DELHI PUBLIC SCHOOL, PALI

ANNUAL CURRICULUM PLAN (SESSION 2019-20)

CLASS: 10TH
SUBJECT: SOCIAL STUDIES

Month	Theme/Sub Theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application Based)			
APRIL	**Democratic politics- Chapter-1 Power Sharing** Importance of power sharing. -Case studies of Belgium and Sri Lanka - Majoritarianism in Sri Lanka - Accommodation in Belgium -Different forms power sharing	Students will be able to – 1. Define the term Power Sharing. 2. Students will be able to know about the ethnic composition of Belgium and Sri Lanka. 3. Students will be able to understand the political system in Sri Lanka and the rule of Majority. 4. Students will understand the reason of civil war	Students will be able to – 1.Express the necessity for power sharing. 2. Students will realize the significance and values of power sharing. 3. Students will be able to analyze the world on the basis of power sharing. 4. Students will be able to compare the lives of people in those countries where power sharing is being practiced and the countries where power is not shared.	**Classroom activities**- 1. Identify the type of power sharing— The Bombay high court ordered the Maharashtra government to improve the conditions of children living in slum areas. 2. **Brain storming session**---Do you think UNO has failed in power sharing of check and balance on corona virus.	Students are able to– 1. Define the term Power Sharing. 2. Students know about the ethnic composition of Belgium and Sri Lanka. 3. Students understand the political system in Sri Lanka and the rule of majority. 4. Students understand the reason of civil war. 5. Students justify power sharing as true spirit of democracy. 6. Students apply power sharing in the class.	Assessment will be done on the basis of decided Rubrics.

			5. Students will be able to recognize the accommodation of different community in the political scenario in Belgium. *6. Students will be able to realize that power sharing is important pillar of democracy.* *7. Students will identify that power sharing is a basic necessity even in small and homogenous countries.* *8 students will realize the fact that accommodation of all the minorities is possible only through power sharing.*		*7. Students make right choices for sustainability.* *8. Students predict consequences, cause and effect globally.* *9. Students willingly suggest and advocate solutions globally.* *10. Students acknowledge inter connectedness around the world.*	
APRIL	***Federalism (D.P.)*** *-What makes India a Federal country?* *-Features of Federalism* *-Types of Federalism* *-Difference*	*Students will be able to understand-* *1. The nature of federalism and its various aspects.* *2. Students will learn the structure of state and local govt. compared to the central govt.* *3. Students will know about the historical*	*Students will be able to –* *1.Apply uniformity in the class.* *2. Students will be able to appreciate regional diversity in the country.* *3. Students will be able to aware about federalism and its practices.* *4. Students will be able to analyze relationship between*	***Class room Activities:*** ***Brain storming session—*** *1. Why India is considered quasi federal country?* *Is it correct in present day India?* ***2-Cartoon interpretation*** *The teacher should provide any picture or cartoon given in the textbook or any relevant picture/ cartoon, and tell the students to interpret the same.*	*1. Students understand the nature of federalism and its various aspects.* *2. Students learn the structure of state and local govt. compared to the central govt.* *3. Students know about the historical progression of federalism In India.* *4. Students understand the process to follow the federalism.*	*Assessment will be done on the basis of decided Rubrics.*

	between Federal and unitary govt. *-Criteria of Federalism- Linguistic states, Language Policy, Decentralization*	*progression of federalism In India.* *4. Students will understand the process to follow the federalism*	*all tiers of Govt.* *5. Students will be able to acknowledge different viewpoints of different cultures in India* *6. Students will examine the ways in which Supreme Court has the authority to Solve or give remedial solution among different levels of government when dispute occurs.*	*For example a cartoon given here:* *The teacher will study the cartoon and will ask the different perceptions*	*5. Students apply uniformity in the class.* *6. Students appreciate regional diversity in the country.* *7. Students aware about federalism and its practices.* *8. Students analyze relationship between all tiers of Govt.* *9. Students acknowledge different viewpoints of different cultures in India.* *10. Students examine the ways in which Supreme Court has the authority to Solve or give remedial solution among different levels of government when dispute occurs.*	
May	***Geography- Life line of National Economy—*** *Importance of transport in the economy of India.* *-Means of transport as a pre-requisites for fast development.*	*Students will be able to understand:* *1. The different modes of transportation.* *2. The classification and importance of roads.* *3. The types of railway tracks along with the technical terminology.* *4. The factors affecting distribution of railways.*	*1. Students will be able to analyze that the development of nation is related with development of infrastructure and means of transports.* *2. Students will be able to appreciate the government policy in building the huge infrastructure*	***Introductory:*** ***1.*** *The teacher will ask the students to imagine a week without the means of transport and communication* ***2.*** *The teacher will write all the view points on the black board and then discuss the importance of the same.* ***3.*** *The description of the colour used in the mile stone.* ***4.*** *Meaning and interruption of*	*The Students understand* *1. The different modes of transportation..* *2. The classification and importance of roads.* *3. The types of railway tracks along with the technical terminology.* *4. The factors affecting distribution of railways.* *5. Types of national and*	*Assessment will be done on the basis of decided Rubrics.*

