



**BCM ARYA SCHOOL (SR. SEC)**  
**SINGLA-ENCLAVE, LALTON-DOLON KHURD, LUDHIANA**  
**“Nurturing Innovative Thinkers And Compassionate Readers”**  
**E-ACADEMIC ATLAS**



**SESSION – 2025-26**



*“We do not inherit the Earth from our Ancestors,  
We borrow it from our Children”*

**CLASS - X**

**ENGLISH (184)**

<b>Month</b>	<b>Topic</b>	<b>LEARNING HOURS</b>	<b>Activity</b>	<b>Learning Outcomes</b>
<b>March</b>	<b>A Letter to God</b>	<b>2hrs</b>	<b>LETTER WRITING</b> Being mortals, it is impossible to talk to God through letters, but Lencho did. Write a letter to your friend sharing your views on the same.	<ul style="list-style-type: none"> <li>● To become aware of the theme and emotions.</li> <li>● To understand the importance of faith.</li> <li>● To believe that faith can move mountains.</li> </ul>
	<b>Dust of Snow</b>	<b>1.20hrs</b>	<b>GROUP DISCUSSION</b> Many a times in life, we feel depressed and hopeless due to non-fulfilment of goals and achievements. Have you ever witnessed such moment? Who was your rescuer and how?	<ul style="list-style-type: none"> <li>● identify the poetic devices used in the poem</li> <li>● admire and observe nature's small incidents</li> </ul>
	<b>Fire and Ice</b>	<b>1.20hrs</b>	<b>SPEECH</b> There are many theories about the ending of the world. And Mankind is supposed to be the primary reason for the same. Write a speech on the topic "Are only the humans responsible for the possible end of life on earth?"	
	<b>A Triumph of Surgery</b>	<b>2hrs</b>	<b>EXTEMPORE TOPIC: HOW OVER PAMPERING SPOILS THE CHILDREN</b>	
	<b>The Thief's Story</b>	<b>2hrs</b>	<b>DIALOGUE WRITING</b> You helped a small child who had an innate desire to study further by paying his school fee and also giving him free lessons. After few years the child comes to meet you and expresses how your small contribution changed his life as he recently scored second position in class 12. Write suitable dialogues between you and the child.	<ul style="list-style-type: none"> <li>● To understand the thought and imagination contained in the poem.</li> <li>● To move from factual understanding to critical thinking.</li> </ul>
		<b>1.20hrs</b>		<ul style="list-style-type: none"> <li>● develop their</li> </ul>

	<p><b>Comprehe nsion Passage (Discursive )</b></p> <p><b>Letter to the Editor Gap Filling</b></p>	1.20hrs	<p><b>Practice from BBC will be given Formats will be discussed and sample writing will be given and practice of the same will be done. Practice exercises from BBC will be done</b></p>	<p><b>imaginative and analytical skills.</b></p> <ul style="list-style-type: none"> <li>● understand the pompous nature of the rich.</li> <li>● To understand importance of education.</li> </ul>
<b>April</b>	<p><b>Nelson Mandela - A Long Walk to Freedom</b></p> <p><b>A Tiger in the Zoo</b></p> <p><b>How to Tell Wild Animals</b></p>	<p>1.5 hrs</p> <p>2 hrs</p> <p>1.20 hrs</p> <p>2 hrs</p>	<p><b>RESEARCH WORK ON APARTHEID</b></p> <p><b>ACTIVITY: DIARY ENTRY</b> Humans imprison animals and birds in the zoo for their fun. A time came when nature imprisoned humans in their homes during corona times and made them feel the plight of innocent and voiceless creatures. Pen down your feelings in the form of diary entry.</p> <p><b>CREATIVE USE OF IMAGINATION</b> Based on your observation of the poem, add more animals or birds to the list in the</p>	<ul style="list-style-type: none"> <li>● Understand the consequences of discrimination and how to rise above prejudices</li> <li>● -become the change makers</li> <li>● -instil a feeling of patriotism and work for the betterment of society by contributing towards achieving humanitarian goals.</li> <li>● To understand the dangers of deforestation and blessings of forestation.</li> <li>● understand the responsibility of present generation in preserving the environment and earth.</li> </ul>

	<b>The Ball Poem</b>	2 hrs	same verse form <b>STORY NARRATION</b> Human life is an amalgamation of happiness and sorrows. Write a speech on the topic depicting your biggest loss and how you overcame it.	<ul style="list-style-type: none"> <li>● Appreciate a different genre (humour)</li> <li>● Enrich vocabulary and use the same correctly</li> </ul>
	<b>Two Stories About Flying</b>	2 hrs	<b>WORD SEARCH SHEET</b> Story-1 -Draft a Word Search sheet which should include at-least ten words from the chapter.	<ul style="list-style-type: none"> <li>● Analyse that the world is full of possessions and money is an external item.</li> <li>● Learn to be strong and get on with their lives - no matter how much it hurts inside.</li> </ul>
	<b>STORY-1 FIRST FLIGHT</b>	1.20 hrs	<b>DIALOGUE COMPLETION</b> Draft a conversation between two friends describing their experience of their first flight by aeroplane/train/bus	<ul style="list-style-type: none"> <li>● To inculcate the moral values</li> <li>● To make them understand that to succeed one has to put in hard work</li> </ul>
	<b>STORY-2 BLACK AEROPLANE</b>	2 hrs	<b>Biography on Anne Frank</b> The diary of Anne Frank is a story of unfathomable courage and provides an extensive historical significance. Gather relevant Information and write a biography for the same.	<ul style="list-style-type: none"> <li>● To make them believe of the mysteries that exists in this world.</li> </ul>
	<b>From the Diary of Anne Frank</b>	2 hrs	Formats will be discussed and sample writing will be given and practice of the same will be done. Practice exercises from BBC will be done.	<ul style="list-style-type: none"> <li>● To understand student teacher relationship</li> <li>● To understand child psychology</li> </ul>
	<b>Letter of Complaints Grammar (Reported Speech)</b>			
May	<b>Poem Amanda</b>	2 hrs	<b>Diary Entry:</b> The students will write a diary describing what happened in school on the previous day.	<ul style="list-style-type: none"> <li>● Appreciate the poem and identify various poetic devices</li> <li>● Infer the theme of the given composition and</li> </ul>

	<b>The Trees POEM</b>	<b>2 hrs</b>	<b>POEM COMPOSITION</b> Write a poem on theme 'Nature' and recite it in the class	<b>identify poetic devices</b>  -To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose. -To imagine the tree as a symbol of mankind -To revise about various poetic devices like -Analyse the importance of presence of mind and face the situation rather than running away. -develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise -To inculcate the moral values -To make them learn the different use and meaning of the few words. Ex :- no room means -no place , no choice
	<b>The Midnight Visitor</b>	<b>2 hrs</b>	<b>DESCRIPTIVE PARAGRAPH</b> What do secret agents in books and films look like, in your opinion. Write a brief description about a spy in about 100-120 words	
	<b>A Question of Trust</b>	<b>1.5 hrs</b>	<b>LETTER TO THE EDITOR</b> You came to know about the burglaries happened in your locality. You are worried about the situation worsening in the area. Write a letter to the editor of a leading newspaper showing your concern about the grave issue and ask for immediately action. Students will collect pictures of various attires specific to a region and also popular dance forms- their origin, style and related information	
	<b>Comprehe nsion Passage (Case Based)</b>			
<b>June</b>	<b>Summer Break</b>			
<b>July</b>	<b>Glimpses of India</b>  <b>Mijbil the</b>	<b>2 hrs</b>	<b>Practice from BBC will be given</b> <b>NOTE: Assignment will be uploaded and discussed in the class</b>	<ul style="list-style-type: none"> <li>● Develop curiosity and creativity through extensive reading,</li> <li>● Express an awareness</li> </ul>

