



# Indian School Wadi Kabir

ISWK SHARING KNOWLEDGE  
(Monthly Plan - March 2026)

class X

Subjects	Week - 1	Week - 2	Week - 3	Week - 4	Week - 5	Learning Outcomes
English		<b>Syllabus Introduction.</b>  <b>Literature –Two gentlemen of Verona</b>	<b>Literature –Two gentlemen of Verona</b>  <b>Literature- (Poem) The Frog and the Nightingale</b>	<b>Literature – Two gentlemen of Verona</b>  <b>Main Course Book-Unit 1 Health and Medicine (Section A)- Do Indians get Enough sleep</b>  <b>Work book- Unit 1 Determiners</b>	<b>Literature – Two gentlemen of Verona</b>  <b>Literature- (Poem) The Frog and the Nightingale</b>  <b>Main Course Book-Unit 1 Health and Medicine (Section B)- Laughter the best Medicine</b>  <b>Work book- Unit 2 Tenses</b>	<b>To enable the pupils to express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices.</b>  <b>To enable the students to deduce the meaning of unfamiliar lexical items in a given context.</b>
Hindi (2nd Language)		स्पर्श -साखी	स्पर्श - साखी	<b>स्पर्श-बड़े भाई साहब</b>	<b>लेखन कौशल अनुच्छेद</b>	दोहा छंद की जानकारी , सधुक्कड़ी भाषा का लयबद्ध गायन, भक्तिकालीन रचनों का परिचय , नैतिक मूल्य - मधुर वाणी , ईश्वर भक्ति

						<p>अहंकार और सांसारिक सुखों का त्याग।</p> <p>प्रवाहपूर्वक पढ़ने, लिखने और बोलने की क्षमता का विकास, पारंपरिक भारतीय समाज में बड़े भाई</p> <p>द्वारा किए जानेवाले त्याग, आधुनिक शिक्षा प्रणाली, अनुभव का महत्त्व</p>
French (2nd Language)		<p>Leçon 2 : « Après le bac » * Revision of 'Passé composé' &amp; 'Futur simple'.</p>	<p>Leçon 2 : « Après le bac » *Le futur antérieur * Le système d'éducation en France/ en Inde</p>	<p>Leçon 2 : « Après le bac » * La forme nominale &amp; la forme verbale.</p>	<p>Leçon 2 : « Après le bac » * La forme nominale &amp; la forme verbale.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>* use the "passé composé" and "futur simple" correctly.</li> <li>* understand and use the "futur antérieur".</li> <li>* describe and compare the education system in France and India.</li> <li>* identify and use nominal and verbal</li> </ul>

						forms in sentences.
<b>Malayalam (2nd Language)</b>		മുന്നറിവ് പരിഭാസന	പ്രയോഗം അംഗവാക്യം അംഗിവാക്യം	ഉപന്യാസം വാക്യശുദ്ധി പത്രവാർത്ത	പത്രവാർ ത്ത വാക്യരചന കത്തെഴു ത്ത്	വ്യാകരണ ഭാഗങ്ങൾ ഗ്രഹിക്കുന്നു. ഭാഷാപ്രയോഗസാമ ർത്ഥ്യം നേടുന്നു വാക്യരചനാശേഷി ലഭിക്കുന്നു
<b>Maths</b>		<b>Bridging concepts for Class 10</b>	<b>Pair of Linear Equations in Two Variables</b>  * Graphical Methods of solving a pair of Linear equations in two variables  * Algebraic Methods of Solution of a Pair of Linear Equations	<b>Pair of Linear Equations in Two Variables</b>  *Word Problems		*Uses graphical and other methods in order to find solutions of pairs of linear equations in two variables
<b>Science(Physics)</b>		<b>CHAPTER-LIG HT- REFLECTION AND REFRACTION.-</b> Reflection by plane mirror.	Virtual and real images. Spherical mirrors	Terms associated with spherical mirrors. Image formation by spherical mirrors. Ray diagrams for the image formation by Concave and Convex mirrors.		Pupil would be able to understand the characteristics of images formed by plane mirror and identify different types of spherical mirrors and to understand different terms associated with spherical mirrors