	-Roadways- Various roads and their construction and maintenance by various departments of government. *Major International airports, Communication and international trade.*	*5. Types of national and international airways.* *6. The importance of railways in boosting the economy.* *7. The features of waterways and the significance of ports.* *8. The merit of pipelines transport.* *9. The different means of communication and their role in economy.* *10. Role of tourism and medical tourism in bringing the foreign exchange*	*3. Recognize the impact of tourism in boosting the trade and GDP of the country.* *4. Appreciate the development and importance of tourism in India.* *5. Students will analyze that road and railway transport are not competitive but complimentary to each other.* *6. They will critically analyze the conditions of Indian transport and communication system*	*road tracks to be used during over taking.* *Activity (to support learning):* *1. Map Skill* *All the prescribed points given by CBSE.* *2. Students will be asked to write the pin code of their locality and categorized their pin code on the basis of their zone, state, individual post office.* *3.* ***Brain storming session*** *Students will asked to give feasible ideas for the improvement of transportation of INDORE*	*international airways.* *6. The importance of railways in boosting the economy* *7. The features of waterways and the significance of ports.* *8. The merit of pipelines transport.* *9. The different means of communication and their role in economy.* *10. Role of tourism and medical tourism in bringing the foreign exchange.* *11. Students analyze that the development of nation is related with development of infrastructure and means of transports* *12. Students will appreciate the government policy in building the huge infrastructure.* *13. Recognize the impact of tourism in boosting the trade and GDP of the country.* *14. Students recognize the ecological and sociological cost of economic development* *15. Analyze the difference between mass and personal*	

					communication along with the importance. 16. Appreciate the development and importance of tourism in India. 17. Students analyze that road and railway transport are not competitive but complimentary to each other. 18. They critically analyze the conditions of Indian transport system	
May	**Economics Development—** The traditional notion of development, National Income And per capita Income. The need for health and educational development indicators.	1. Understand basic concepts like development, per capita income, literacy rate, IMR, HDI and Sustainable development. 2. Understand the different indicators of development. 3. Understand the merit	1. Appreciate the different perspectives of development. 2. Analyze the real concept of development 3. Realize that the money is not only the indicator of development 4. Analyze the role of UNDP	Classroom activities- 1. (To Start the Chapter) Teacher will ask the different goals of the students and then explain it through flow chart. 2. BMI test of the students. **Brain storming session** (Sharing views) **Topics covered;** Non materialistic development ' The entire lockdown of the almost entire world gave many environmental changes for example clear canals of Venice rivers in Italy, big drop in air	1. Understand the different indicators of development. 2. Understand the merit and demerit of per capita income as a development indicator. 3. Understand the concept the developmental goal differ from person to person 4. Understand the concept of BMI	Assessment will be done on the basis of decided Rubrics.

		and demerit of per capita income as a development indicator. *4. Understand the concept the developmental goal differ from person to person.* *5. Understand the concept of BMI* *6. Understand the urgent need of sustainable development* *7. Understand the influence of public facilities on the development of a country*	*5. Compare Economic -non economic indicators of development* *6. Assess the real meaning of development in reference to present day situation of the world(Corona virus)* *7. Realize that development for one can be harmful for others*	*pollution, regeneration of mother Earth etc ."* *Do you think that it is also a type of development?*	*5. Understand the urgent need of sustainable development* *6. Understand the influence of public facilities on the development of a country* *7. Appreciate the different perspectives of development.* *8. Analyze the real concept of development* *9. Realize that the money is not only the indicator of development* *10. Analyze the role of UNDP* *11. Compare Economic -non economic indicators of development* *12. Assess the real meaning of development in reference to present day situation of the world(Corona virus]*	

