Activity : Ask any five students to volunteer for the post of class representative. Now tell each volunteer to speak about :</p> <p style="text-align: right;">a. Why they want to b. Why should other students</p>									
June	Unit 3	Information and Communication Technology Skills - II	61-81								
		8	Operating Systems	61-64							
			<p>Activity : Write a note on (i) Types of operating systems (ii) Operating systems and its function.</p>								
		9	Managing Files and Folders	65-68							
			<p>Activity : The students to perform the following activities.</p> <p>rename, and delete files, folders, and subfolders. paste it at some other location in your computer. computer and paste it on your pen drive.</p> <ul style="list-style-type: none"> • Create , • Cut a file and • Copy a file from your 								
		10	Care and Maintenance of a Computer	69-81							
			<p>Activity : Create a word document on cleaning the various hardware components.</p>								
			<p>Activity : Prepare charts on the following topics :</p> <p>systems</p> <ul style="list-style-type: none"> • File 								
	Unit 4		Entrepreneurial Skills - II	82-94							
		11	Entrepreneur and Entrepreneurship	82 -94							
			<p>Activity : Introspect and assess yourself as a future entrepreneur. Think about the entrepreneurial qualities you have read about and analyse your strengths and weakness. Write a report on your self - analysis.</p> <p>Activity : Write an article on entrepreneurship as a career option.</p>								
	Unit 5		Green Skills - II	95-104							
	12	Sustainable Development	95-104								
		<p>Activity : You have observed that some of your classmate waste a lot of paper (throwing away books with unused paper or using only one side of the paper in their drawing books.) How will you ensure that this wastage is stopped and the paper is used in a sustainable way ? Write a short paragraph on it.</p>									
		<p>Activity : Make the following poster given on Pg. No 103 and display them on notice board in the common area of your school.</p>									
		<p>Activity : List some of the challenges faced by your city in implementing sustainability .</p>									
PART - B : Subject Specific Skills :											
July	Unit 1	Introduction To AI	105-134								
		1	Introduction to AI : Foundation Concepts	105-113							
			<p>Activity : Worksheet :1 (Page No. 106)</p> <p>Activity : Worksheet : 2 (Page No. 110)</p> <p>Activity : Worksheet 3 (Page No. 114)</p>								
		2	Introduction to AI : Basics of AI	114-134							
			<p>Activity : Worksheet 5 (Page No.119)</p> <p>Activity : Worksheet 6 (Page No. 121)</p> <p>Activity : Worksheet 7 (Page No. 126)</p>								
			<p>Project : You have been asked to design an AI-based smart security for your colony / village . What are the different ethical concerns that can arise out of such a system ?</p>								
	Unit 2		AI Project Cycle	135-166							
		1	Introduction	135-136							
			<p>Activity : Worksheet : 1 (Page No 136)</p>								
		2	Problem Scoping	137-143							
			<p>Activity : Worksheet : 2 (Page No. 144)</p>								