<b>Science(Chemistry)</b>		<b>CHAPTER-CHEMICAL REACTIONS AND EQUATIONS:</b> Physical and chemical changes.	Balancing of chemical equation	Types of Reactions		The pupil could differentiate between physical and chemical reactions/changes The pupil could write balanced chemical equations The pupil classifies the equations into 4 different types. Express chemical reaction through a chemical equation.
<b>Science(Biology)</b>		<b>CHAPTER-LIFE PROCESSES:</b> Introduction -Nutrition	-Autotrophic Nutrition - Photosynthesis -Heterotrophic nutrition - Types -Nutrition In Amoeba	Respiration- Types of Respiration Respiration in Plants/Fish Respiration in Humans.		Pupil will be able to explain: <ul style="list-style-type: none"> <li>• Holozoic nutrition in amoeba</li> <li>• Steps involved in photosynthesis</li> </ul>
<b>Social Science (History)</b>		<b>The Rise of Nationalism in Europe:</b> The French revolution and the idea of the nation	The French revolution and the idea of the nation, the making of nationalism in Europe	The making of nationalism in Europe, The Age of Revolutions: 1830-1848		. Pupil will be able to understand the meaning of 'nationalism', . Getting knowledge about the effort taken by the revolutionaries of France to unite the people of France
<b>Social Science (Geography)</b>		<b>CH: 1 Resources and Development:</b> Types - Natural and Human;	Need for resource planning in India.	Natural Resources: Land as a Resource, Land use Pattern in India.	Natural Resources: Land as a Resource, Land use Pattern in India.	Infers the rationale for development of resources.

<p><b>Social Science (Economics)</b></p>		<p><b>CH: 1 DEVELOPMENT</b> Introduction. Meaning of development.</p>	<p>Characteristic features of Development</p>	<p>What development promises —  Different people, different goals.</p>		<p>To acquire Knowledge and understanding about the various terms and facts related with this chapter.  To acquire knowledge regarding developmental goals of different categories of people.</p>
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# Indian School Wadi Kabir

ISWK SHARING KNOWLEDGE  
(Monthly Plan - April 2026)

class X

Subjects	Week - 1	Week - 2	Week - 3	Week - 4	Week - 5	Learning Outcomes
English	<p>Literature- (Poem) The Frog and the Nightingale</p> <p>Main Course Book-Unit 1 Health and Medicine (Section C)- Whopping Walter Hudson</p> <p>Work book- Unit 3 Subject Verb Agreement</p> <p>Writing skill- Application</p>	<p>Literature – Mrs. Packletide’s Tiger</p> <p>Literature- (Poem) The Frog and the Nightingale</p> <p>Main Course Book-Unit 1 Health and Medicine (Section D)- The World of Sports</p> <p>Work book- Unit 3 Subject Verb Agreement</p> <p>Writing skill- Application to school authorities (Application for Change of Subject)</p>	<p>Literature – Mrs. Packletide’s Tiger</p> <p>Main Course Book-Unit 1 Health and Medicine (Section E)- Nature’s Medicine</p> <p>Work book- Unit 4 Non-finites- infinitives and participles</p> <p>Writing skill- Application to school authorities (Application for change of section)</p>	<p>Literature – Mrs. Packletide’s Tiger</p> <p>Main Course Book-Unit 2 Education (Section A)- My Struggle for an Education</p> <p>Work book- Unit 4 Non-finites- infinitives and participles</p> <p>Writing skill- Factual description of a Person</p>	<p>Literature – Mrs. Packletide’s Tiger</p> <p>Main Course Book-Unit 2 Education (Section A)- My Struggle for an Education</p> <p>Work book- Unit 4 Non-finites- infinitives and participles</p> <p>Writing skill- Factual description of a Person</p>	<p>To enable the pupils to use an appropriate style and format to write letters (formal and informal letters).</p> <p>To empower the students to plan, organise and present ideas coherently by introducing, developing and concluding a topic.</p> <p>To enable the students to write a clear description (e.g., of a place, a</p>