	otter	2.5 hrs	after every chapter.	of social and environmental issues
	Madam Rides the Bus	2.5 hrs	<p><b>Group Activity:</b> Teachers divides the students in groups and asks them to focus on various expressions used in the text focusing on the questions given in each group.</p> <p><b>GROUP DISCUSSION</b> In this story, Valli has to save money and make plans to ride the bus. In groups, discuss have you ever saved your pocket money to get something that fascinates you? If yes, what and how? If no, why?</p>	*To enable students to understand about friendship, empathy, and animal behavior.
	The Sermon at Benaras	1.20 hrs	<p><b>JUST A MINUTE</b> Speak for a minute on the word 'Sermon'</p>	Think of an alternative ending to the story. -Realize the lessons and experiences that travelling gives us
	Fog Poem	2 hrs	<p><b>EXTENSIVE READING</b> The poet, Robert Frost is known for the optimism in his poems. Give an extensive reading to such more poems of him on optimism and note down the themes of those poems</p>	-To sensitize the students to the fact that death is the ultimate truth in the world. -To enable them use new words and phrases in their own language. -- To help them know that nothing is permanent. Everything is subject to decay. All human beings are mortals. And mortals are bound to die.
	Footprints Without Feet	2 hrs	<p><b>BRAIN STORMING</b> In the movie Mr. India , the protagonist had the same power as that of Griffin. But still there is a big difference, what is that?</p>	-Understand the powerful nature and worth of natural occurrences. -Revise different types of poems read earlier and know about Haiku - appreciate poem and understand metaphor
	The Making of a Scientist	1.5 hrs		
		2 hrs	<p><b>RESEARCH WORK</b> Research work on one of your favourite inventions.</p>	

	<b>Letter of place an order</b>		<b>Formats will be discussed and sample writing will be given and practice of the same will be done. Practice exercises from BBC will be done.</b>	<b>Know that the ambition can be the greatest foe of man -Know the effects of misusing the technology -Understand that Science is a good servant but a bad master</b>  <b>understand that bright and sharp mind, curiosity and the will to win for the right - reasons are the three major qualities of a scientist.</b>
<b>August</b>	<b>The Proposal</b>	<b>2 hrs</b>	<b>ROLE PLAY</b> <b>Students will play different characters from the chapter.</b>	<b>-to enable students to Compare and contrast the characters of Natalia and Lomov from the play ‘ The Proposal’</b>
	<b>A Tale of Custard the Dragon</b>	<b>2 hrs</b>	<b>COLLAGE MAKING</b> Collage on literary devices	<b>-To enable the students to comprehend the text. -To enable them to enhance their writing skills.</b>
	<b>The Necklace</b>	<b>1.5 hrs</b>	<b>CREATIVE USE OF IMAGINATION</b> Give a twist to the story after Matilda realises that she has lost the necklace.	<b>know that satisfaction leads to contentment which is a key to happiness. enjoy and appreciate the stories giving lessons of life</b>
	<b>Bholi</b>	<b>2 hrs</b>	<b>VOCABULARY BUILDING</b> Identify words to describe Bholi’s character before and after she receives education.	<b>-To sensitize the students to the importance of education. -To explain the importance of</b>
	<b>For Anne</b>		<b>INTROSPECTION</b> Do a ‘strengths and weaknesses study’ of your personality and make a list of the same.  <b>Imagine you are one of the crew of</b>	<b>emotional security and</b>

	<p><b>Gregory</b></p> <p><b>The book that saved the earth</b></p> <p><b>Letters – Enquiry/Order</b></p> <p><b>Analytical Paragraph</b></p>	<p><b>2 hrs</b></p> <p><b>1.20 hrs</b></p> <p><b>1 hr</b></p>	<p><b>Mars Mission 2013. What will you try to find out on the Mars?</b></p> <p><b>Formats will be discussed and sample writing will be given and practice of the same will be done.</b></p> <p><b>Formats will be discussed and sample writing will be given and practice of the same will be done</b></p>	<p><b>family support for children.</b></p> <p><b>-To enable the students to know their strengths and weaknesses -To identify the poetic devices like metaphor, alliteration etc</b></p> <p><b>-enable to highlights how half-baked knowledge can be dangerous, emphasizing the need for in-depth analysis and avoiding superficial interpretations</b></p> <p><b>Identify the appropriate usage of writing skills.</b></p>
<b>September</b>	<b>Mid - term Exams: Syllabus from March to September Internal Assessment</b>			
<b>October</b>	<p><b>Comprehension Passages</b></p> <p><b>Revision of Formal Letters Analytical Paragraph</b></p>		<p><b>Paragraph from BBC will be practiced</b></p> <p><b>Formats will be discussed and sample writing will be given and practice of the same will be done</b></p> <p><b>Paragraph from BBC will be practiced</b></p>	<p><b>Able to attempt different type of questions enhance their reading skill and make inferences.</b></p> <p><b>Identify the appropriate usage of writing skills. Will be able to acquire</b></p>

	<b>Integrated Grammar</b>			<b>knowledge through rules of grammar.</b>
<b>November</b>	<b>Revision of Full Syllabus Screening Test</b>			
<b>December</b>	<b>Pre-board- I Exam</b>			
<b>January</b>	<b>Pre-board- II Exams</b>			

**MATHEMATICS  
(041)**

<b>Month</b>	<b>CHAPTER</b>	<b>HOURS</b>	<b>ACTIVITY</b>	<b>LEARNING OUTCOMES (Students will be able to .....)</b>
<b>March</b>	<b>Chapter–1: Real Number</b>	<b>5hrs</b>	<b>CH 1 -Flow chart on number System</b>	<b>*Generalises properties of numbers and relations among them studied earlier to evolve results, such as Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts.</b>
	<b>Chapter– 2 : POLYNOMIALS</b>	<b>7 hrs</b>	<b>CH 2- Zeroes of polynomial</b>	<b>*Develops a relationship between algebraic and graphical methods of finding the zeroes of polynomial.</b>
<b>April</b>	<b>Chapter–3: PAIR OF LINEAR EQUATION IN TWO VARIABLES</b>	<b>6hrs</b>	<b>CH-3 *Graphical method of solving a pair of linear equation</b>	<b>*Finds solutions of pairs of linear equations in two variables using graphical and different algebraic methods.</b>
	<b>Chapter–4: QUADRATIC EQUATION</b>	<b>8hrs</b>	<b>CH-4 * Flow Chart</b>	<b>*Demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.</b>
<b>Apr</b>	<b>Chapter–5:</b>	<b>6hrs</b>	<b>CH 5 - *To</b>	<b>*Develops strategies to apply the</b>

il	ARITHMETIC PROGRESSIONS		verify series is AP or not by cutting and pasting *To find sum of n natural numbers. Heat waves (DRR ACTIVITY)	concept of A.P. to daily life situations.
MAY UNIT TEST SYLLABUS - CH -1,2,3,4,5,6 INTERNAL ASSESSMENT – LAB MANNUAL,PROJECT ,PORTFOLIO ,NOTEBOOK,SKILL TEST				
JULY	<p>Chapter-6 Triangles</p> <p>Chapter-8 Introduction to Trigonometry</p> <p>Chapter-9 Some Applications of Trigonometry</p>	<p>6 HRS</p> <p>6 Hrs</p> <p>8 hrs</p>	<p>CH 6-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.</p> <p>CH 8- Geometrical representation of t-ratios, Identities chart</p> <p>CH 9-To find the height of a building using a clinometer.</p>	<p>* establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.</p> <p>*Determines all trigonometric ratios with respect to a given acute angle (of a right triangle)</p> <p>*Determines all trigonometric ratios and uses them in solving problems in daily life contexts like finding heights of different structures or distance from them.</p>

<b>Au gus t</b>	<b>Chapter–13 Statistics</b>  <b>Chapter–7 Coordinate Geometry</b>  <b>Chapter–10 Circles</b>		<b>13- CH Formula chart</b>  <b>CH 7 -To verify the distance formula by graphical method. *To verify section formula by graphical FIRE (DRR ACTIVITY)</b>  <b>CH 10- To verify that the lengths of tangents to a circle from some external points are equal.</b>	<b>*Calculates mean, median and mode for different sets of data related with real life contexts.</b>  <b>Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points etc</b>  <b>*derives proofs of theorems related to the tangents of circles</b>
	<b>Ch 11 Surface Area and Volumes</b>		<b>To verify the surface area of Right circular cone</b>	<b>The learner 1. Recalls plane figures and solid figures and differentiates them 2. Identifies different solids in the surrounding and defines their base, edge and vertices 3. Understands the formulae for finding the surface areas and volumes of a cuboid, cube, cylinder, cone, sphere and hemisphere.</b>
<p align="center"><b>SEPTEMBER EXAMINATION – CH -1,2,3,4,5,7,8,9,10,11</b>  <b>OCTOBER</b>  <b>INTERNAL ASSESSMENT – LAB MANNUAL,PROJECT</b>  <b>,PORTFOLIO ,NOTEBOOK,SKILL TEST</b>  <b>NOVEMBER – REVISION</b>  <b>SCREENING 1 and 2</b>  <b>DECEMBER – PRE BOARD 1 &amp; Pre BOARD 2</b>  <b>JANUARY – REVISION</b>  <b>FEBRUARY – FINAL EXAMONATION</b></p>				