	3	Data Acquisition	144-148	
		Activity : Worksheet : 3 (Page No. 149)		
	4	Data Exploration	149-151	
		Activity : Worksheet : 4 (Page No. 151)		
	5	Modelling	152-155	
		Activity : Worksheet :5 (Page No. 156)		
	6	Evaluation	156	
		Activity : Worksheet : 6 (Page No. 157)		
	6	Neural Networks	157-158	
		Activity : Worksheet : 7 (Page No. 158)		
		Project : You have been asked to develop a Smart Student Grading System for your school. For developing this system. (1) Set goals (2) Identify the stakeholders (3) Identify the existing measures (4) Identify the ethical concerns (5) Identify the data needs (6) Identify the sources of data (7) Visualise mock data		
Unit Test I				
August	Unit 3	Advance Python	167-200	
	1	Python Review	167-199	
		Activity : Worksheet :1 (Page No . 172)		
		Activity : Worksheet : 2 (Page No . 174)		
		Activity : Worksheet : 3 (Page No . 178)		
		Activity : Worksheet : 4 (Page No . 182)		
		Activity : Worksheet : 5 (Page No . 186)		
		Activity : Worksheet : 6 (Page No . 190)		
		Activity : Worksheet : 7 (Page No . 192)		
		Activity : Worksheet : 8 (Page No . 195)		
		Activity : Worksheet : 9 (Page No . 200)		
	2	Python Libraries and Packages	200-220	
	Unit 4	Data Science	221-256	
	1	Introduction	221-	
	Activity : Worksheet :1 (Page No . 222)			
	Activity : Worksheet : 2 (Page No . 225)			
	Activity : Worksheet : 3 (Page No . 232)			
2	Basic Statistics with Python			
	Activity : Worksheet : 4 (Page No . 233)			
3	K- Nearest Neighbour Model			
	Activity : Worksheet : 6 (Page No . 240)			
	Activity : Worksheet : 7 (Page No . 244)			
September	Unit 5	Computer Vision	257-286	
	1	Introduction	257-266	
		Activity : Worksheet 1 (Page No. 266)		
	2	Concept of Computer Vision	267-270	
		Activity : Worksheet : 2 (Page No . 271)		
	3	Open CV	271- 272	
		Activity : Worksheet : 3 (Page No . 272)		
	4	Convolution OPERATOR	273	
	5	Convolution Neural Network (CNN)	277-280	
		Activity : Worksheet : 4 (Page No . 280)		
	Project : How can you use computer vision for making your home child safe ?			
Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)				
October	Unit 6	Natural Language Processing	288- 310	
	1	Introduction to Natural Language Processing	288-293	
		Activity : Worksheet :1 (Page No . 288)		
		Activity : Worksheet : 2 (Page No . 290)		
		Activity : Worksheet : 3 (Page No . 293)		
	2	Chatbot	294-298	
		Activity : Worksheet : 4 (Page No . 296)		
		Activity : Worksheet : 5 (Page No . 298)		
3	Data Processing	299-306		
	Project : You have been asked to design a chatbot for an online shopping website. What difference processes will be involved in developing this chatbot and what feature will you include ?			
November	Unit 7	Evaluation	311-319	
	1	Introduction to Model Evaluation	311- 312	
		Activity : Worksheet :1 (Page No . 313)		
	2	Confusion Matrix	313-314	
		Activity : Worksheet : 2 (Page No . 315)		
3	Evaluation Model	315-319		
	Activity : Worksheet : 3 (Page No . 317)			
December		Practice : Solving of last 3 years board exam question paper.		
January		<i>prelims - I</i>		
		<i>prelims - II</i>		

Grade: X**Subject: Music & Dance**

Month	Sr. No.	Song No.	Topic	Category	Date of Completion
April	1	1	God will make a way.	Prayer Song	
	2	2	Show me your ways.	Dance	
	3	3	Raag – Bhimpalasi. Taal - Dadra.	P.P.T & Spl song	
June	4	4	Ek tu hi bharosa.	Prayer Song	
	5	5	Dance Zumba	Dance	
	6	6	Famous Singer.	P.P.T & Spl song	
July	7	7	Bless the lord.	Prayer Song	
	8	8	Aaj Tiranga.	Patriotic song	
	9	9	Hindustani Classical.	P.P.T & Spl song	
August	10	10	Karito prathana.	Prayer Song	
	11	11	Rise India.	Patriotic song	
	12	12	Sargam - geet.	P.P.T & Spl song	
September	13	13	Walking with the Lord.	Prayer Song	
	14	14	Shree Ganesh Deva	Dance	
	15	<i>Semester End Exam - I (Note : Syllabus of UT I is also included for SE I)</i>			
October	16	15	Khushi ka din.	Patriotic song	
	17	16	Indian musical Instruments.	P.P.T & Spl song	
	18	17	Suno ghanti baji.	Dance	
	19	18	Mere desh ki dharti.	Patriotic song	
	20	19	Indian Traditional Folk Songs.	P.P.T & Spl song	
November	21	20	Aye malik tere bande.	Prayer Song	
	22	21	Suno gaur se duniawalo	Dance	
	23	22	North Indian musical Instruments.	P.P.T & Spl song	
	24	23	Desh Rangeela	Dance	
December	25	24	Hum honge kamyab.	Patriotic song	
	26	25	Music videos Vocal.	P.P.T & Spl song	
	27	26	Tu hai prabhu.	Prayer Song	
	28	27	Dance Practice	Dance	