	on to school authorities (Application for Leave)					person, an object)
Hindi (2nd Language)		<p>बड़े भाई साहब (CONTD)</p> <p>मुहावरे(बड़े भाई साहब)</p>	<p>समास</p> <p>औपचारिक पत्र लेखन</p>	<p>संचयन-हरिहर काका</p>	<p>अपठित गद्यांश मीरा - पद</p>	<p>परिभाषा,भेद, समस्त पद बनाना और विग्रह करना, तकनीकी विशेषताएँ...</p> <p>भाषा शिक्षण के उद्देश्यों की पूर्ति हेतु प्रोत्साहन, बोधात्मक प्रश्नों के उत्तर लिखने की क्षमता ,पारिवारिक संबंधों/धर्माचार्यों में व्याप्त स्वार्थ की भावना</p>
French (2nd Language)		<p>Leçon 3 : « Chercher du travail »</p> <p>* Le Pronom Relatif Simple (Relative pronoun) : Qui, Que, Où et 'Dont'.</p>	<p>Leçon 3 : « Chercher du travail »</p> <p>* Le Pronom relatif composé</p> <p>* Au chômage</p> <p>* Se renseigner</p> <p>* Décrire la carrière</p>	<p>Leçon 4 : « Le plaisir de lire »</p> <p>* Le plus que parfait</p> <p>* Civilization from lesson 4 :</p> <p>* How to enroll in a library in France</p> <p>* What can be</p>	<p>Leçon 4 : « Le plaisir de lire »</p> <p>* Le plus que parfait</p> <p>* Civilization from lesson 4 :</p> <p>* How to enroll in a library in France</p> <p>* What can be borrowed from the library with</p>	<p>Students will be able to:</p> <p>* use simple relative pronouns (qui, que, où, dont) correctly.</p>

				borrowed from the library with the Library card.	the Library card.	<p>* understand and use compound relative pronouns.</p> <p>* How to write a letter about unemployment and job search situations.</p> <p>* understand and use the “plus-que-parfait”.</p> <p>* explain how to enroll in a library in France.</p> <p>* talk about reading habits and interests.</p>
Malayalam (2nd Language)		വാക്യരചന ഉപന്യാസം വാക്യശുദ്ധി പത്രവാർത്ത അവധാരണം	പ്രയോഗം അംഗവാക്യം അംഗിവാക്യം കത്തെഴുത്ത്	പ്രാചീന കവിത്രയം കഥകളതിമോഹനം ഉപന്യാസം വാക്യശുദ്ധി പത്രവാർത്ത	പത്രവാർത്ത വാക്യരചന കത്തെഴുത്ത് കഥകളതിമോഹനം	വ്യാകരണ ഭാഗങ്ങൾ ഗ്രഹിക്കുന്നു. വാക്യരചനാ ശേഷി നേടുന്നു. കവിപരിചയം

						പാഠപരിചയം
<b>Maths</b>		<p><b>Real Numbers</b> *Fundamental Theorem of Arithmetic</p> <p>*Revisiting Irrational Numbers.</p>	<p><b>Polynomials</b></p> <p>*Relationship between the Zeroes and Coefficients of a Polynomial</p>	<p><b>Polynomials</b> *Compute the sum and product of zeroes of the polynomial in order to find the quadratic polynomial.</p> <p><b>Quadratic Equations</b> * Recall Quadratic Polynomial and finding roots by Factorization</p>	<p><b>Quadratic Equations</b></p> <p>* Quadratic formula</p> <p>*Discriminant analysis.</p> <p>* Situational Problems</p>	<p>*Generalises properties of numbers and relations among them studied earlier, to evolve results: Fundamental theorem of arithmetic in order to apply them to solve problems related to real life contexts</p> <p>*Uses algebraic and graphical method of finding zeroes of a polynomial in order to establish a relationship between them</p> <p>*Demonstrates knowledge of application of various strategies in order to find roots and determine the nature of roots of a given equation</p>