**SUBJECT –  
SCIENCE  
(086)**

**Name of Book: NCERT**

Month	Chapters/Topic	Learning Hour	Activity	Learning Outcomes
March	<p><b>Ch-1 Chemical Reaction and equation</b></p> <ul style="list-style-type: none"> <li>• Chemical equation</li> <li>• Write a chemical equation</li> <li>• Balanced chemical equation</li> <li>• Types of chemical reactions</li> </ul> <p><b>Ch-9 Light: Reflection and Refraction</b></p> <ul style="list-style-type: none"> <li>• Reflection of light</li> <li>• Spherical Mirrors</li> <li>• Image formation by Spherical Mirrors</li> </ul> <p><b>Ch-5 Life Processes</b></p> <ul style="list-style-type: none"> <li>• What are life processes</li> <li>• Nutrition</li> <li>• Nutrition in human beings</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> <li>• To draw the set up showing electrolysis of water</li> <li>• To verify laws of reflection of light by plane mirror</li> <li>• To draw ray diagrams for different object positions for a concave and convex mirror</li> <li>• Preparing a temporary mount of a leaf peel to show stomata</li> </ul>	<p>Students will be able to accurately recall and define key scientific terms, principles, and concepts.</p>
April	<p><b>Ch-1 Chemical Reaction equation</b></p> <ul style="list-style-type: none"> <li>• Displacement reaction</li> <li>• Double displacement reaction</li> <li>• Oxidation and Reduction</li> <li>• Have you observed the effects of oxidation reaction in</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> <li>• Type of chemical reactions Displacement and Double Displacement</li> <li>• Determination of focal length of concave mirror.</li> <li>• Tracing the path of a ray of</li> </ul>	<p>Students will be able to conduct experiments, collect data, and interpret results accurately.</p>

	<p>everyday life?</p> <p><b>Ch-9 Light Reflection and Refraction</b></p> <ul style="list-style-type: none"> <li>• Sign Convention for reflection by spherical mirrors</li> <li>• Refraction of light</li> <li>• Refraction through a rectangular glass slab</li> <li>• The Refractive index</li> </ul> <p><b>Ch-5 Life Processes</b></p> <ul style="list-style-type: none"> <li>• Respiration</li> <li>• Transportation in human beings</li> </ul>	3	<p>light passing through glass slab</p> <ul style="list-style-type: none"> <li>• Experimentally show that carbon dioxide is given out during respiration</li> <li>• To draw respiratory system</li> <li>• To draw well labelled diagram of human heart</li> </ul>	
May	<p><b>Revision and Pre-Mid Term Exams</b></p>			
June	<p><b>Ch-2 ACIDS, BASES AND SALTS</b></p> <ul style="list-style-type: none"> <li>• Chemical properties of acids and bases</li> <li>• How do acids and bases react with metals, metal carbonates and</li> <li>• Ions present in acids and bases</li> <li>• To find strength of acids and bases</li> <li>• Importance of pH in everyday life</li> </ul> <p><b>Ch-9 LIGHT</b></p> <ul style="list-style-type: none"> <li>• Refraction by spherical</li> </ul>	<p>3</p> <p>4</p> <p>2</p>	<ul style="list-style-type: none"> <li>• Universal indicator test on acids and bases</li> <li>• To demonstrate defects of vision through live examples and their correction</li> </ul>	<p>Students will be able to communicate scientific ideas clearly and effectively, both orally and in writing.</p>

	<p><b>lenses</b></p> <ul style="list-style-type: none"> <li>• <b>Image formation by lenses</b></li> <li>• <b>Sign convention for spherical lenses</b></li> <li>• <b>Power of lens</b></li> </ul> <p><b>Ch-5 LIFE PROCESSES</b></p> <ul style="list-style-type: none"> <li>• <b>Transportation in plants</b></li> <li>• <b>Excretion in human beings and plants</b></li> </ul>			
<b>July</b>	<p><b>Ch-2 ACIDS BASES AND SALTS</b></p> <ul style="list-style-type: none"> <li>• <b>More about salts</b></li> <li>• <b>Chemicals from common salt</b></li> <li>• <b>Water of crystallization</b></li> </ul> <p><b>Ch-10 THE HUMAN EYE AND THE COLOURFUL WORLD</b></p> <ul style="list-style-type: none"> <li>• <b>The human eye</b></li> <li>• <b>Power of accommodation</b></li> <li>• <b>Defects of vision and their correction</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Refraction of light through a prism</b></li> <li>• <b>Dispersion of white light through a prism</b></li> <li>• <b>Atmospheric refraction</b></li> <li>• <b>Scattering of light</b></li> </ul> <p><b>Ch-7 CONTROL AND COORDINATION</b></p> <ul style="list-style-type: none"> <li>• <b>Animals' nervous system</b></li> <li>• <b>Reflex action</b></li> <li>• <b>Human brain</b></li> <li>• <b>Coordination in plants</b></li> <li>• <b>Hormones in animals</b></li> </ul>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• <b>To demonstrate hydrated nature of crystals</b></li> <li>• <b>Refraction of light through a glass prism</b></li> <li>• <b>To show tropisms in plants</b></li> <li>• <b>Tracing sequence of events when a bright light is focused on your eyes</b></li> </ul>	<p><b>Students will be able to analyze information, identify patterns, and make informed judgments.</b></p>



	<ul style="list-style-type: none"> <li>• <b>Asexual reproduction and its types</b></li> <li>• <b>Vegetative propagation and its advantages</b></li> <li>• <b>Sexual reproduction in plants and human beings</b></li> <li>• <b>Reproductive health and contraceptive methods</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>To observe yeast cells and their asexual reproduction by budding</b></li> <li>• <b>To examine the growth of bread mould rhizopus on a moist slice of bread</b></li> </ul>	
<b>September</b>	<p><b>CARBON AND ITS COMPOUNDS</b></p> <ul style="list-style-type: none"> <li>• <b>Bonding in carbon –the covalent bond</b></li> <li>• <b>Versatile nature of carbon</b></li> <li>• <b>Saturated and unsaturated carbon compounds</b></li> <li>• <b>Homologous series and nomenclature</b></li> <li>• <b>Chemical properties of carbon compounds</b></li> <li>• <b>Soaps and detergents</b></li> </ul> <p><b>13-MAGNETIC EFFECTS OF ELECTRIC CURRENT</b></p> <ul style="list-style-type: none"> <li>• <b>Magnetic field and field lines</b></li> <li>• <b>Magnetic field due to current carrying conductor –straight wire and circular loop</b></li> <li>• <b>Right hand thumb rule</b></li> <li>• <b>Magnetic field around a solenoid</b></li> <li>• <b>Force on a current carrying conductor – FLEMINGS LEFT HAND RULE</b></li> <li>• <b>Domestic electric circuits</b></li> </ul> <p><b>9-HEREDITY</b></p>	<p><b>5</b></p> <p><b>4</b></p> <p><b>3</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>• <b>To find difference between saturated and unsaturated carbon compounds using various tests</b></li> <li>• <b>Compare the effect of soaps and detergents on hard and soft water</b></li> <li>• <b>Tracing field lines around a bar magnet using iron filings and compass</b></li> <li>• <b>To see deflection in a compass needle when kept near a current carrying conductor</b></li> <li>• <b>To compare temporary magnet and an electromagnet</b></li> <li>• <b>To draw crosses</b></li> </ul>	<p><b>Students will be able to understand the scientific method, including observation, experimentation, data analysis, and drawing conclusions.</b></p>