JULY	**HISTORY** **Nationalism in India-** - Growth of Anti -Colonial Nationalism in India -Towards Civil Disobedience Movement -The sense of Collective Belongingness	**1.** To know Khilafat movement with Non cooperation. **2.** To understand the conditions which created the ground for civil disobedience movement . **3.** To know the events which took place between 1920 to 1930 **4.** To understand the limits of civil disobedience movement. **5.** Students will understand the power of peace in place of violence.	To develop sense of responsibility and patriotism 1. To critically analyze the role of prominent leaders of nationalist movement. 2. Student will be able to realize that unity is the biggest strength for achieving any goal. 3. To compare history of nationalism in India with rest of Europe. 4. Students will realize that for the survival of the nation freedom is necessary 5. Students will be able to imbibe the feeling of nationalism and patriotism 6. Students will be able to analyze the role of revolutionaries in freedom movement. 7. Students will be able to analyze the impact of rise of nationalism in India on	**Activity (To introduce the lesson):** 1. Students will be asked to narrate the incidence where they found the peace and understanding solved the problem. 2. Students will be asked to share the incidents when they felt the felling of patriotism or when they were able to stir the feeling of patriotism in others **Activity (To Support learning): Topic covered** **Outbreak of rumors during Non co operation movement** 1. Telephonic game: which can change the entire message will be played to explain how rumors which spread during the non-co-operation movement. 2. MAP WORK- Points given by board.	1. Students know Khilafat movement with Non cooperation. 2. Students understand the conditions which created the ground for civil disobedience movement. 3. Students know the events which took place between 1920 to 1930. 4. Students understand the limits of civil disobedience movement Students develop sense of responsibility and patriotism. **5.** Students critically analyze the role of prominent leaders of nationalist movement**.** 6. Students realize that unity is the biggest strength for achieving any goal. 7. Students understand the power of peace in place of violence. Students compare history of nationalism in India with rest of Europe.	**Enrichment activity (to be accessed)** **Topic covered: Entire chapter** **Name of the activity:** Role play [Skit] **Type: Group activity** **Process:** 1. The class will be divided into groups as per the following topics. 2. Non co operation movement 3. Formation of Swaraj party 4. Arrival and revolt against the Simon commission. 5. Civil disobedience movement 6. Salt satyagraha

			freedom struggle		8. Students realize that for the survival of the nation freedom is necessary. 9. Students are able to imbibe the feeling of nationalism and patriotism. 10. Students are able to analyze the role of revolutionaries in freedom movement. 11. Students are able to analyze the impact of rise of nationalism in India on freedom struggle	7. All party meeting and non participation of Muslim. 8. Gandhi Irwin pact **PARAMETERS—** **GROUP-** 1. Time management 2. Coordination 3.Over all presentation. **INDIVIDUAL-** 1. Content 2. Understanding 3. Relevance
AUGUST	**Geography Forest and Wild Life** The chapter deals with -Biodiversity Flora and fauna in India - Endangered species - Classification of the animal species based on the international union	Students will be able to understand: 1. The biodiversity of India 2. The classification of animal species based on the international union 3. The flora and fauna of India 4. The factors affecting distribution of flora and fauna of India 5. Causes of the depletion of flora and fauna	The students will be able--- 1. To analyze the importance of biodiversity of India 2. To appreciate the government policies in conservation of flora and fauna. 3. To devise the good practices towards conserving forest and wild life.	**Introductory:** 1.The teacher will make the worksheet as per CBSE Activity (to support learning): 1. Map Skill 2. All the prescribed points given by CBSE	The Students are able 1.The biodiversity of India 2. The classification of animal species based on the international union 3. The flora and fauna of India 4. The factors affecting distribution of flora and fauna of India 5. Causes of the depletion of flora and fauna. 6. The demerits of developmental projects.	**ENRICHMENT ACTIVITY-** **Individual [Work-sheet]** PARAMETERS- 1. Content 2.Understanding 3.Relevance 4.Accuracy (This worksheet will include Geography chapter- Forest & Wild Life, Water Resources and DP Chapter- Democracy &