<b>Science(Physics)</b>		Image formation by spherical mirrors.	Uses of concave and convex mirrors. Mirror formula and Magnification, Numerical.	Uses of concave and convex mirrors. Sign convention for reflection by spherical mirrors. Mirror Formula and Magnification. Numerical. Mirror formula and Magnification. Numerical.	Mirror Formula and Magnification. Numerical. Refraction of light through glass slab	Pupil would be able to understand the characteristics of images formed by plane mirror and identify different types of spherical mirrors and to understand different terms associated with spherical mirrors
<b>Science (Chemistry)</b>		Types of Reactions	Types of Reactions	Types of reactions Practical :Types of reactions	Corrosion and rancidity worksheet.	The pupil could differentiate between physical and chemical reactions/changes The pupil could write balanced chemical equations The pupil classifies the equations into 4 different types. Express chemical reaction through a chemical equation
<b>Science(Biology)</b>		Blood - Functions Blood vessels ,Arteries, Veins & Capillaries, Clotting Mechanism ,Lymph ,Function of Lymph Transportation in plants -Ascent of Sap	Mechanism of double circulation. Transpiration pull, root pressure, translocation. Excretion	a) Blood - Functions	Double circulation Mechanism of double circulation	Pupil will be able to explain: Holozoic nutrition in amoeba Steps involved in photosynthesis .











						Draw and explain the human digestive system Explain the steps involved in respiration
<b>Social Science (History/Civics)</b>		The Age of Revolutions: 1830-1848, The Making of Germany and Italy	The Making of Germany and Italy, Nationalism and Imperialism	<b>CH: Power sharing:</b> Belgium and Srilanka	<b>CH: Federalism:</b> What is Federalism?  What makes India a federal country?	Are able to analyse the causes of the outbreak of the First World War and its impact .Are able to identify and justify the forms of power sharing with examples. .Are able to critically evaluate the major steps taken for decentralization of power in 1992 in India
<b>Social Science (Geography)</b>		Land Degradation and Conservation Measure. Soil as a Resource: Classification of Soils in India. Alluvial Soils, Black Soil,	Red and Yellow soils, Laterite Soil, Arid Soils and Forest Soils. Soil Erosion and Conservation measures.	Soil Erosion and Conservation measures. Map Marking. <b>CH: 4 Agriculture:</b> Introduction; Types of	Food crops other than grains, Non-Food Crops.	Analyze and evaluate data and information related to non-optimal land,

				farming. Cropping pattern, major food crops.		<p>utilization in India and conservation of resources.</p> <p>Identifying the types of soils found in different regions of India.</p>
<b>Social Science (Economics)</b>		<b>Income and other goals, National development</b>	<b>How to compare different countries Or states?</b>	<b>Average Income While 'averages' are useful for comparison, they also hide disparities</b>	<b>Income and other criteria</b>	<ul style="list-style-type: none"> <li><b>To acquire knowledge regarding the significance of designing suitable developmental goals in shaping the nation.</b></li> </ul>

AI		<p><b>PART A UNIT-I INTRODUCTION TO COMMUNICATION SKILLS</b> Methods of communication, Verbal and Non-Verbal Communications Communication Cycles, Feedback and Barriers to Communication, writing Skills</p> <p><b>PART B Unit 7.</b> Advance Python: work with Jupyter Notebook, creating virtual environments, installing Python Packages.</p>	<p><b>PART A Unit 2. Self Management Skills:</b> Stress management, Stress management techniques, Importance of the ability to work independently Types of self awareness. Meaning of self-motivation and selfregulation.</p> <p><b>PART B Unit 7: Advance Python</b> Python programs using fundamental concepts such as variables, data types and operators</p>	<p><b>PART B Unit 1 :Revisiting AI Project Cycle &amp; Ethical Frameworks for AI</b> The stages involved in the AI project cycle, such as problem scoping, data collection, data exploration, modeling, evaluation.</p> <p><b>PART B Unit 7: Advance Python</b> Python programs using fundamental concepts such as variables, data types and operators</p>	<p><b>PART B Unit 1 :Revisiting AI Project Cycle &amp; Ethical Frameworks for AI</b> concept of Artificial Intelligence (AI) domains and the illustrations of practical applications within each AI domain.</p> <p><b>PART B Unit 7. Advance Python</b> Python programs using fundamental concepts such as variables, data types and operators</p>	<p><b>PART A – UNIT I: Communication Skills</b> Understand types of communication. Explain communication process and feedback. Identify barriers to communication. Develop basic writing skills.</p> <p><b>PART A – UNIT II: Self-Management Skills</b> Understand stress and its management. Practice self-awareness and self-control. Develop independent working skills</p> <p><b>PART B – UNIT 1: AI Project Cycle</b> Understand stages of AI project cycle. Identify AI domains and applications. Follow</p>
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ISWK SHARING KNOWLEDGE  
(Monthly Plan - May 2026)