	<ul style="list-style-type: none"> <li>• Accumulation of variations during reproduction</li> <li>• Heredity</li> <li>• Sex determination</li> </ul> <p><b>15-OUR ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Ecosystem</li> <li>• Food chains and webs</li> </ul> <p>Effects of human activities on environment</p>		and find phenotypic and genotypic ratio	
October – February	Revision			

**SUBJECT – SOCIAL  
SCIENCE  
(087)**

MONTH	TOPIC	HOURS	ACTIVITY	LEARNING OUTCOMES
March	Power sharing (civics)	7	Presentation on power sharing	Enumerate the need for power sharing in democracy. Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium. Summarize the purpose of power sharing in preserving the unity and stability of a country.
	Federalism (civics)	8	Discussion on picture based questions	Infer and appreciate how federalism is being practised in India. Analyse and infer how the policies and politics that have strengthened federalism in practice.
	Resources and development (Geography)	8	Map work – Identification of major soil types	Locates on map /describes features /defines /lists 1032 (ii) Development of resources. /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes

<b>April</b>	<b>Forest and wildlife Resources (Geography)</b>	<b>7</b>	<b>Project on conservation of Biodiversity</b>	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them</b>
	<b>Development (Economics)</b>	<b>7</b>	<b>Role play on conflicting goals</b>	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis: For example, the learner examines for constructing views /ideas /arguments Recognizes differences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills</b>
<b>MAY</b>	<b>Nationalism in India (History)</b>	<b>12</b>	<b>Map work on satyagrah movements, congress sessions, nationalist movements</b>	<b>Examines and evaluates events, facts, data and figures in order to classify and compare them</b>
<b>JULY</b>	<b>Political parties (civics)</b>	<b>8</b>	<b>Paste signs and symbols of National level and state level parties</b>	<b>Examines given information, in order to analyze and evaluate it.</b>
	<b>Sectors of the Indian economy (Economics)</b>	<b>8</b>		<b>Extrapolates in order to predicts events and phenomena</b>
	<b>Gender caste and religion (civics)</b>	<b>8</b>	<b>Report on women representation in Indian politics in different political institutions</b>	<b>Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.</b>
	<b>The Making of Global World</b>	<b>4</b>	<b>Group discussion</b>	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>

	<b>(History)</b>			
<b>AUGUST</b>	<b>Water Resources (Geography)</b>	<b>8</b>	<b>Discussion on utilization of Dams Map work- Locate and Label different dams of India</b>	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them</b>
	<b>Money and credit (Economics)</b>	<b>9</b>	<b>Paste pictures of Indian currency notes, withdraw form and cheque and fill it in scrap book</b>	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis</b>
	<b>Globalisation and the Indian Economy (Economics)</b>	<b>8</b>	<b>Role of MNC</b>	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis</b>
	<b>Print culture and modern world (History)</b>	<b>12</b>	<b>1. Flow chart to depict the development of Print. 2. Picture interpretation</b>	<b>• Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. • Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. • Compare and contrast the old tradition of hand written manuscripts versus the print technology. • Summarise the role of Print revolution and its impact on World &amp; India's political, social and economic condition.</b>
<b>OCTOBER</b>	<b>Agriculture (Geography)</b>	<b>9</b>	<b>Map work on identification of different crops</b>	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them</b>
	<b>Minerals and</b>	<b>8</b>	<b>Map work on different</b>	<b>Locates on map /describes features /defines /lists /recalls /classifies /compares</b>

	<b>Energy resources (Geography)</b>		<b>minerals</b>	<b>/distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes</b>
	<b>Outcomes of democracy (civics)</b>	<b>7</b>	<b>• Mind Map on Outcomes of democracy viz. economic, social and political outcome</b>	<b>• Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy</b>
<b>NOVEMBER</b>	<b>The rise of nationalism in Europe (History)</b>	<b>12</b>	<b>Comparative study on two pictures of Germania</b>	<b>Infer how the French revolution had an impact on the European countries in the making of nation state. Comprehend the nature of the diverse social movements of the time. Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. Evaluate the reasons which led to the first world war.</b>
	<b>Manufacturing Industries (Geography)</b>	<b>8</b>	<b>Map work on different industries</b>	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. In order to interpret them Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos</b>
	<b>Mid Term Exams</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>November</b>	<b>Screening 1 and 2</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>December</b>	<b>1<sup>st</sup> pre boards, 2<sup>nd</sup> preboards</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>January</b>	<b>Revision</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>February and March</b>	<b>Final Exams</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Subject:-HINDI****Subject Code - 085**

Month	Topics	Learnng Hours	Activity	Learning outcomes
APRIL	कबीर की साखी	2 hr	कबीर की सखियों का अंतरक्षी में प्रयोग	विद्यार्थी विभिन्न वर्णों और सभ्य मनुष्यों के संस्कारों के मध्य समन्वय स्थापित करने में समर्थ होंगे।
	बड़े भाई साहब	2hr	अनुच्छेद लेखन	विद्यार्थी शैक्षिक गतिविधियों के माध्यम से रूचिपूर्वक शिक्षा ग्रहण करने में समर्थ होंगे।
	वाक्य रचनांतरण	1hr.20 min	वाक्य रचनांतरण सरल, संयुक्त एवं मिश्र वाक्य के रूप में परस्पर संबंध पांच वाक्य बोलना	विद्यार्थियों के व्याकरणिक कौशल में सुधार होगा साथ ही वे अपने विचारों को अधिक प्रभावी, स्पष्ट और विविध रूपों में व्यक्त करने में भी सक्षम होंगे
	हरिहर काका	2 hr	ग्रामीण परिवेश से जुड़े संबंधियों के प्रति विचार प्रस्तुति	विद्यार्थी भौतिकता व आध्यात्मिकता में समन्वय रखना सीखेंगे
	अपठित गद्यांश	40 MIN	गद्यांश देकर तर्क आधारित प्रश्नों का निर्माण करवाना	विद्यार्थियों की समीक्षात्मक सोच और विश्लेषणात्मक कौशल का विकास
APRIL	मीरा के पद	2 hr	भक्तिकालीन कवियों का कथ्य विषय एवं तत्कालीन परिस्थितियों का उनपर प्रभाव - परिचर्चा	विद्यार्थी पाठ के माध्यम सांस्कृतिक और आध्यात्मिक ज्ञान प्राप्त करेंगे
	समास	2 hr	सामासिक शब्दों के प्रयोग द्वारा कुछ वाक्य लिखो	छात्र समास के नियमों, उनके प्रकारों और उनके उपयोग को अच्छी तरह से समझेंगे।
	मनुष्यता	2 hr	उल्लेखित महापुरुषों के चित्र व जानकारी के चार्ट रूप में प्रस्तुति	विद्यार्थियों में वसुधैव कुटुंबकम् की भावना की भावना जागृत होगी

<b>MAY</b>	पत्र	<b>1hr.20 min</b>	अपने परिवेश से जुड़ी समस्याओं की और संकेत करते हुए औपचारिक पत्रों के विभिन्न भेदों के अंतर्गत दो दो विषय लिखो	बोलचाल की भाषा शैली व उपयुक्त सटीक शब्दों का उपयोग करते हुए पत्र लेखन की विधा का रूप व महत्व स्पष्ट करना
	अनुच्छेद	<b>40 MIN</b>	अनुच्छेद लेखन दैनिक परिवेश से जुड़े विषयों को अनुच्छेद का विषय बनाकर संकेत बिंदु लिखें	विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना
<b>JUNE</b>	डायरी का एक पन्ना	<b>2 hr</b>	अपने अनुभव के एक दिन की डायरी लिखे	विद्यार्थी आजादी की कीमत से परिचित होंगे।
	सपनों के से दिन	<b>2 hr</b>	विद्यार्थी का अनुभव सुनना	विद्यार्थी जीवन में खेल और शिक्षा में समन्वय स्थापित करने में समर्थ होंगे
	आत्मत्राण	<b>2 hr</b>	उपविषय से संबंधित कविता का नाम बताओ	विद्यार्थी यह समझने में सक्षम होंगे के बिना प्रयास किए कुछ पाने की ईश्वर से प्रार्थना नहीं करनी चाहिए।
	तोप	<b>2 hr</b>	परिचर्चा घनी आबादी वाली जगह के आस पास पार्कों की आवश्यकता	विद्यार्थी पदों के भाव समझने तथा सेनानियों के कष्टों की अनुभूति करने में समर्थ होंगे।
	तंतारा वामीरो	<b>2 hr</b>	तंतारा वामीरो कथा घर परिवार के बुजुर्ग सदस्यों से सुनी लोककथाओं की कक्षा में प्रस्तुति	विद्यार्थी लोककथा विधा समझने में सक्षम होंगे।
	ई -मेल	<b>40 min.</b>	ई -मेल लेखन का ज्ञान	छात्र ईमेल के माध्यम से संक्षिप्त, स्पष्ट और प्रभावी ढंग से अपनी बात प्रस्तुत करना सीखेंगे