	- Causes of the depletion of flora and fauna	*6. The demerits of developmental projects* *7. The classification of forests as reserved, protected forests and unclassed forests*	*4. Appreciate the efforts of local communities in conserving the forest.* *5. To analyze the role of negative factors that causes depletion of resources.* *6. To appreciate the movements like CHIPKO MOVEMENT, BEEJ BACHOO ANDOLAN*		*7. The classification of forests as reserved, protected forests and unclassed forests.* *8. To analyze the importance of biodiversity of India* *9. To appreciate the government policies in conservation of flora and fauna* *10. To devise the good practices towards conserving forest and wild life.* *11. Appreciate the efforts of local communities in conserving the forest.* *12. To analyze the role of negative factors that causes depletion of resources.* *13. To appreciate the movements like CHIPKO MOVEMENT, BEEJ BACHOO ANDOLAN*	*Diversity)*
SEPTEMBER	***Geography Water Resources*** ***[To be assessed only in periodic test not in board exam.]***	*Students will be able to-* *1. Learn about hydrological cycle.* *2. To understand about the causes of water scarcity - (a large population, intensive*	*Students will be able to-* *1. Critically Analyze the uneven distribution of India* *2. Appreciate the steps taken by the government to conserve the water resources*	*Teacher will frame the work sheet as per the CBSE* *Activity (to support learning):* *1. Map Skill* *2. All the prescribed points given by CBSE*	*The students are able to* *1. To learn about hydrological cycle.* *2. To understand about the causes of water scarcity - (a large population, intensive industrialization, increasing urbanization).*	

		industrialization, increasing urbanization). *3. Students will know how to conserve and manage water by multi - purpose river project.* *4. Student will be able to understand the objectives of multi - purpose projects.* *5. Students will know about rainwater harvesting*	*3. Critically analyze the role of Dams in modern India* *4. To realize the real value of water and how to efficiently consume it.* *5. To conserve the water by using water harvesting method.* *6. To appreciate the primitive methods of water conservation*		*3. To know how to conserve and manage water by multi - purpose river project.* *4. Critically Analyze the uneven distribution of India.* *5. Appreciate the steps taken by the government to conserve the water resources.* *6. Critically analyze the role of Dams in modern India* *7. To realize the real value of water and how to efficiently consume it.* *8. To conserve the water by using water harvesting method. to appreciate the primitive methods of water conservation.*	
OCTOBER	***Economics Sectors of Indian Economy--*** *-Three sectors of Indian Economy. Interdependence of all three sectors* *-Their contribution in India's GDP*	*1. Student will know about the economic activities which are classified into groups, these groups are called sectors of economy.* *2. They will get to know about classification on the basis of nature of activities, primary, secondary, Tertiary.* *3. They will understand the process to calculate the GDP of the country*	*The students will be able to-* *1.Analyze the system of calculating the GDP* *2. Recognize the disguised employment in the real life.* *3. Identify the reasons of growing importance of territory sector* *4. Empathize with workers of unorganized sector.* *5. Identify the reasons that why Indian government is not*	***Class room Activities:*** **Group discussion-* ***Topics*** *1. Unemployment is a major problem in a country like India. Suggest various ways for generating employment opportunities both in rural and urban areas.* *2. Should we consider the service sectors as back bone of country?*	*1. Students are able to analyze the system of calculating the GDP* *2. Students are able to recognize the disguised employment in the real life* *3. They are able to identify the reasons of growing importance of territory sector* *4. They are able to empathize with workers of unorganized sector.* *5. They are able to identify the reasons that why Indian government is not*	*Assessment will be done on the basis of decided Rubrics.*