class X

Subjects	Week - 1	Week - 2	Week - 3	Week - 4	Week - 5	Learning Outcomes
English	<p>Literature – The Letter</p> <p>Literature- (Poem) Not Marble nor the gilded Monuments</p> <p>Main Course Book-Unit 2 Education (Section B)- Educating the Girl child</p> <p>Work book- Unit 5 Relatives</p> <p>Writing skill- Factual description of a Person</p>	<p>Literature – The Letter</p> <p>Literature- (Poem) Not Marble nor the gilded Monuments</p> <p>Main Course Book-Unit 2 Education (Section C)- Inclusive Education</p> <p>Work book- Unit 5 Relatives</p> <p>Writing skill- Formal Letter</p>	<p>Literature – The Letter</p> <p>Literature- (Poem) Not Marble nor the gilded Monuments</p> <p>Main Course Book-Unit 2 Education (Section D)- Vocational Education</p> <p>Work book- Unit 6 Connectors</p> <p>Writing skill- Formal Letter</p>	<p>Main Course Book-Unit 3 Science (Section A)- Promise for the Future-Rene wable Energy</p> <p>Work book- Unit 6 Connectors</p> <p>Main Course Book-Unit 3 Science (Section B)- Plugging into Future</p> <p>Work book- Unit 7 Conditionals</p>		<p>To empower the students to take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas.</p> <p>To enable the pupils to understand and interpret spontaneous spoken discourse in familiar social situations.</p>
Hindi (2nd Language)		स्पर्श - डायरी का एक पन्ना	स्पर्श - मनुष्यता	स्पर्श - पर्वत प्रदेश में पावस	सूचना लेखन	स्वतंत्रता का मूल्य समझाना और छात्रों

	मीरा पद -(contd)					<p>में देश-प्रेम की भावना जगाना</p> <p>संस्कृत निष्ठ भाषा की जानकारी, मानवीय विशिष्टताओं का परिचय ,उदारता ,परोपकार,दान , दया , सहानुभूति , एकता, भाईचारा , साहस आदि गुणों का विकास ।</p> <p>प्रकृति की सुंदरता को सराहने की प्रवृत्ति,पर्वत प्रदेश में वर्षा ऋतु के विभिन्न रूप, अलकृत भाषा का प्रयोग किसी विशेष सूचना को सार्वजनिक करने की क्षमता का विकास ,औपचारिक शैली की जानकारी ,भाषा में वृद्धि ।</p>
French (2nd Language)	<p>Leçon 5 : « Les médias ».</p> <p>* Revision for PMT * Les Pronoms: Y &amp; EN</p>	<p>* "Les Pronoms Personnels Toniques" : 'moi/ toi/ lui/ elle/nous/ vous/ eux/ elles". * The definition</p>	<p>Leçon 6 : « Chacun ses goûts »</p> <p>* Les Adjectifs Démonstratifs' : 'ce / cet / cette / ces' &amp; the 'Les Pronoms</p>	<p>* Les goûts et les loisirs.</p> <p>* An invitation in form of a message,</p> <p>* The expressions</p>		<p>Students will be able to:</p> <p>* use the pronouns Y and EN correctly.</p> <p>* use "Les</p>