	तीसरी कसम के शिल्पकार शैलेंद्र	2 hr	वर्तमान एवं पुरानी फिल्मों के कथ्य पर अंतर्गत विवेचन करते हुए दूरदर्शन के महानिदेशक को पुरानी फिल्मों को दिखने का अनुरोध करते हुए पत्र लिखो	विद्यार्थी तीसरी कसम फिल्म के निर्माण के समय आने वाली चुनौतियों को समझने में समर्थ होंगे।
<b>JULY</b>	सूचना लेखन	2 hr	सूचना लेखन किन्ही दो सूचना के विषय लिखो	सूचना लेखन और महत्व
	पर्वत प्रदेश में पावस	2 hr	प्राकृतिक उपादानों से जुड़े शब्दों का प्रयोग करते हुए काव्य रचना	विद्यार्थी संस्कृतनिष्ठ कविता के विभिन्न शब्दों के अर्थ व मानवीकरण अलंकार स्वाभाविक प्रयोग समझने में समर्थ होंगे।
	अब कहाँ दूसरों के दुःख में दुखी होने वाले	2 hr	प्राकृतिक सौंदर्य एवं मौसम परिवर्तन के कारण - विचार अभिव्यक्ति	विद्यार्थी पर्यावरण के स्थिति और मानव के प्रयासों के मध्य ,समन्वय स्थपित करने के योग्य होंगे
	मुहावरे	2 hr	मुहावरों का प्रयोग करते हुए वार्तालाप	मुहावरों की विस्तृत जानकारी
	विज्ञापन -	40 min.	विषय पर विज्ञापन बनाओ	हिंदी लेखन में निपुणता
	टोपी शुक्ला	2 hr	टोपी शुक्ल और सपनों के से दिन का तुलनात्मक अध्यन्न	टोपी शुक्ला पाठ के माध्यम से छात्र समाज में व्याप्त विभिन्न मुद्दों, समस्याओं और सामाजिक वास्तविकताओं को समझने में सक्षम होंगे
<b>AUG</b>	पतझर में टूटी पत्तियाँ	2 hr	आदर्शवाद और यथार्थवाद में कौन बेहतर =वाद विवाद	जीवन में सकारत्मक दृष्टिकोण को अपनाने में सक्षम होंगे

	कर चले हम फ़िदा	2 hr	आजादी के बाद सबसे मुश्किल काम है आजादी बनाए रखना - विचारात्मक प्रस्तुति दे	देश भक्ति की भावना का विकास होगा
	कारतूस	2 hr	देश प्रेम की भावना को जागृत करना असली नायक के गुणों का चुनाव - विचार विमर्श	विद्यार्थी देश भक्ति के साथ साथ साहस और वीरता की आवश्यकता व महत्त्व को समझने में सक्षम होंगे
	लघु कथा		पाठ्यक्रम में पढ़ी कहानियों में से किसी एक का लघु कथा के रूप में प्रस्तुति	लघु कथा की विस्तृत जानकारी'
	पदबंध		पदबंध के भेदों के कलात्मक प्रस्तुति	संज्ञा ,सर्वनाम आदि पदबंधों का ज्ञान

<b>SEPTEMBER</b> <b>Mid term exam</b> <b>October Revision</b>	<b>NOVEMBER – REVISION SCREENING 1 and 2</b> <b>DECEMBER – PRE BOARD 1 &amp; Pre BOARD 2</b> <b>JANUARY – REVISION</b> <b>FEBRUARY – FINAL EXAMINATION</b>
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### PUNJABI (004)

Month	Topic	Hours	ACTIVITY	Learning Outcomes
<b>April</b>	बुलढी – ਕਹਾਣੀ (ਸੁਜਾਨ ਸਿੰਘ)	1. 3:30 min s	2. ਸ਼ਬਦਾਂ ਦਾ ਸੁੱਧ ਉਚਾਰਨ ਅਤੇ ਸੁੱਧ ਰੂਪ	ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਦੇ ਵਿਸ਼ੇ ਵਸਤੂ ਤੋਂ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣੂ ਹਨ।

			ਵਿੱਚ ਲਿਖਣਾ ਅਤੇ ਨਵੇਂ ਸ਼ਬਦ ਬਣਾਉਣਾ	
<b>April</b>	ਕਵਿਤਾ: ਸੋ ਕਿਉ ਮੰਦਾ ਆਖੀਐ (ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ)	<b>2:30 mins</b>	ਗੁਰਬਾਣੀ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਨ	ਵਿਦਿਆਰਥੀ ਔਰਤ ਦੀ ਇੱਜ਼ਤ ਕਰਨੀ ਜਾਣ ਗਏ ਹਨ।।
<b>April</b>	ਘਰ ਦਾ ਪਿਆਰ- ਵਾਰਤਕ ਲੇਖ (ਪਿੰ: ਤੇਜਾ ਸਿੰਘ)	<b>3:30 mins</b>	ਸ਼ਬਦਾਂ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਨ ਅਤੇ ਸ਼ੁੱਧ ਰੂਪ ਵਿੱਚ ਲਿਖਣਾ ਅਤੇ ਨਵੇਂ ਸ਼ਬਦ ਬਣਾਉਣਾ	ਵਿਦਿਆਰਥੀ ਘਰ ਦੇ ਪਿਆਰ ਦੀ ਮਹੱਤਤਾ ਤੋਂ ਜਾਣੂ ਹੋ ਗਏ ਹਨ।
<b>April</b>	ਮੁਹਾਵਰੇ ਕ ਤੋਂ ਘ ਤੱਕ	<b>2:20 mins</b>	ਵਿਦਿਆਰਥੀ ਮੁਹਾਵਰੇ ਆਪਣੀ ਉੱਤਰ ਕਾਪੀ ਵਿੱਚ ਲਿਖਣਗੇ	ਵਿਦਿਆਰਥੀ ਮੁਹਾਵਰੇ ਲਿਖਣ ਦੇ ਯੋਗ ਹਨ
<b>April</b>	ਤਸਵੀਰ ਵਰਨਣ (50 ਸ਼ਬਦਾਂ ਵਿੱਚ)	<b>1:10 mins</b>	ਤਸਵੀਰ ਨੂੰ ਦੇਖ ਕੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨੇ	ਸੋਚਣ ਸ਼ਕਤੀ ਵਿੱਚ ਵਿਕਾਸ
<b>April</b>	ਅਣਡਿੱਠਾ ਪੈਰਾ/ ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ	<b>1:20 mins</b>	ਪਲਾਜ਼ਮਾ ਤੋਂ ਦੇਖ ਕੇ ਕਰਨਗੇ।	ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਸਮਝ ਪੈਦਾ ਹੋ ਗਈ ਹੈ
<b>April</b>	ਕਿਰਪਾ ਕਰਕੇ ਬਖਸਿ ਲੈਹੁ-(ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ)	<b>1:20 mins</b>	ਸ਼ਬਦਾਂ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਨ ਅਤੇ ਸ਼ੁੱਧ ਰੂਪ ਵਿੱਚ ਲਿਖਣਾ ਅਤੇ ਨਵੇਂ ਸ਼ਬਦ ਬਣਾਉਣਾ	ਗੁਰੂ ਦੀ ਮਹਿਮਾ, ਵਿਕਾਰਾਂ ਨੂੰ ਕੱਟ ਕੇ ਨਾਮ ਸਿਮਰਨ ਦੀ ਦਾਤ ਬਾਰੇ ਜਾਣ ਗਏ ਹਨ।
<b>April</b>	ਪੱਤਰ ਰਚਨਾ( ਨਿੱਜੀ ਅਤੇ ਬਿਨੈ ਪੱਤਰ)	<b>2:10 mins</b>	ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਸਿਰਜਣਾਤਮਕ ਸ਼ਕਤੀ ਅਨੁਸਾਰ ਪੱਤਰ ਲਿਖਣਗੇ	ਵਿਦਿਆਰਥੀ ਪੱਤਰ ਲਿਖਣ ਦੇ ਯੋਗ ਹਨ
<b>May</b>	ਤੂੰ ਮੇਰਾ ਪਿਤਾ ਤੂੰ ਹੈ ਮੇਰਾ ਮਾਤਾ- ( ਸ੍ਰੀ ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ)	<b>2:10 mins</b>	ਸਟੈਮ, ਅਧਿਆਪਕਾ ਦੇ ਨਿਰਦੇਸ਼ਾਂ ਅਨੁਸਾਰ ਵਿਦਿਆਰਥੀ ਫਲੇ ਚਾਰਟ ਬਣਾਉਣਗੇ	ਪਰਮਾਤਮਾ ਨੂੰ ਸਾਰੇ ਰਿਸ਼ਤਿਆਂ ਨਾਲ ਜੋੜ ਕੇ ਦੇਖਣਾ, ਦੁਨੀਆ ਰੂਪੀ ਅਖਾੜਾ ਪਰਮਾਤਮਾ ਦੀ ਰਚਨਾ, ਸਾਰੀ ਸਿਸ਼ੂਟੀ ਦਾ