	-Their contribution in employment generation *-Ways to create new employment opportunities* *-Classification of sectors on the basis of ownership*	*4. They will learn about classification on the basis of employment - organized (control by government) and unorganized (not control by government).* *5. Students will learn of different types of unemployment - seasonal, disguised, structural, cyclical, and frictional.* *6. Students will know that all the three sectors primary, secondary, tertiary, are dependent on each other.*	*able to generate the employment in territory sectors.* *6. Distinguish between - organized (control by government) and unorganized (not control by government).* *7. Identify the different types of unemployment -seasonal, disguised, structural, cyclical, and frictional.* *8. Realize that all the three sectors primary, secondary, tertiary, are dependent on each other*	*3. Is unemployment reason of brain drain in India?* ***Class Activity*** ***Mock general assembly session after the outbreak of corona virus—*** *The class will be divided into groups like,* *One group will represent China, one Italy, one America and one India* *They will be discussing the impact of virus on their economies and will also work on suggestive measure to improve the economy*	*able to generate the employment in territory sectors* *6. Students are able to analyze the system of calculating the GDP* *7. Students are able to recognize the disguised employment in the real life* *8. They are able to identify the reasons of growing importance of territory sector* *9. They are able to empathies with workers of unorganized sector.* *10. They are able to identify the reasons that why Indian government is not able to generate the employment in territory sectors* *11. Student knows about the economic activities which are classified into groups, these groups are called sectors of economy.* *12. They understand the process to calculate the GDP of the country* *13. They learn about classification on the basis of employment - organized (control by government) and unorganized (not control by government).* *14. Students learn different types of unemployment -*	

					seasonal, disguised, structural, cyclical, and frictional.	
NOVEMBER	**Geography- Resources and Development** Interrelationship of resources, technology and institutions -Classification of resources -Degradation and conservation of resources -formation and types of soil -erosion and conservation of soil	Students will be able to understand: 1. To understand different types of resources, Natural resources and Human resources. 2. To understand on the basis of different criteria, resource can be classified-(origin, exhaustibility, ownership, status of development). 3. Student will know about land resources with different land patterns in India. 4. To get the knowledge of resources planning in India. 5. They will understand how to conserve land resources. 6. They will understand about soil resources and its types-Alluvial soil, Black soil, Red soil and yellow, Laterite soil, Forest and mountain,	Student will be able to Classify different types of resources. 1. Student will be aware about conservation of resources. 2. Student will be able to analyze soil erosion in different parts of the country 3. They will be able to imitate conservation measures to prevent soil erosion and land degradation 4. Student will be able to plan to check soil erosion by taking different measures. 5. They will be able to identify problems of wastes land and pollution done by using excess use of resources. 6. They will be able to plan recycle of resources.	**Introductory:** 1. The teacher will ask the students to list the name of resources they use everyday 2. The teacher will write all the names given by the students and will try to categorize them as per the lesson 3. To make a list of resources we need in India. Activity (to support learning): Map Skill All the prescribed points given by CBSE **BRAIN STORMING SESSION** Students will be asked to give new ideas to conserve the resources.	1. Students learn the difference between natural and human resource. 2. Students able to learn the value of resource and their conservation. 3. They understand the usability of resources. 4. Identify areas where resources are depleted. 5. Use the knowledge of soil distribution in the country and how different kinds of erosions are degrading the soil. 6. Identify the soil region and the kind of erosion taken place.	Assessment will be done on the basis of decided Rubrics.

		Arid soil. *7. To get the knowledge of soil erosion and its conservation.* *8. They will know about the land degradation.*				
DECEMBER	***Democracy and Diversity*** ***[To be assessed only in periodic test not in board exam.]***	*1. Students will be able to sate the basis on which people identify themselves.* *2. Students will be to understand the social and religious diversity.* *3. Students will be able to Understand and explain the overlapping and cross-cutting differences* *Students*	*1. Students will state how they perceive their identity.* *2. Students will able to compare the how government of different countries reciprocates the demand of different groups in society.* *3. Students will does exists in society hindering the mindset of people and effect the socio -economic growth of country*	*Activities---* *1. Reading of sources given in the chapter* *2. Picture Reading of the chapter.*	*1. Students are able to sate the basis on which people identify themselves.* *2. Students are able to.* *3. Students are able to choose to follow and practice* *4. Students are able to comprehend the three determinants of social division.* *5. Students are able to overlapping and their impact with real life examples*	
JANUARY	***D.P--*** ***Gender,Religion and Caste*** *-Existence of Gender division in society* *- Sexual division*	*1. To understand about gender discrimination and its role in politics.* *2. To learn about a woman's role in politics.*	*1. Students identify the areas of gender discrimination prevailing in society.* *2. Understand how important the role of women voter is, though the gap between men and women voters has*	***CLASS ROOM ACTIVITIES-*** ***1. Topic covered: Gender discrimination*** *Discussion on the topic-* *Do you think women empowerment will lead to gender equality?*	*1. Student learnt to describe, communalism, secular state, gender discrimination.* *2. Analyze the role of family law and universal adult franchise.* *3. Understand the caste inequality.*	*Assessment will be done on the basis of decided Rubrics.*