		<p><b>“Zapper” and information regarding different TV &amp; radio channels &amp; programmes, different News paper columns, etc.</b></p>	<p><b>Démonstratifs’ : ‘celui / celle / ceux / celles’.</b></p>	<p><b>of the verb "Faire" to express the household work.</b>  <b>* 'Le résumé d'un film, etc.</b></p>	<p><b>Pronoms Personnels Toniques(moi, toi, lui, elle, nous, vous, eux, elles).</b></p> <p><b>* understand the meaning of “zapper” and talk about TV, radio programs, and newspapers.</b></p> <p><b>* identify different media sources and types of content.</b></p> <p><b>* use demonstrative adjectives (ce, cet, cette, ces) and demonstrative pronouns (celui, celle, ceux, celles) in a sentence.</b></p> <p><b>* talk about their likes, dislikes, and leisure activities.</b></p>
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						<p><b>* write an invitation message.</b></p> <p><b>* use expressions with the verb “faire” to describe household chores.</b></p>
<b>Malayalam (2nd Language)</b>		പ്രാചീന കവിത്രയം കഥകളതിമോഹനം	വാക്യരചന ഉപന്യാസം	വാക്യശുദ്ധി പത്രവാർത്ത	അവധാരണം കത്തെഴുത്ത്	കവിപരിചയം പാഠപരിചയം വ്യാകരണ പരിചയം
<b>Maths</b>		<p><b>Triangles</b></p> <p>*Introduction- BPT and Similar Triangles</p>	<p><b>Triangles</b></p> <p>*Criteria for Similarity of Triangles</p>	<p><b>Triangles</b></p> <p>*Application on Similarity of Triangles</p>	<p><b>Statistics</b></p> <p>* Mean of grouped data by Direct method</p>	<p>*Uses reasoning in order to differentiate between congruent and similar figures.</p> <p>*Uses different geometric criteria such as basic proportionality theorem etc. in order to establish properties for similarity of two triangles</p>

						*Calculates mean in order to apply them to real life contexts.
<b>Science(Physics)</b>	Laws of refraction.The refractive index.Numerical.	Numerical.Refraction by spherical lenses. Principal focus of convex and concave lens.	Refraction by spherical lenses. Principal focus of convex and concave lens.Image formation by lenses.	Lens formula and magnification .Numerical.	Power of the lens. Exercise and worksheet.	Pupil would be able to apply the sign convention to solve the numericals and would be able to understand and differentiate absolute and relative refractive indice
<b>Science (Chemistry)</b>	<b>CHAPTER 2: ACIDS BASES AND SALTS</b> Introduction Chemical properties of Acids and Bases	<b>CHAPTER 2: ACIDS BASES AND SALTS</b> Chemical properties of Acids and Bases	<b>Chapter 2 Acids and Bases</b> continuation Chemical properties of Acids and Bases Practical: Properties of Acids and bases	<b>Chapter 2 Acids and Bases</b> continuation Chemical properties of Acids and Bases Practical: Properties of Acids and bases	· Reactions of metallic and non-metallic oxides with acids and bases respectively	The pupil could classify and differentiate the equations into 4 different types and could identify the factors affecting corrosion and rancidity Children are able to hypothesise the characteristics of substances and classify them as Acids, Bases and Salts after testing with Indicators like Methyl orange, Litmus paper or

						Phenolphthalein . Children further hypothesise the differences between strong acid and weak acid or Strong base and Weak base.
<b>Science(Biology)</b>	c) Blood vessels ,Arteries, Veins & Capillaries, Clotting Mechanism ,Lymph ,Function of Lymph Transportation in plants -Ascent of Sap	Transpiration Pull Root Pressure Translocation Excretion Introduction	Excretory system in Humans Excretion in plants	<b>CHAPTER 7 - CONTROL &amp; COORDINATION</b> -Animal nervous system, Nerve cell, Receptors, transmission of nerve impulses What happens in reflex action? Reflex arc	Human Brain, How these tissues protected, How does the nervous tissue cause action?	Students are able to explain; -Human circulatory system and functions of blood -Draw the circulatory system Transport of materials in plants .
<b>Social Science (History)</b>	<b>Nationalism in India:</b> The First World War, Khilafat and Non-Cooperation  The First World War, Khilafat and Non-Cooperation. Differing	Differing Strands within the Movement	Towards Civil Disobedience	The sense of collective belonging.	The sense of collective belonging.	<ul style="list-style-type: none"> <li>• To analyse and elucidate about the impact of the satyagraha against the Rowlatt Act and the Jallianwala Bagh massacre.</li> <li>•Are able to critically evaluate the aims and objectives of the various social groups in</li> </ul>

	strands within the movement.					participating in NCM and CDM •Are able to critically evaluate the revival of Indian culture and history to create a sense of collective belongings among the Indians.
<b>Social Science (Geography)</b>	Technological and Institutional Reforms.	Contribution of Agriculture to National economy & output.  Map Marking	<b>CH5: Mineral and Energy Resources:</b> Types of Mineral Resources; Mode of occurrence, classification of Minerals.  REVISION FOR PRE-MIDTERM	Conservation of Minerals. Spatial distribution.	Spatial distribution of minerals	Identifies and summarizes various aspects of agriculture  Identify: Major areas of Rice and Wheat Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute. Differentiates between the conventional and nonconventional sources