				ਪਰਮਾਤਮਾ ਦੀ ਮਰਜ਼ੀ ਅਨੁਸਾਰ ਆਪੋ ਆਪਣੇ ਕੰਮਾਂ ਵਿਚ ਲੱਗੋ ਹੋਣਾ, ਪਰਮਾਤਮਾ ਨਾਂ ਹੀ ਮਹਾਂ ਅਨੰਦ ਦੀ ਪ੍ਰਾਪਤੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋ ਗਈ ਹੈ।
May	'ਬੋਲੀ'-ਵਾਰਤਕ ਲੇਖ ( ਸ. ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ)	2:30 mins	ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ A4 ਸ਼ੀਟ ਉੱਤੇ ਬਣਾਉਣਗੇ।	ਬੋਲੀ ਮਨੁੱਖ ਦੀ ਆਤਮਾ ਦਾ ਚਿੱਤਰ, ਵੱਡਿਆਂ ਨੂੰ ਬੱਚਿਆਂ ਦੀ ਬੋਲੀ ਵਲ ਧਿਆਨ ਦੇਣ ਦੀ ਲੋੜ, ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਬੋਲੀ ਦਾ ਮਹੱਤਵ ਬਾਰੇ ਜਾਣ ਗਏ ਹਨ।
May	'ਅੰਗ-ਸੰਗ' -ਕਹਾਣੀ (ਵਰਿਆਮ ਸੰਧੂ)	3:30 mins	ਅੰਗ - ਸੰਗ ਵਿੱਚੋਂ ਕਿਸੇ ਵੀ ਇੱਕ ਪਾਤਰ ਦਾ ਕਿਰਦਾਰ ਅਦਾ ਕਰਨਾ	ਨਿਮਨ ਕਿਰਸਾਨੀ ਅਤੇ ਆਰਥਿਕ ਤੰਗੀ ਬਾਰੇ ਜਾਣ ਗਏ ਹਨ।
			<b>PRE MID TERM EXAMINATION</b>	
July	ਜ਼ਫ਼ਰਨਾਮਾ' -ਇਕਾਂਗੀ (ਡਾ.ਹਰਚਰਨ ਸਿੰਘ)	5:20 mins	ਜ਼ਫ਼ਰਨਾਮਾ' ਵਿੱਚੋਂ ਕਿਸੇ ਵੀ ਇੱਕ ਪਾਤਰ ਦਾ ਕਿਰਦਾਰ ਅਦਾ ਕਰਨਾ	ਵਿਦਿਆਰਥੀ ਕਿਰਿਆ ਅਤੇ ਉਸ ਦੀਆਂ ਕਿਸਮਾਂ ਤੋਂ ਜਾਣੂ ਹਨ
July	ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ	1:30 mins	ਵਿਦਿਆਰਥੀ ਇਨ੍ਹਾਂ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਵਰਤਣਗੇ	ਵਿਦਿਆਰਥੀ ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ ਭਾਵ ਸੰਖੇਪ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹਨ
July	ਸਤਿਗੁਰੂ ਨਾਨਕ ਪ੍ਰਗਟਿਆ (ਵਾਰ) ਭਾਈ ਗੁਰਦਾਸ ਜੀ	2:10 mins	ਗੁਰਬਾਣੀ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਨ	ਪਿਆਰ ਦੀ ਭਾਵਨਾ
July	'ਪ੍ਰਾਰਥਨਾ'( ਵਾਰਤਕ ਲੇਖ)- ਡਾ. ਬਲਬੀਰ ਸਿੰਘ	3:30 mins	ਕਵਿਤਾ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਨ	ਜਗਤ ਦਾ ਵਿਹਾਰ ਸ਼ੁੱਧ ਰੱਖਣਾ ਅਤੇ ਪ੍ਰਾਰਥਨਾ ਕਰਨਾ ਬਾਰੇ ਜਾਣ ਗਏ ਹਨ।
July	ਧਰਤੀ ਹੇਠਲਾ ਬਲਦ (ਕਹਾਣੀ) ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ	2:20 mins	ਵੱਖ - ਵੱਖ ਗਤੀਵਿਧੀਆਂ ਵਿਚ ਸ਼ਾਮਲ ਹੋਣਾ	ਫੌਜੀਆਂ ਦੇ ਜੀਵਨ ਤੋਂ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣੂ ਹਨ।

<b>July</b>	ਅਗੋਤਰ ਅਤੇ ਪਿਛੇਤਰ	<b>1:30 mins</b>	ਪਾਠ ਵਿਚਲੇ ਔਖੇ ਸ਼ਬਦ ਲਿਖਣਗੇ	ਰਿਸ਼ਤਿਆਂ ਨੂੰ ਪਿਆਰ ਨਾਲ ਰੱਖਣ ਦੇ ਯੋਗ
<b>August</b>	ਲੇਖ (ਵਿਚਾਰ- ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ)	<b>4:30 mins</b>	ਵਿਦਿ ਆਪਣੀ ਸਿਰਜਣਾਤਮਕ ਸੋਚ ਅਨੁਸਾਰ ਭਾਸ਼ਣ ਦੇਣ ਯੋਗ ਹੋ ਜਾਣਗੇ	ਵਿਦਿ ਸੰਬੰਧਤ ਵਿਸ਼ੇ ਬਾਰੇ ਜਾਣੂ ਹਨ
<b>August</b>	'ਮੇਰੇ ਵੱਡੇ ਵਡੇਰੇ' (ਵਾਰਤਕ ਲੇਖ)	<b>4:30 mins</b>	ਪਲੇ ਵੇ ਵਿਧੀ	ਪੁਰਾਣੇ ਪੰਜਾਬੀਆਂ ਦੇ ਬਲ ਦੀ ਗੁਆਚੀ ਤਸਵੀਰ ਦਾ ਪ੍ਰਮਾਣ ਬਾਰੇ ਜਾਣੂ ਹਨ।
<b>August</b>	ਜੰਗ ਦਾ ਹਾਲ( ਕਵਿਤਾ)-	<b>2:10 mins</b>	ਕਵਿਤਾ ਦਾ ਸ਼ੁੱਧ ਉੱਚਾਰਨ	ਜੰਗ ਦਾ ਹਾਲ ਕਵਿਤਾ ਬਾਰੇ ਜਾਣ ਗਏ ਹਨ॥
<b>August</b>	ਤੁਰਨ ਦਾ ਹੁਨਰ (ਵਾਰਤਕ ਲੇਖ) ਡਾਕਟਰ ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ	<b>2:30 mins</b>	ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ ਦੇ ਬਾਰੇ ਹੋਰ ਪੜ੍ਹਨਾ	ਸਬਰ ਸੰਤੋਖ ਵਾਲਾ ਵਿਅਕਤੀ ਹੀ ਲੰਮੇ ਪੈਂਡੇ ਤੁਰਨ ਦਾ ਸਾਹਸ ਵਿਖਾ ਸਕਦਾ ਹੈ ਬਾਰੇ ਜਾਣ ਗਏ ਹਨ।
<b>August</b>	'ਦੂਜਾ ਵਿਆਹ' ਇਕਾਂਗੀ( ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ)	<b>5:20 mins</b>	ਵਰਤਮਾਨ ਸਮੇਂ ਵਿੱਚ ਇਸਤਰੀ ਸਿੱਖਿਆ ਬਾਰੇ ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰੋ/ ਪਲੇ ਵੇ ਵਿਧੀ	<ul style="list-style-type: none"> <li>ਪਰਿਵਾਰ ਵਿੱਚ ਧੀ ਦਾ ਮਹੱਤਵ</li> </ul>
<b>September</b>			<b>MID TERM EXAMINATION</b>	
<b>October</b>			<b>Screening 1</b>	
<b>November</b>			<b>Screening 2</b>	
<b>December</b>			<b>PRE BOARD -1</b>	
<b>January</b>			<b>PRE BOARD 2</b>	
<b>February</b>			<b>FINAL EXAMINATION</b>	