	of labour *-Women's political representation* *-Religion, Communalism and Politics* *-Caste and Politics*	*3. To know the extent of woman's representative in politics.* *4. To understand the term secular state.* *To learn about the role caste division plays in politics*	*narrowed over time with little difference.* *3. Students will be able to identify how a particular faith play dominant role in elections and voting behavior.* *4. Recognize how political parties promote communal ideology.* *5. Understand that constitutionally religion should not have any role in politics.* *6. Understand that time has come to unchain impact of religious politics and strengthen real India to strengthen democracy.*	*Write any five real life examples of women empowerment* ***2. Topic covered-- Caste in politics and politics in caste*** ***3. Brain storming activity--*** *1. Do you think disintegration shown during the pandemic was the main reason to slow down the rate of our efforts?* *2. Case study of triple talaq will be discussed to clear the topic Gandhiji vision that the politics an not be separated from caste*	*4. They got know about the facilities provided by the government to the women.* *5. They realized how the leaders are using people for their betterment by asking votes on the basis of castes.* *6. They realized the difference between caste in politics and politics in caste*	
FEBRUARY	***History*** ***Age of Industrialization*** *-Concept of Proto-Industrialization* *-Coming up of factories* *-Manchasterco mes to India* *-Early*	*1. Students will understand the terms proto-industrialization, trade guilds and its impact.* *2. Students will understand the usage of common land* *3. Students will be able to understand the life of workers during industrial revolution.*	*1. Students will be able to analyze the living standards of the people between 18th and 20th century.* *2. Students will be appreciating the work of early entrepreneurs of India.* *3. Students will be able to acknowledge inter connectedness around the world.* *4. Students will realize the fact that using the Indian*	*1. Prerequisite knowledge- Before starting the chapter discuss the terms industry and its revolution and the significance of the lesson.* *2. Time line chart on various inventions.* *3. Discuss the impact of industries in India and Britain.* *4. Discuss the areas related to environmental issues due to industrial growth*	*1. Students understand the terms proto-industrialization, trade guilds and its impact.* *2. Students understand the usage of common land* *3. Students understand the life of workers during industrial revolution.* *4. Students understand the effect of industrialization in the colonies of Britain ex: India*	*Assessment will be done on the basis of decided Rubrics.*

	Entrepreneurs *-Advertisement*	*4. Students will be able to understand the effect of industrialization in the colonies of Britain ex: India* *5. Students will be able to know the early entrepreneurs of India.* *6. Students will understand the impact of Manchester on Indian trade.* *7. Students will understand the shifting of manual work to automation.* .	*products will only boom the economic development.* *5. They will evaluate the enclosure made by Britain government.* *6. Students will recognize the steam power and power tools during the process of industrialization.* *7. Students will analyze the market of India before arrival of east India Company.* *8. Students will be able to describe the life of workers during industrial revolution.* *9. Students will be able to find the peculiarities of industrial growth in India.* *10. Students will be able to discuss the line of action through which the British dismantle the handicraft of Indian manufacturer*	***Activities:*** *1. Conduction of debate on " Technology is a boon of progress or Disaster of mankind"* ***2.*** *Discussion on--* ***make in India project***	*5. Students know the early entrepreneurs of India.* *6. Students understand the impact of Manchester on Indian trade.* *7. Students understand the shifting of manual work to automation.* *8. Students are able to analyze the living standards of the people between 18th and 20th century.* *9. Students appreciate the work of early entrepreneurs of India.* *10. Students acknowledge inter connectedness around the world.* *11. Students realize the fact that using the Indian products will only boom the economic development.* *12. They evaluate the enclosure made by Britain government.* *13. Students analyze the market of India before arrival of east India Company.* *14. Students describe the life of workers during industrial revolution.*	

					15. Students are able to find the peculiarities of industrial growth in India. *16. Students discuss the line of action through which the British dismantle the handicraft of Indian manufacturer*	
FEBRUARY - MARCH	Revision for Board Examination					