						of energy.
<b>Social Science (Economics)</b>	<b>PUBLIC FACILITIES</b>	<b>Human Development Report, BMI</b>	<b>Difference between UNDP and World Bank</b>	<b>Sustainability of development</b>	<b>Sustainability of development: Example 1 and Example 2.</b>	<ul style="list-style-type: none"> <li>• To acquire knowledge regarding the role and impact of public facilities on the development of a country.</li> <li>• To acquire knowledge regarding different characteristics and features of development.</li> </ul>
<b>AI</b>	<p><b>PART B Unit 1 :Revisiting AI Project Cycle &amp; Ethical Frameworks for AI</b></p> <p>Ethical framework for AI and its category. Bioethics, a popular framework that is used in the healthcare industry</p> <p><b>PART B</b></p>	<p><b>PART B Unit 2. Advance Concepts of Modeling in AI</b></p> <p>Concept of Artificial Intelligence, Machine Learning and Deep Learning Supervised, unsupervised and reinforcement learning based approach and to Understand subcategories of Supervised, Unsupervised and deep</p>	<p><b>PART B Unit 2. Advance Concepts of Modeling in AI</b></p> <p>Concept of Artificial Intelligence, Machine Learning and Deep Learning Supervised, unsupervised and reinforcement learning based approach and to Understand subcategories of Supervised, Unsupervised and deep</p>	<p><b>Revision:</b></p> <p>Recap the portions for pre-midterm Examination</p> <p><b>PRE-MIDTERM EXAMINATION</b></p>	<p><b>PART B Unit 2. Advance Concepts of Modeling in AI</b></p> <p>Neural Networks and to Understand how AI makes a decision</p> <p>Neural Networks and to Understand how AI makes a decision</p> <p><b>PART B Unit 7 Advance Python</b></p> <p>Basic problem-solving exercises using conditional and</p>	<p><b>Unit 1: AI Project Cycle &amp; Ethical Frameworks</b></p> <p>Understand ethical frameworks in AI and their categories. Recognize the role of bioethics in healthcare AI.</p> <p><b>PART B Unit 2. Advance Concepts of Modeling in AI</b></p> <p>Understand AI, Machine Learning, and Deep Learning concepts.</p>

	<p><b>Unit 7 Advance Python</b> Basic problem-solving exercises using lists on Python Compiler.</p>	<p>learning models with suitable examples. <b>PART B</b> <b>Unit 7 Advance Python</b> Basic problem-solving exercises using lists on Python Compiler</p>	<p>learning models with suitable examples. <b>Revision:</b> Recap the portions for pre-midterm Examination</p>		<p>iterative statements.</p>	<p>Differentiate supervised, unsupervised, and reinforcement learning. Identify subcategories of learning models with examples. Understand neural networks and AI decision-making. <b>Unit 7 Advance Python</b> Solve basic problems using lists, Conditional and Iterative statements</p>
<b>IT</b>	<p><b>PART B</b> Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc</p>	<p><b>PART B</b> Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc</p> <p>Chapter 5: Using Macros in Spreadsheet To Develop skills in recording, running, creating, and organizing macros, and using them as functions for</p>	<p><b>PART B</b> Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc</p> <p>Chapter 5: Using Macros in Spreadsheet</p> <p>Practical Sessions: Setup Multiple Sheets Create References to Other Sheets Create References to</p>	<p><b>PART B</b> Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc</p> <p>Chapter 6: Linking Spreadsheet Data Learn to set up multiple sheets, create references and hyperlinks within and</p>	<p><b>PART B</b> Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc</p> <p>Chapter 6: Linking Spreadsheet Data Learn to set up multiple sheets, create references and hyperlinks within and across documents, and link to external and registered data sources.</p>	<p>To Learn skills in consolidating data, using groups and subtotals, performing what-if analysis and scenarios, and utilizing the Goal Seek tool for decision-making.</p> <p>To Develop skills in recording, running, creating, and organizing macros, and using them as functions for document automation.</p>