## INFORMATION

**TECHNOLO  
GY (402)**

<b>Month</b>	<b>Topic</b>	<b>LEARN ING OUTCO ME</b>	<b>LEARNING OUTCOME</b>	<b>Activity</b>
<b>APRIL</b>	<b>Unit 1: Digital Documentation (Advanced) using LibreOffice Writer Unit 1: Communication skills</b>	<b>10  4</b>	<b>Understand the meaning, types, and importance of communication. Identify components of the communication cycle and barriers.  Understand advanced features of word processing like styles, templates, tables of contents, and Mail Merge.</b>	<b>ACTIVITY:</b> <ul style="list-style-type: none"> <li>• <b>Project on implementing Mail Merge</b></li> <li>• <b>Creating Styles and inserting images</b></li> <li>• <b>Implement TOC</b></li> </ul>
<b>MAY</b>	<b>EMPLOYBILITY SKILLS : Self-Management  Entrepreneurship Skills</b>	<b>4  4</b>	<b>Demonstrate self-discipline, stress management, goal-setting, and positive attitude in personal and professional contexts.  Understand entrepreneurial mindset, risk-taking, and de Identify successful entrepreneurs and their traits.</b>	<b>ACTIVITY:</b> <ul style="list-style-type: none"> <li>• <b>Project on All operations Sharing and linking spreadsheets</b></li> </ul>
<b>JUNE</b>				
<b>JULY</b>	<b>Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc  Unit 5: Green Skills-II</b>	<b>10  4</b>	<b>Use advanced spreadsheet functions like sorting, filtering, referencing, and data validation.  Understand sustainable development goals, environmental responsibility, and</b>	<b>ACTIVITY:</b> <ul style="list-style-type: none"> <li>• <b>Project on All operations Sharing and linking spreadsheets</b></li> </ul> <p><b>Create a poster/presentation on SDGs and eco-friendly practices.</b></p>

			<b>green jobs.</b>	
<b>AUGUST</b>	<b>Unit 3: Database Management System using LibreOffice Base</b>  <b>ICT Skills</b>	<b>10</b>	<b>Understand database concepts, create tables, forms, queries, and reports.</b>	<b>Perform and present queries on given tables in Base.</b>
<b>SEPTEMBER</b>				
<b>OCTOBER</b>	<b>Unit 4: Maintain Healthy, Safe and Secure Working Environment</b>	<b>10</b>  <b>4</b>	<b>Understand and apply safety, health, and security measures at the workplace and while using ICT.</b>  <b>Use online tools for collaboration, communication, and networking.</b> <b>Understand safe browsing and responsible online behaviour.</b>	<b>Create a safety guideline document, demonstrate internet safety rules.</b> <b>Blog creation, use of Google Talk or other communication platforms.</b>

**SUBJECT-TOURISM**  
**SUBJECT CODE-406**

<b>Month</b>	<b>Topics (Units)</b>	<b>Hours</b>	<b>Activity</b>	<b>Assignment</b>
<b>April</b>	<b>Unit 1: Communication Skills – II    Unit 1: Soft Skills – II</b>	<b>10 hrs</b>	<b>Write a report or create a presentation highlighting how effective communication improves customer experience in tourism.</b>	<b>MCQ Competency-Based Short Questions</b>
<b>May</b>	<b>Unit 2: Self-Management Skills – II    Unit 2: Introduction to Tourism – II</b>	<b>15 hrs</b>	<b>Role-play and Presentation on Tourism &amp; Personality Traits</b>	<b>MCQ Short Questions</b>

<b>June</b>	<b>Unit 3: ICT Skills – II Unit 4: Entrepreneurial Skills – II</b>	<b>10 hrs</b>	<b>ICT Project Activities Business Startup Model/Idea in Tourism</b>	<b>MCQ Short Questions</b>
<b>July</b>	<b>Unit 3: Tourism Business – II Unit 5: Green Skills – II</b>	<b>10 hrs</b>	<b>Spreadsheet Operations Sharing and Linking Worksheets</b>	<b>MCQ Competency-Based Short Questions</b>
<b>August</b>	<b>Unit 4: Tourism Product – II Unit</b>	<b>12 hrs</b>	<b>Creating Tables Queries Forms in Tourism Context</b>	<b>MCQ Competency-Based Queries</b>
<b>September</b>	<b>Unit 5: Familiarization (FAM) Tour Practical File/Portfolio</b>	<b>15 hrs</b>	<b>Preparation of Itinerary, Checklist &amp; Feedback Forms Portfolio Design</b>	<b>Internal Assessment File Submission</b>
<b>October</b>	<b>Unit 4: Maintain Healthy, Safe &amp; Secure Working Environment Employability: ICT Skills</b>	<b>10 hrs</b>	<b>Internet Safety Rules Blogging Network Types Google Talk</b>	<b>MCQ Competency-Based Short Questions</b>
<b>November</b>	<b>Revision of Full Syllabus</b>		<b>File Completion Viva Preparation</b>	<b>Screening Test</b>
<b>December</b>	<b>Pre-Board I Exam</b>		—	<b>Written Exam</b>
<b>January</b>	<b>Pre-Board II Exam</b>		—	<b>Written Exam</b>
<b>February</b>	<b>Practical Assessment + Viva</b>		<b>Final Portfolio Submission</b>	<b>Internal Practical Exam</b>

### ARTIFICIAL INTELLIGENCE (SUBJECT CODE 417)

<b>Month</b>	<b>Unit/Topic</b>	<b>hours</b>	<b>Activity/Practical</b>	<b>Learning Outcomes</b>
<b>April</b>	<b>Unit 1: Introduction to Artificial Intelligence (AI)</b>	<b>15 hrs</b>	<b>Discussions on “What is AI?”, Decision Making Activity, Intelligence vs Artificial Intelligence</b>	<b>Understand basic concepts of human and artificial intelligence</b>
	<b>Unit 1: Communication Skills – II (Employability Skills)</b>	<b>10 hrs</b>	<b>Role-play, Listening and Speaking Activities</b>	<b>Develop effective communication and interpersonal skills</b>

May	<b>Unit 2: AI Project Cycle</b>	15 hrs	<b>Brainstorming an AI Project, Problem Scoping, Data Acquisition</b>	<b>Understand the stages of an AI project and their importance</b>
	<b>Unit 2: Self-Management Skills – II (Employability Skills)</b>	10 hrs	<b>Self-awareness Activities, Time Management Chart</b>	<b>Practice self-discipline and goal setting</b>
June	<b>Unit 3: ICT Skills – II (Employability Skills)</b>	10 hrs	<b>MS Office/LibreOffice Tools Activities</b>	<b>Apply ICT skills in daily tasks and presentations</b>
July	<b>Unit 3: Advance Python (Practical Only)</b>	30 hrs (practical)	<b>Writing and executing Python programs</b>	<b>Develop coding and logical reasoning skills</b>
	<b>Unit 4: Data Science (Intro, Applications, Data Access)</b>	7 hrs (theory), 8 hrs (practical)	<b>Introduction to CSVs, Collecting sample data, Analyzing with Python</b>	<b>Understand basics of data handling and applications</b>
	<b>Unit 4: Entrepreneurial Skills – II (Employability Skills)</b>	15 hrs	<b>Group Discussions, Case Studies</b>	<b>Identify entrepreneurial qualities and start-up ideas</b>
August	<b>Unit 5: Computer Vision (Intro, Applications, RGB Images)</b>	12 hrs (theory), 18 hrs (practical)	<b>Image recognition exercises using Python</b>	<b>Understand applications and basic image processing concepts</b>
	<b>Unit 5: Green Skills – II (Employability Skills)</b>	5 hrs	<b>Poster Making, Group Activities</b>	<b>Recognize the importance of sustainable practices</b>
September	<b>Unit 6: Natural Language Processing</b>	25 hrs (theory), 5 hrs (practical)	<b>Sentiment Analysis using simple Python scripts</b>	<b>Learn about language processing and its real-world applications</b>
	<b>Unit 7: Evaluation</b>	15 hrs	<b>Group Evaluation of AI Projects</b>	<b>Reflect on the effectiveness of AI projects</b>