	Chapter 4: Analyse data using scenarios and goal seek	document automation.	Other Documents Create, Edit, and Remove Hyperlinks Link to External Data Link to Registered Data Sources	across documents, and link to external and registered data sources.		Learn to set up multiple sheets, create references and hyperlinks within and across documents, and link to external and registered data sources.
<b>HEALTH CARE</b>	<b>UNIT 2 INTRODUCTION TO CARE PLAN AND CARE OF PATIENTS - Location Classroom/ Hospital/Clinic</b> SESSION 1 - Describe the Role of General Duty Assistant/Patient Care Assistant in Care Plan SESSION 2 - Feeding a Patient	<b>UNIT 2 INTRODUCTION TO CARE PLAN AND CARE OF PATIENTS</b> -SESSION 3 - Identify Vital Signs SESSION 4 - Make Bed for Patient	<b>UNIT 2 INTRODUCTION TO CARE PLAN AND CARE OF PATIENTS</b> -Demonstrate Patient Positioning	<b>UNIT 3: STERILIZATION AND DISINFECTION</b> - SESSION 1 Describe the Disease Causing Microorganisms, COVID-19 SESSION 2 - Describe the Causal Agents of Common Human Diseases	SUMMER BREAK	<ul style="list-style-type: none"> <li>Identify the role of General Duty Assistant in implementing Care Plan</li> </ul> <b>UNIT 3:</b> <ul style="list-style-type: none"> <li>Describe the diseases caused by microorganism</li> <li>Demonstrate the knowledge of common human diseases and their casual agents.</li> </ul>
<b>MARKETING AND SALES</b>	<b>Unit-2 Subject Specific Skills-Segmentation, Targeting and Positioning1.</b>	<b>Unit-2 Subject Specific Skills-Segmentation, Targeting and Positioning</b>	<b>Unit 2- POSITIONING and TYPES</b> Concept and Types Positioning	<b>SUBJECT SPECIFIC SKILL UNIT-3 SALES PROCESS</b>	<b>SUMMER VACATIONS</b>	<ol style="list-style-type: none"> <li>Describe the concept of Segmentation</li> <li>Bases of Segmentation</li> </ol>

	Market Segmentation- Introduction -Concept and importance 2.Bases for segmenting consumer markets	3.Evaluating and Selecting Target Markets 4.Types of targeting		Prospecting		3. Target Markets and their types 4.Positioning and its types 5.Describe the Sales Process
<b>DESIGN THINKING</b>	Part B - Unit 1 - Fundamentals of Communication Skills - Understands the Verbal and gestural communication of the chosen issue with Title, Elevator Pitch, Verbal/Gestural Presentation, Summary along with References and Credits	Part A - Unit 3 - ICT skills • Describes what computer files and folders are. • open a new file in a text editor, type in your details and save the file.	Part B - Unit 2 - Fundamentals of story creation - genres of stories & types of stories.	Understands about the main 4 types of narrative structures.	SUMMER BREAK	Introducing this module within the design subject will allow students to explore and express their thoughts in a more engaging manner.
<b>PAT</b>	Preparation of Assessment Report & Feedback	Unit 3: Free Play – Concept & Importance	Organizing Free Play Activities	Free Play for Rehabilitation	SUMMER BREAK	The child will be equipped with the process of assessment. The child will plan the free play activity. Learn how

						to rehabilitate.
<b>ITT</b>	<b>PART-B-SPECIFIC SKILLS.</b> <b>UNIT-1-SOFT SKILLS</b> 1.5-Positive Work Attitude. 1.6-Creating First Impression & Grooming	<b>CONTD</b> 1.7-Basic Social Etiquettes - Work and Telephone. 1.8-Positive Body Language.	<b>UNIT-II INTRODUCTION TO TOURISM-II</b> 2.1 Introduction. 2.2 What is Tourism?	<b>CONTD</b> 2.3 General Impacts 2.4 Typology of Tourism Impacts.	SUMMER BREAK	Introducing soft skills to develop a positive work attitude, positive body language, basic social etiquettes.  To understand the general impacts of Tourism and Typology of Tourism impacts.