<b>October</b>	<b>Practical File Completion &amp; Viva Practice</b>	—	<b>Completion of minimum 15 Python programs</b>	<b>Demonstrate practical proficiency in Python and AI tools</b>
<b>November</b>	<b>Final Revision</b>	—	<b>Practice Worksheets &amp; Concept Recap</b>	<b>Consolidate knowledge</b>
<b>December</b>	<b>Pre-Board I Exams</b>	—	—	<b>Assessment</b>
<b>January</b>	<b>Pre-Board II Exams</b>	—	—	<b>Assessment</b>
<b>February</b>	<b>Final Project Work / Field Visit / Portfolio Submission</b>	—	<b>Project Showcase &amp; Viva</b>	<b>Showcase AI understanding in real-world scenario</b>

### SUBJECT – PHYSICAL EDUCATION

<b>MONTH</b>	<b>CHAPTER NO &amp; NAME</b>	<b>HOURS</b>	<b>ACTIVITY</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL</b>	<b>1. Introduction to Physical Education</b> <b>2. Fitness drill &amp; warming techniques</b> <b>3. Training methods</b>	<b>3 HRS</b>	<b>Free hand exercises, warm up, cool down routines</b>	<b>Improves basic fitness awareness and motor skills</b>
<b>MAY</b>	<b>1. Athletics – Running techniques, sprints</b> <b>2. Ball games (passing, kicking, dribbling)</b> <b>3. First Aid</b>	<b>4 HRS</b>	<b>Skill-based athletic drills and first aid introduction</b>	<b>Develops speed, coordination, and safety awareness</b>
<b>JUNE (SUMMER VACATION ACTIVITIES)</b>	<b>1. Fitness challenges for home</b> <b>2. Daily exercises &amp; nutrition chart</b> <b>3. Game rules and diagrams</b>	<b>10 HRS</b>	<b>Home-based fitness tracking and understanding game rules</b>	<b>Promotes self-discipline and knowledge of fitness routines</b>
<b>JULY</b>	<b>1. Yoga and basic asanas</b> <b>2. Stretching games</b> <b>3. Team games</b>	<b>3HRS</b>	<b>Group yoga sessions and team coordination drills</b>	<b>Improves flexibility, focus, and cooperative learning</b>

<b>AUGUST</b>	<ol style="list-style-type: none"> <li>1. Minor games</li> <li>2. Basic rules of games</li> <li>3. Lead-up games (Football, Volleyball, Softball)</li> <li>4. Drill &amp; March past (Sports Day)</li> </ol>	<b>4 HRS</b>	<b>Practice of minor and lead-up games with parade training</b>	<b>Enhances leadership and foundational game techniques</b>
<b>SEPTEMBER</b>	<ol style="list-style-type: none"> <li>1. Height and weight measurement</li> <li>2. Team games (Basketball, Cricket, Badminton)</li> <li>3. Health Education</li> </ol>	<b>5 HRS</b>	<b>Team play and health awareness sessions</b>	<b>Develops physical stats awareness and mental health understanding</b>
<b>OCTOBER</b>	<ol style="list-style-type: none"> <li>1. Hygiene and safety in sports</li> <li>2. Introduction to mini games (Dodge ball, Simple football &amp; drill)</li> <li>3. Health &amp; fitness</li> </ol>	<b>3 HRS</b>	<b>Mini game training and discussion on lifestyle diseases</b>	<b>Teaches safety habits and importance of hygiene</b>
<b>NOVEMBER</b>	<ol style="list-style-type: none"> <li>1. Throwing accuracy (Target throwing games)</li> <li>2. Physical fitness activities (Gymnastics, Jumping, Basic skills)</li> <li>3. Health education</li> </ol>	<b>4 HRS</b>	<b>Accuracy training and balance diet awareness</b>	<b>Improves precision and understanding of balanced nutrition</b>
<b>DECEMBER</b>	<ol style="list-style-type: none"> <li>1. Drugs awareness</li> <li>2. Indoor games</li> <li>3. Fitness obstacles &amp; adventure activities</li> </ol>	<b>4 HRS</b>	<b>Campaigns, fun indoor competitions, obstacle courses</b>	<b>Builds awareness and fosters adventure mindset</b>
<b>JANUARY</b>	<ol style="list-style-type: none"> <li>1. Recreational and cultural games</li> </ol>	<b>5 HRS</b>	<b>Team-based games and discussions</b>	<b>Instills teamwork, culture, and ethical behavior in sports</b>

	<b>2. Leadership games</b> <b>3. Group discussion on good sportsmanship</b>			
<b>FEBRUARY</b>	<b>1. Height &amp; weight measurement</b> <b>2. Final fitness activities (Running, Throwing &amp; Flexibility)</b>	<b>3 HRS</b>	<b>Final fitness assessments and tracking</b>	<b>Monitors physical development and goal setting</b>

## **SUBJECT – ART**

<b>Month</b>	<b>TOPIC</b>	<b>HOURS</b>	<b>ACTIVITY</b>	<b>LEARNING OUTCOME</b>
<b>APRIL</b>	<b>THEORY ASSIGNMENT – PRINCIPLES OF ART AND BLOCK PAINTING ON FABRIC OR PAPER</b>	<b>5 HRS</b>	<b>Prepare a composition on Baisakhi Festival using natural materials (e.g., leaves, wheat, etc)</b>	<b>Develops creativity and awareness of cultural festivals</b>
<b>MAY</b>	<b>PAPER FLOWER BOUQUET</b>	<b>2 hrs</b>	<b>Clay modelling and shaping more intricate objects</b>	<b>Enhances fine motor skills and animal observation</b>
<b>JULY</b>	<b>CALLIGRAPHY</b>	<b>3 hrs</b>	<b>Quotation writing on World Environment Day</b>	<b>Encourages environmental awareness through art</b>
<b>AUGUST</b>	<b>FOLK ART PAINTING (MADHUBANI ART)</b>	<b>2 hrs</b>	<b>Block printing on paper and fabric</b>	<b>Builds printing techniques and cultural design understanding</b>

<b>SEPTEMBER</b>	<b>THEORY ASSIGNMEN T – LEGANDS OF ART AND INDIAN ART AND CULTURE</b>			
<b>OCTOBER</b>	<b>STILL LIFE PAINTING WITH POSTER COLOURS</b>	<b>2 HRS</b>	<b>Card making / Thali decoration / Diya decoration using decorative material</b>	<b>Applies festive creativity using craft materials</b>
<b>NOVEMBER</b>	<b>BOOL COVER DESIGN</b>	<b>3 hrs</b>	<b>Study of art movement (Modern Art)</b>	<b>Understands modern art concepts and poster design</b>
<b>DECEMBER</b>	<b>3 D ART (ILLUSION )</b>	<b>3 hrs</b>	<b>Card making on New Year Eve</b>	<b>Expresses celebration through creative card design</b>
<b>JANUARY</b>	<b>COMPOSITIO NAL LANDSCAPE</b>	<b>2 HRS</b>	<b>Tie and dye art using acrylic colours</b>	<b>Explores traditional Indian folk styles</b>
<b>FEBRUARY</b>	<b>ASSESSMENT</b>		<b>Freehand drawing and doodling</b>	<b>Enhances imagination, design and spatial understanding</b>